



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

His Highness Prince Aga Khan Shia Imami Ismaili International Conciliation and Arbitration Board

IMI Certified Mediator Training Program

The Organisation

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Program delivery	The program and all assessment are delivered in- person.
Locations and languages	<ul style="list-style-type: none">• Afghanistan – Dari• Angola – English, Portuguese• Australia and New Zealand – English• Canada – English• Democratic Republic of Congo – English, Gujarati• France – French

- India – English, Hindi, Gujarati
- Iran – Persian (Farsi)
- Kenya – English
- Madagascar – French
- Mozambique – English, Gujarati
- Pakistan – English, Urdu, other dialects spoken in Northern Pakistan, as needed
- Portugal – English, Portuguese
- Syria – Arabic
- Tajikistan – English, Tajik, Russian
- Tanzania – English
- Uganda – English
- United Arab Emirates – English
- United Kingdom – English
- United States of America – English

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	1986; N/A.
Training course registered in accordance with jurisdiction requirements	N/A.

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.

Attach your course outline	See ICAB - Annex MCTP 5-Day Detailed Programme (for trainers).
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	Day 1
The roles of legal counsel and representatives	Day 3
Overview of negotiation and conflict resolution theory	Day 1
Mediator ethics, including appropriate local ethical standards	Days 1 and 3
Forms of listening skills and communication strategies	Days 1 and 2
Process management skills, including the use of joint and private meetings	Days 1- 3

Negotiation strategies and skills to manage the content of the dispute	Days 1-3
Ways of responding to the diverse behaviours of the parties	Days 1-3

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	<p>The MCTP follows a similar assessment process as the Centre for Effective Dispute Resolution (CEDR), which has worked with ICAB to train and develop its mediation training program. In order to be considered an effective mediator (i.e., to pass), a participant must achieve at a minimum, a competent assessment. A participant who does not receive either a proficient or competent assessment (i.e., fail) is flagged to receive additional training or may undertake an additional assessment following a period of assisting a competent mediator to further enhance his/her skills, prior to mediating a case independently.</p> <p>The competency framework is based on CEDR's Core Competency Framework, which is provided to all ICAB trainees prior to the assessment. It is also covered in the MCTP on Day 1. It is referred to throughout the course, specifically tying concepts and skills covered to the respective competencies.</p>
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	See ICAB - Annex Core Competencies and ICAB - Annex Competency Assessment Scorecard.
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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 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>	N/A.

5. Group Size

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

Maximum class size	Varies by country; 12, 18, 24, 30, 36 (ratio of 1 trainer to every 6 trainees). ICAB provides mediation training to volunteer mediators of the Shia Ismaili Muslim community who are appointed to serve a three-year term for affiliate CABs (at a national level and regional level) in 20 different countries. The size of each affiliate varies by country, ranging from five to 69 mediators. Of the 20 national affiliates, the size of five affiliates exceeds 30 mediators (USA-54, Canada-56, India-59, Pakistan-69,
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	and Syria-48), and therefore, ICAB will organize multiple training courses to accommodate the larger affiliates. In such circumstances, ICAB will limit the class size to 36 and will utilize six mediation trainers (sometimes seven) to ensure it maintains the 1:6 trainee to trainer ratio. The CAB system is a volunteer-driven mediation organization, so it has to provide training in a cost-effective manner.
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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	16%; 1 trainer to 6 trainees.
Exercises and discussion	34%; 1 trainer to 6 trainees.
Role-playing, coaching, and feedback	50%; 1 trainer to 6 trainees.

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>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</p>	<p>Pre-course participant materials are provided gradually, starting from four weeks before the course as follows:</p> <p>(a) 4 weeks before the course: agenda, faculty profiles.</p> <p>(b) two weeks before the course: pre-course reading materials/articles; and</p> <p>(c) on Day 1: the trainee course fillable outline in a workbook format.</p> <p>Participants receive electronic versions of their confidential role plays at least 2 weeks in advance of the training via email from me or the lead trainer. Other pre-course training materials are provided 4 weeks in advance.</p> <p>A printer is generally available on site if a participant forgets to print/bring their materials to the training.</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 those participants	Yes
Role plays during the course ensure participant work with the widest range of fellow participants as possible	Yes
All participants mediate the same number of times in role plays	Yes
Role plays are varied in subject matter and allow for practice of different stages of the mediation process	Yes
Comment where guidelines are not met	N/A.

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 on your course?	(a) Days 1-3: Oral feedback by trainers and fellow participants. (b) Day 4: Oral feedback by trainers; and (c) Oral feedback by trainers followed by written feedback and assessment.
Attach course feedback forms or guidance	See ICAB - Annex Core Competencies and ICAB – Annex Competency Assessment Scorecard.

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	Our course is delivered in person.
Provisions for participants not able to attend all 40 hours	N/A
Preparing the participants	N/A

Informal meetings	N/A
Role-plays for post-course assignment	N/A
Written component of post-course assignment	N/A
Feedback on post-course assignment	N/A
Supporting documents	

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>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</p>	<p>Yes, the assessment is provided on the final day of the training. Each trainee mediates a role play for 50 minutes throughout the day. There are three different role plays on the assessment day. One trainer is assigned to a group of 6 trainees (includes 2 mediators - Mediator A and Mediator B). Mediator A mediates for the first 50 minutes followed by Mediator B, who mediates for the next 50 minutes. The assessment is based on the core competencies that ICAB received through its partnership with the Centre for Effective Dispute Resolution (CEDR).</p> <p>The trainer provides one-to-one feedback to the trainee after the role play is complete (during the break). The trainer also completes written feedback and provides it to the ICAB Executive Director who then provides a copy of the written feedback to the trainee's board chair.</p> <p>With respect to Performance Assessment and Accreditation, different set of trainers/coaches and assessors are allocated.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>Any trainee has the opportunity to retake an assessment should they not pass with either a Proficient or Competent (i.e., passing) score.</p> <p>See ICAB - Annex Complaints and Appeal Policy.</p>
<p>Process of appointing assessors on a course</p>	<p>Different set of trainers/coaches and assessors are allocated.</p>

Clarification of passing criteria. How a student passes or fails this program

There is no pass or fail, *per se*. We are a volunteer organization that trains its volunteer mediators to be effective mediators. The assessments yield 4 results - (O) outstanding, (C) competent, (W) working towards competent, and (N) not competent. If a trainee scores a W or N, the trainer recommends to the trainee's board chair that the trainee undergo additional training in that particular competency before the trainee mediates a case. The trainee is also asked to shadow a more experienced mediator.

Participants are encouraged to seek formal accreditation through local mediation organizations and institutions within their respective jurisdictions, such as CEDR, ADR Institute of Canada, ADR ODR International Ltd, Pakistan Mediators Association, and other similarly situated ADR institutions.

A grade of "O" means that a participant has demonstrated a significant number of individual competencies consistently throughout the role play (i.e., pass).

A grade of "C" means that a participant has demonstrated a sufficient number of individual competencies throughout the role play (i.e., pass).

A grade of "W" means that a participant has not demonstrated a sufficient number of individual competencies throughout the role play enough (i.e., fail).

A grade of "N" means that a participant has failed to demonstrate any of the individual competencies consistently throughout the role play (i.e., fail).

	<p>The assessment outcomes and competencies are provided to all ICAB trainees prior to the assessment. They are also covered in the MCTP on Day 1 and are referred to throughout the course, specifically tying concepts and skills covered to the respective competencies.</p> <p>We currently provide a Certificate of Completion to those who have attended all 5 days/40 hours. The certificate does not state that the trainees were assessed and have met the required criteria to successfully complete the course. Only, the trainees who have achieved the grades "O" and "C" will be awarded a Certificate of Completion.</p>
<p>Next steps taken, should a student fail.</p>	<p>If a trainee scores a W or N, the trainer recommends to the trainee's board chair that the trainee undergo additional training in that particular competency before the trainee mediates a case. The trainee is also asked to shadow are more experienced mediator. Participants who receive a W or N generally will not qualify for certification (note: ICAB does not provide formal certification/accreditation). A participant may request a formal re-assessment, and one will be provided by ICAB with a different assessor.</p> <p>Participants who receive a W or N generally may request a formal re-assessment and one will be provided by ICAB. Since ICAB does not as yet provide formal accreditation or certification, it is up to each participant to request a re-assessment within 14 days from completion of the course. ICAB will be</p>

	<p>willing to develop a more formal process should it be required by IMI.</p> <p>Trainees are informed that they must pass the training assessment in order to receive the Certificate of Competence.</p>
Policy documents relating to assessment (optional / if applicable)	

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	<p>Following the MCTP course ICAB provides a continuing professional development course that aims to provide a refresher mediation skills training along with training on more advanced mediation concepts. In addition, national boards have ongoing local trainings to further develop its mediators, as well co-mediation models, mentorship opportunities with more seasoned mediators, and observations.</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>Attach complaints and appeals policy</p>	<p>See ICAB - Annex Complaints and Appeal Policy.</p>
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Conflicts of Interest

<p>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</p>	<p>For each training, the trainers and the Executive Director discuss potential conflicts of interest with trainees, between trainers and trainees. Prior to each role play session, the faculty of trainers are required to discuss and disclose any potential conflict of interest with a trainee. If there is a conflict of interest, another trainer who is not conflicted, is assigned to coach or assess the specific trainee.</p> <p>Different set of trainers/coaches and assessors are allocated.</p>
<p>Upload conflicts of interest policy (optional / if applicable)</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>
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<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>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>
<p>Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.</p>	<p>Yes</p>
<p>On-going feedback is sought from course participants, and given to those delivering the course.</p>	<p>Yes</p>
<p>Comments and/or explanations</p>	<p>ICAB provides ongoing training each year. TCAs are regularly involved in delivering training and coaching and assessing. Most of ICAB's TCAs are also assigned by the National boards to handle mediations (in fact, many of the TCAs are also board appointed mediators themselves).</p> <p>All of ICAB trainers have undergone rigorous training by CEDR through its partnership of train-the-trainer programs. In 2012, ICAB retained CEDR to develop a 40-hour mediation skills training program for members of the CAB system. As a result of this partnership, CEDR and ICAB developed a global mediation training program called the MCTP, which</p>

is designed to provide trainees with a thorough understanding of the processes, principles, and skills of mediation through classroom instruction and role-plays. Furthermore, the MCTP is delivered by volunteer professionals who have been trained by CEDR to serve as mediation trainers through a rigorous 2-week train-the-trainer program. These volunteers were required to successfully complete CEDR's mediation skills course and obtain CEDR accreditation, in addition to successfully completing the 3-day CEDR train-the-trainer course. As such, all of ICAB's faculty trainers have completed over 70 hours of classroom instruction and training with CEDR and are accredited by CEDR as certified mediators and by ICAB as trainers.

CEDR has been ICAB's train-the-trainer program provider since 2012. The three-day train-the-trainer program covers the following areas:

Recognizing the needs of adult learners

Differentiating and learning about learning styles

Distinguishing the skills and approaches of presenting and facilitating

Presenting a topic so as to engage an audience and convey information / ideas.

Facilitating discussion and learning using a range of intervention styles

Using techniques for providing coaching and feedback to learners

Handling challenging and unexpected situations in a training context

	<p>Specific trainer competencies cover presenting, facilitating, coaching and giving feedback.</p> <p>Refer to the attached trainer competency framework and other relevant materials:</p> <ul style="list-style-type: none"> • ICAB – Annex TOT PowerPoint • ICAB – Annex Trainer Competencies <p>The course also covers:</p> <p>A session for trainers to practice assessing mediators against the mediation skills competency framework.</p> <p>Observations and coaching by CEDR faculty on the application of the competencies in their mock presentations, role-play coaching sessions, and during mock feedback sessions.</p>
<p>New TCAs are to be observed and given performance feedback by senior colleagues</p>	<p>The Executive Director assigned senior TCAs to newly appointed TCAs with the sole purpose of mentoring them and preparing them for training, coaching and assessing. In addition, the Executive Director (who is also a CEDR accredited mediator and seasoned mediation trainer) provides ongoing supporting and mentorship to new TCAs through online and live practice sessions.</p>
<p>Explain your peer review system for trainers, coaches and assessors</p>	<p>At the end of each training day, all trainers have a detailed debrief, which includes providing each other feedback on how they have delivered training.</p>
<p>Attach Train-the-Trainer Program</p>	<p>See ICAB - Annex ICAB and CEDR 3-day TOT Programme.</p>

Attach template feedback form	See ICAB - Annex Daily Evaluation Form.
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