



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

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

## Mykolas Romeris University, Public institution

*IMI Certified Mediator Training Program*

### The Organisation

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<b>Website</b>	Website of Mykolas Romeris University <a href="http://www.mruni.eu">www.mruni.eu</a> ; Website of Mediation and Sustainable Conflict Resolution Research Laboratory <a href="https://www.mruni.eu/en/research/mru-laboratories/mediation-and-sustainable-conflict-resolution-laboratory/">https://www.mruni.eu/en/research/mru-laboratories/mediation-and-sustainable-conflict-resolution-laboratory/</a> ; Website with descriptions of training programmes (in Lithuanian): <a href="https://www.mokymulab.eu/mediacija.htm">https://www.mokymulab.eu/mediacija.htm</a> ;
<b>Person completing application</b>	Head of Mediation and Sustainable Conflict Resolution Research Laboratory Prof. dr. Agne Tvaronaviciene <a href="mailto:a.tvaronaviciene@mruni.eu">a.tvaronaviciene@mruni.eu</a> , Telph. +37065538282
<b>Program delivery</b>	- The program is delivered and assessed in-person.

- The program may be delivered partially or fully online, but assessment is conducted in person.
- The program and its assessment is delivered entirely online.

**Locations and languages**

See Annex Locations and Languages

## 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.**

<p><b>Year formed, and under laws of what country/ies</b></p>	<p>Year 1990, Under Lithuanian law</p>
<p><b>Training course registered in accordance with jurisdiction requirements</b></p>	<p>According to the current regulations, the training program does not have to be registered, but it must comply with the requirements set by the Minister of Justice. These are laid down in Order No. 1R-289 of the Minister of Justice of the Republic of Lithuania of 31 December 2018 on the implementation of the Law on Mediation of the Republic of Lithuania. Current version: See Annex Syllabus for the qualifying examination for mediators.</p> <p>mediacijos įstatymo įgyvendinimo. (The program translated using a translation program is attached for information purposes).</p>

## 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>	See Annex Course Outline
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b>	Students are introduced to the principles and the content of the principles of mediation during the Module I. However, all of them are continuously analysed and applied in practice throughout the course by addressing different ethical dilemmas in the different training topics. A significant part of the application and practical mastering of the principles of mediation is covered in Module VI, VII.
<b>The roles of legal counsel and representatives</b>	Module I primarily focuses on the role of legal counsel and advisers and other possible participants in mediation, highlighting their influence on the mediation process. It provides an in-depth exploration of how mediators can effectively manage advisers' contributions while retaining control of the process. Module VI showcase contrasting examples of a highly skilled mediation advocate and a less proficient one, enabling students to evaluate how differing levels of advisor expertise impact both the parties involved and the overall mediation process.

<p><b>Overview of negotiation and conflict resolution theory</b></p>	<p>Module II provides the theoretical groundwork for understanding conflict and its stages, introduces conflict resolution theory, including conflict mapping and neuroscience insights, to deepen students' comprehension. Module III is suited to develop mediators strategies to overcome impasses and manage power dynamics. Model II equips students with skills to understand the psychology of conflict, address threats of violence, identify danger signs, and navigate the broader context of conflict. Module IV emphasizes negotiations and provides the theoretical groundwork for understanding negotiation and also handling high-conflict cases with power imbalances. Participants engage with problem-solving techniques, explore concepts such as BATNA, RATNA, WATNA, and ZOPA. Module II provides the theoretical groundwork for understanding conflict and its stages, introduces conflict resolution theory, including conflict mapping and neuroscience insights, to deepen students' comprehension. These foundations support role-play workshops, where students practice their skills, conduct mediations, and effectively manage negotiation processes while reflecting on their learning.</p>
<p><b>Mediator ethics, including appropriate local ethical standards</b></p>	<p>The key elements of the organisation and conduct of the mediator's professional activity are revealed, the basic ethical rules of mediation and the European Code of Conduct for Mediators are introduced in Module I. Students have the opportunity to address actual ethical dilemmas encountered in practice and to apply the principles of mediation throughout the simulations, with</p>

	particular emphasis on Module VI.
<b>Forms of listening skills and communication strategies</b>	<p>Modules III and IV mostly focuses on essential mediation skills, including active listening, effective questioning, body language, summarizing, neutralizing etc. and helping parties communicate. Process management techniques such as joint and private meetings, re-framing, managing conflict and emotions, problem-solving, and constructive facilitation are also trained in other modules. Moreover these skills are then practiced and refined during practical tasks, role-plays (Module VI, VII) and workshop sessions, supported by reflective exercises that link key course elements.</p>
<b>Process management skills, including the use of joint and private meetings</b>	<p>The mediation process and its stages of participation are introduced in Module I. Thereafter, throughout the training, each module analyses and practises in detail a different part of the mediation phase. Module IV focuses on the introduction and analysing the suage of the caucuses in mediation process. Finally, on the Module VI, VI participants are presented with a series of different civil dispute scenarios during which they can organise, conduct and manage the mediation process by applying the knowledge and skills acquired throughout the course.</p>
<b>Negotiation strategies and skills to manage the content of the dispute</b>	<p>Participants can practice negotiating and negotiation management skills in Module VI. Modules I and II focus on evaluating the specifics of the dispute and assessing the suitability of the</p>

	<p>parties for mediation and negotiation. Modules II and IV cover planning strategies for both mediation and negotiation. Ultimately, these skills are brought together and practically applied all together in Module VI, VII.</p>
<p><b>Ways of responding to the diverse behaviours of the parties</b></p>	<p>Module III emphasizes understanding the psychology of disputants, including identifying and addressing power imbalances in mediation. Students also build knowledge for conflict resolution methods used by conflicting parties in Module II. Module V explores the peculiarities of mediation in various types of disputes, considering factors such as cultural differences and other specific characteristics of the parties involved.</p>

### 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>See Annex Competency Framework</p> <p>Participants wishing to obtain the IMI certification will be required to take part in the final assessment day, in Module 7. The form of the final assessment is a mediation simulation.</p> <p>Mediation simulation (performance) will be evaluated by at least two evaluators (not included in the training or coaching of students). All process will be observed and video recorded by the observer (person might be included in training or coaching). A participant is considered certified if the mediation</p>
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	<p>simulation is assessed with a score of 5 or more points out of 10. Participants who do not seek IMI certification will receive a certificate of attendance 1 to 6 models only. They can decide to be certified later with subsequent groups.</p> <p>A person is considered to have passed the simulation if a score of at least 5 points is achieved. A score of 5 points is considered a weak performance but meets the minimum requirements; accordingly, a score lower than 5 points (i.e., 4, 3, 2, 1) indicates that the minimum requirements are not met, i.e., the skills demonstrated by the person meet less than half of the target requirements.</p> <p><b>Competences evaluation and assessment:</b></p> <p>The participant of the course will have to pass mediation simulation. The Commission will assess their performance as mediators. The assessment will be based on a ten-point system: Performance in the simulation is evaluated as follows:</p> <p>10 (excellent) – the work of the mediator is impeccable in terms of subject matter, methodology and technology.</p> <p>9 (very good) - the mediator’s work is business-like, but there are partial (not changing the essence of the work) technical flaws.</p> <p>8 (good) – the mediator’s work, which contains non-essential subject deficiencies or structural problems.</p> <p>7 (moderate) – there is an obvious need for further</p>
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	<p>improvement, there are subject-related or structural deficiencies in the mediator's performance.</p> <p>6 (satisfactory) – the mediator's work, which has obvious subject- related and structural deficiencies.</p> <p>5 (weak) – the work of the mediator, which has essential subject-related shortcomings.</p> <p>4 (bad) – mediator's work with obvious practical and ethical shortcomings. Student is unable to lead the process and lead the disputing parties towards a peaceful settlement. Participants need to receive a score of 5 or more points out of 10 to pass the mediation simulation.</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.**

<p><b>Course duration</b></p>	<p>56 academic hours, (+ additionally 14 independent online work asynchronous, watching video content.)</p> <p>We would like to clarify that according to the attached course outline, the number of academic hours per day not including lunch and tea breaks is 8, but 6 as you have mentioned.</p> <p>Each training day consists of:</p> <p>9.00 -10.30 training - 90 min</p> <p>10.30-10.45 break</p> <p>10.45-12.15 training - 90 min</p>
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	<p>12.15 -13.15 lunch</p> <p>13.15-14.45 training - 90 min</p> <p>14.45-15.00 break</p> <p>15.00-16.30 training - 90 min</p> <p>Total training time (without breaks) is 360 min each day, which is equal to 6 hours, but 8 academic hours (360 min/45 min = 8 academic hours).</p> <p>In total, this amounts to 6 days * 8 academic hours = 48 academic hours for the entire course. + Assessment day + Additionally, it is mentioned that 20% of the course is conducted asynchronously (As per IMI Requirements, only 10% of the minimum 40 hours' course may be delivered asynchronously).</p>
<p><b>Asynchronous learning</b></p> <p><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></p>	<p><b>Link to the file</b></p> <p>The full duration of training (excluding breaks) and individual work is 68 academic hours (51 training hours). Training in general is carried out onsite. Thus, participants of the program in addition are provided with readings and video materials for individual studies, which should be reviewed before a particular day of training.</p> <p>Face-to-face teaching 56 academic (42 training ) hours 80%</p> <p>Asynchronous distance self-training 12 academic (9 training) hours 20%.</p> <p>Duration of face-to-face theoretical work: 18 % (9 academic hours).</p> <p>Duration of face-to-face practical work: 83 % (47 academic hours).</p>

## 5. Group Size

**IT IS RECOMMENDED THAT COURSES HAVE A MAXIMUM CLASS SIZE OF 30 STUDENTS.**

<b>Maximum class size</b>	The number of participants in estimated group is up to 20 people. Thus, during all training process MRU will ensure the required trainer-to-participant ratio of 1:10, in order to provide more effective practical based training.
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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.**

<b>Lecturing, knowledge input, presentation</b>	Each module focuses on a specific aspect of mediation, with trainers providing concise input to support learning, discussion, practice, reflection, and skill application. This input accounts about 10% of the module's content. Additionally, relevant theoretical material is delivered through online theoretical lectures that participants are kindly asked to review beforehand. After reviewing those lectures participants are encourage to ask questions or for clarification their teachers online.
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	<p>This approach ensures they can apply the knowledge gained during direct interaction with lecturers and have the opportunity to ask questions for deeper understanding.</p> <p>Duration of face-to-face theoretical work: 18 % (9 academic hours). Duration of face-to-face practical work: 82 % (47 academic hours).</p>
<b>Exercises and discussion</b>	<p>To help participants internalize, practice, and reflect on new mediation and negotiant concepts and knowledge, a wide variety of exercises, individual, pair, group tasks, workshops followed by discussions are integral to the training. These activities make up approximately 40% of the seminar hours and are incorporated into self-directed and face-to-face sessions.</p>
<b>Role-playing, coaching, and feedback</b>	<p>In order to ensure equal participation of all participants in the simulations, a clear timetable is established prior to the course by allocating opportunities for participants to try out the maximum number of stages of mediation, to experience the mediator in the role of a party, and to master more than one stage of the mediation. Mediation simulations are carried out during all modules, focusing on one specific stage of mediation (e.g. Module I focuses on the Mediator's introduction, students practice analysing how to prepare it and its importance, Module II focuses on Parties Opening Statement, Module III focuses on a sage - Setting Mediation Agenda Identifying Interests, Module IV – is focused to grasp peculiarities of Caucuses in mediation, Module V –</p>

aims to introduce the features of conducting a Joint Session, promoting negotiation techniques, developing alternatives and arriving at solutions, while Modules 6 and 7 are designed exclusively for practice and enable you to understand not only the separate stages of mediation, but the entire process of conducting and organising a mediation). Regular participation in role-plays, together with feedback, allows participants to build their confidence and monitor their progress throughout the modules. In Module VI, VI, the whole day is exclusively dedicated to mediation simulations and professional feedback, with the aim of giving students the opportunity to maximise their own development and observe the work of others. Role-playing, coaching, feedback sessions and reflection are key elements of the training, accounting for more than 50% of the course time.

Assessment Role-Plays will be supervised ensuring a ratio 1:10. For example in case of 4 simultaneous Role-Plays of 5 people, 2 coaches/trainers will be supervising 2 groups ensuring, that at least 50% of each group will be supervised by one coach/trainer.

During the onsite trainings each day 2 trainers (or 1 trainer and 1 coach) will be working

with a group all training duration (including lecturing, all practical tasks and Role Plays).

Therefore, all role plays are supervised by an experienced coach/ trainer and a coach/trainer is present for at least 50% of the role-playing time. Coaches will rotate during 1-6 models and the same coaches will not be evaluating the final assessment

	<p>Role Play.</p> <p>During the assessment day, 2 different coaches/trainers to assess the performance of students will be invited. Final assessments role plays will be supervised by the assessor or a course manager 100% of the role play time.</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.**

<p><b>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</b></p>	<p>All participants are provided with an opportunity to use Moodle for training period and have access to study materials 3 months after the raining.</p> <p>Participants receive course materials (PDF files for each module separately, Access to Legal acts, practical guidelines, open access books, tables, details timetables for courses and role-plays etc.) and role-play briefs in advance to support their preparation.</p> <p>The main source for studies – “Mediators’ guide” (2019), a unique study book prepared by the teachers and available online.</p> <p>Participants as well are encouraged to review the</p>
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	<p>prepared video lessons, which present an important theoretical component that reinforces the participants' level of theoretical knowledge and enables them to better engage and master the practical tasks. Each module begins with an open Q&amp;A session or ice-breaker task related the materials or previous topics. Participants also complete self-evaluations between modules to offer feedback, ensuring continuous improvement of the course.</p> <p>We will provide feedback after practical tasks in the classroom and after individual tasks in the Moodle study system.</p> <p>All participants will receive access to the Moodle system one week before the start of the training and will have active access for another 3 months after the end of 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.**

<p><b>Each role play in a course has a maximum of six persons for a two party mediation.</b></p>	<p>Yes</p>
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<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>	Our assessment is based only on Final Role performance. The final assessment will be conducted by two independent assessors who were not involved in the training or coaching.

## 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).**

<b>How is performance feedback given to participants on your course?</b>	Feedback is provided through various methods to support participants' development. Trainers and peers give verbal feedback during and after role-play sessions, with sensitive feedback delivered privately if needed. Role-play feedback documents encourage self-reflection and assessment. Formative feedback is given immediately after exercises, while summative feedback is provided after the final day of role-play. One-on-one and later a written feedback is offered after the
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	assessment day. Feedback guidelines allow trainers and participants to share detailed insights, ensuring continuous skill refinement.
<b>Attach course feedback forms or guidance</b>	See Annex Feedback Guidance for Trainers

## 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).**

<b>Course design</b>	<p>Our program is based on face-to-face teaching, most of the training time. Lecture-style teaching covers only a small part of the total training time, while the majority of training time is focused on various types of practical training, during which participants can develop and acquire the necessary competencies and improve their soft skills under the supervision of teachers, who also provide them a feedback.</p> <p>The training is organised using Moodle, a certified software specially adapted for training, which offers a wide range of possibilities to make the training interactive, while at the same time guaranteeing high quality and user-friendly use. Participants are familiarised with the features of the training platform prior to the training, have access to test the software and are given personal advice by the</p>
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	<p>training manager if needed.</p> <p>The Moodle platform allows for a clear and user-friendly delivery of the course content, the provision of additional videos, mediation simulation videos that are available only to the trainees and specially created for the training, as well as a variety of individual and group exercises, which can be viewed by the trainer and, if necessary, evaluated and commented on. The video lectures and reading materials are a supplementary part of the training, which covers only a small part of the total training time. The platform also allows for regular contact and communication between the group of students and the lecturers using the correspondence and blogging functions.</p> <p>The training is structured with breaks and rest periods, and all training materials, exercises and exercises are available on Moodle at all times. During breaks, at least one trainer is available for questions, and the training manager is available the entire learning process for any questions (technical, organisational) that may arise for the trainer or the participants, so that they are solved immediately. Both participants and trainers are required to have a quality and switched on video cameras and microphones during all lecture to ensure smooth training process.</p>
<p><b>Provisions for participants not able to attend all 40 hours</b></p>	<p>Participants are allowed to miss a maximum of 20% of the training for reasons beyond their control. In this case, they will have access to additional learning videos and all the materials used during the training and individual consultation with lecturers. If the practical part is missed, the</p>

	<p>participant may be offered to perform practical tasks (simulations) with another training group.</p>
<b>Preparing the participants</b>	<p>The training is organised using Moodle, a certified software specially adapted for training, which offers a wide range of possibilities to make the training interactive, while at the same time guaranteeing high quality and user-friendly use. Participants are familiarised with the features of the training platform prior to the training, have access to test the software and are given personal advice by the training manager if needed. Participants receive a Moodle user guide and distance learning instructions beforehand, have the opportunity to test the programme in advance, and receive support from a training manager.</p>
<b>Informal meetings</b>	<p>We strongly encourage informal communication between participants. Therefore, we regularly organise conversations on various topics between participants and lecturers on Moodle. Among other things, our organisation regularly invites students to participate in parallel and post-training events that may be conducive to strengthening the relationship between the participants and to the development of their competences. these may include invitations to other trainings, seminars, workshops, conferences, informal events.</p>
<b>Role-plays for post-course assignment</b>	<p>With long years of experience conducting remote training (including the Covid pandemic), we have developed methodologies to ensure that the quality of remote training is not inferior to that of in-</p>

person training. Practical days are delivered by highly experienced trainers who organise the process to ensure that all the advantages and features offered by technology (separate chat rooms, white boards, ) are exploited at maximum. This ensures that all participants are equally involved in the process, have the same opportunities to test themselves at different stages of the mediation, and receive quality feedback. Our organisation regularly offers additional training courses of various kinds, including practical skills training (from beginner to advanced level), so participants who want to improve their practical skills face-to-face have the opportunity to do so by choosing one of our courses.

We plan that in all cases where online assessment is implemented, it will be real-time performance, monitored by lecturers, and a record will be made and stored in the training system for the necessary period of time so that it can be reviewed by assessors and participants if necessary, and so that individual feedback can be provided if necessary.

Each participant who is willing to obtain IMI certification will have to participate in the final assessment (Module VII). Participants will receive a case study to familiarize themselves with before the assessment (one day before). At the scheduled time, they will conduct one hour mediation session on site in the auditorium, with at least one observer and two parties to the dispute in site. The performance will be recorded. The assessment may be twofold:

- if the appointed assessors are able to attend in

	<p>person, they will observe the live performance, provide immediate feedback, and submit their assessment within a specified time.</p> <ul style="list-style-type: none"> <li>- If the assessors are unable to attend in person, they will be sent a video recording, which they will review and then provide their assessment, feedback in writing and answering questions if necessary.</li> </ul>
<p><b>Written component of post-course assignment</b></p>	<p>At the end of the course, participants pass a test to assess their theoretical knowledge. The test is taken on Moodle.</p> <p>After completing the training, prior to the final role-play assessment, training participants will receive written assignments in the Moodle system and they will have a set period of time to complete them. Completed written assignments will have to be uploaded to the Moodle system before the deadline, after which they will be assessed by the lecturers, who will provide individual verbal or written feedback.</p>
<p><b>Feedback on post-course assignment</b></p>	<p>Quality feedback is an integral part of our training. All lecturers provide regular feedback to participants during the training. Participants also have the opportunity to ask questions on a dedicated Moodle platform where all lecturers provide their insights or to consult the lecturers in an individually agreed way. Our lecturers also act as mentors for the participants and help them to take the first steps towards independent practice by keeping in touch and advising them. Personal Feedback during the assessment day and personal letter uploaded on the Moodle training system by</p>

	<p>the assessor who will be assessing the performances by watching videos (if necessary).</p>
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## 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>See Annex Competency Assessment Form</p> <p>Participants undergo a one-hour recorded role-play assessment in Module 7, where they act as mediators and as clients. They are provided with the assessment criteria beforehand and are evaluated by at least three assessors, with scores aggregated for a final result.</p> <p>The assessment follows a pass-or-fail system based on a detailed competency framework and assessment sheet. Participants reflect on their performance during the role-play and receive feedback from the assessors. Recordings are used for candidate reflection, quality assurance, and appeals.</p> <p>The course provides a structured assessment of participants’ competence as mediators.</p> <p>Participants are assessed during simulation-based role plays conducted in the final phase of the course. These simulations are designed to reflect</p>
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	<p>realistic mediation scenarios (e.g., family, civil, or employment disputes) and are aligned with the competencies developed throughout the training.</p> <p>Each participant's performance is assessed individually by qualified trainers (experienced mediators and/or mediation trainers), using a standardized Competency Assessment Form. This form includes a set of clearly defined competencies relevant to mediation practice – such as conflict resolution, communication, procedural and legal competence, negotiation, psychological sensitivity, leadership, and time management.</p> <p>Each participant performs an hour-long Role Play, with 10-15 minutes allocated to each stage of the mediation. On average, a person demonstrates 3-5 stages during their performance. Each participant's performance is evaluated separately by two impartial evaluators. If more than one simulation is taking place in the auditorium simultaneously, at least two impartial evaluators participate in each session live. If the evaluation is conducted using video recordings, the evaluators may be the same. Evaluators participating on site may evaluate more than one performance taking place at different times on the same day.</p> <p>Evaluators assign scores to each competency on a 10-point scale. The scale is clearly described within the assessment form, along with guidance to ensure transparency and consistency across evaluations. A general comment section is also included for qualitative feedback.</p> <p>The completed assessment sheets are kept for</p>
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	<p>internal documentation and quality assurance. Participants are informed of their results, and successful completion of the course requires achieving a score of at least 5 in each core competency.</p>
<p><b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b></p>	<p>Participants seeking the certificate must pass the final online test on Moodle at the scheduled time. After passing it, the person can continue with the certification process and perform the mediation simulation. Participants who neither are willing to pass the test nor participate in the final role-play will receive only a certificate of attendance.</p>
<p><b>Process of appointing assessors on a course</b></p>	<p>Evaluators shall be experts from the MRU Mediation and Sustainable Dispute Resolution Laboratory or external experts. MRU Mediation and Sustainable Dispute Laboratory unite more than 10 mediation experts. The laboratory unites specialists from different fields and different experiences, genders and ages, who are motivated to develop the application of mediation and other alternative dispute resolution methods in Lithuania. All of our selected evaluators are mediators listed in the Lithuanian Republic's list of mediators. Which means they have completed 48 hour of basic mediation training and have passed Qualification exam in the Ministry of Justice of Lithuania. The provide their services to the persons arguing in various categories of disputes. Several mediators are experienced international dispute resolution specialists (MIKK) and practice not only in Lithuania, but also in other countries. Two members of the Laboratory have CEDR mediator accreditation. MRU</p>

	<p>Lab collaborates with different social partners operating in the field of mediation (starting with the Lithuanian Chamber of Mediators, the academic community, community mediation centres, etc. ), their most experienced representatives can be called in as experts if necessary.</p> <p>All of our selected evaluators are mediators listed in the Lithuanian Republic's list of mediators. Which means they have completed 48 hour of basic mediation training and have passed Qualification exam in the Ministry of Justice of Lithuania.</p>
<p><b>Clarification of passing criteria. How a student passes or fails this program</b></p>	<p>Participants wishing to be certified are assessed at two levels. First, they have to pass a theoretical test (distance mode) in which they have to answer correctly at least 70% of the theoretical questions. After passing it, they can take part in a mediation simulation, which is evaluated by at least evaluators. A participant is considered to be certified if his/her mediation simulation is evaluated with a score of 7 or more points out of 10. Participants who do not seek certification will be issued only a certificate of attendance.</p>
<p><b>Next steps taken, should a student fail.</b></p>	<p>Participants wishing to be certified are assessed at two levels. First, they have to pass a theoretical test (distance mode) in which they have to answer correctly at least 50 of the theoretical questions. The test is assessed individually, and all mistakes are highlighted in writing to the participant personally. After passing the test, participants can take part in a mediation simulation, which is evaluated by at least 3 evaluators. A participant is considered to be certified if his/her mediation simulation is evaluated with a score of 5 or more</p>

	<p>points out of 10. Participants who do not seek certification will be issued only a certificate of attendance.</p>
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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.**

<p><b>Indicate what your organisation does to facilitate participants' development as mediators</b></p>	<p>We offer a range of further trainings, seminars, workshops, workshops and courses for the practicing mediators, who have completed basic mediation training, are available. The University, together with its social partners, regularly participates in various projects and organises conferences on mediation topics, which are communicated to participants who have completed the mediation training and who wish to upgrade their knowledge. Statistically, the participants who have completed our training are quite successful in passing the mediator qualification exam, which allows them to be included in the list of mediators in the Republic of Lithuania and to provide mediation services. Participants can book refresher courses to specialise in business, workplace or family mediation.</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.**

<b>Attach complaints and appeals policy</b>	See Annex Complaint Policy
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**Conflicts of Interest**

<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>Our trainers have years of experience in mediation training and other related activities. Many of them are mediators and have been delegated to commissions or institutions (e.g. Assessment of Mediator Performance, Judicial Mediation Commission, Mediators' Qualification Examination Commission etc. ) due to their extremely high level of knowledge, experience and compliance with the highest ethical and reputational requirements, which they themselves, among others, highly preserve. The names of the delegates are provided to the assessor so that we can identify any areas of conflict.</p> <p>Our organisation operates on the basis of high values of transparency and accountability, and any actual or potential conflicts of interest are dealt with immediately. The organisation of the training, from the moment of registration of participants to the issuance of the certificate, is organised by experienced managers who react immediately to any signals from participants about possible conflicts of interest, thus ensuring that any concerns raised by participants can be raised at any</p>
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	<p>time with a neutral person and not with the lecturer or the assessor himself. Trainers and assessors are obliged to report potential conflicts of interest if a previous acquaintance with a student could cause difficulties.</p> <p>Moreover, on the role play assessment day, usually more than one assessments are being held simultaneously, therefore in case of any concern of actual or possible conflict of interest, roles and groups are allocated accordingly to avoid any doubt. We also adhere to the Mykolas Romeris University Code of Academic Ethics, which ensures the highest standards of teaching:</p> <p>See Annex Resolution On The Approval Of The Academic Code Of Ethics Of Mykolas Romeris University</p>
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### Trainers, Coaches, and Assessors

<p><b>Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.</b></p>	<p>Yes</p>
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<p><b>Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.</b></p>	<p>Yes</p>
<p><b>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.</b></p>	<p>Yes</p>
<p><b>Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes</b></p>	<p>By the start of the first IMI-certified courses, the trainers and assessors delivering those courses will have completed the recommended 18-hour TOT courses or their equivalent.</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>Our trainers have not yet received the specific training identified in the IMI guidelines for training the trainers, but we plan to do so in the near future.</p>
<p><b>New TCAs are to be observed and given performance feedback by senior colleagues</b></p>	<p>All MRU Lab experts and lecturers have the opportunity to and regularly participate in peer training for several purposes:</p> <ul style="list-style-type: none"> <li>- junior experts, in order to gain experience and learn from senior colleagues with more experience, not only how to conduct the training itself, but also how to deal with the problems that arise during the training, such as the participants behaviour, the training material, technical issues, etc.</li> <li>- senior experts in order to evaluate colleagues' training skills and level of teaching and to provide</li> </ul>

	<p>feedback for improvement</p> <p>- both, to ensure that the level of teaching is as uniform as possible and that the same standards are applied regardless of which lecturer is delivering the training on a particular day.</p>
<p><b>Explain your peer review system for trainers, coaches and assessors</b></p>	<p>Among other things, the manager responsible for the organisation and administration of the training process is constantly present, monitors and has the opportunity to join the training at any time during the course, to observe the lecturer's performance and to provide observations and feedback where necessary.</p> <p>In addition, the whole team holds strategic sessions at least twice a year to discuss results and challenges, share experiences and develop new quality improvement standards and plans, to which everyone is committed. The team also regularly participates in refresher training courses in Lithuania and abroad, and organises bespoke training courses to improve specific competences of the teaching staff when necessary.</p>
<p><b>Attach Train-the-Trainer Program</b></p>	<p>Although a formal, recurring “Train-the-Trainer” program has not yet been institutionalized, we have already undertaken several steps that reflect our commitment to trainer development and align with IMI’s standards and are ready to apply the new Train the Trainer Program from the date of the IMI certification of our trainings.</p> <p>These steps include:</p> <p>1. Academic Expertise and Teaching Experience All team members, except Donata Gudeikė, currently lecture at Mykolas Romeris University (MRU).</p>

Professor Natalija Kaminskienė, Professor Agnė Tvaronavičienė, and PhD student/lecturer Indrė Kasiulaitė are active scholars whose teaching and research are focused primarily on mediation, negotiation, and other ADR methods. Odeta Intė and Roberta Petkevičiūtė also teach mediation-related subjects at MRU.

All team members are required to continuously develop their teaching competencies according to MRU's official requirements. MRU regularly organizes trainings for its staff to enhance their teaching skills.

#### 2. Enrolment in the Lithuanian Mediators List:

All team members (except Prof. Natalija Kaminskienė) are listed in the official Register of Mediators of the Republic of Lithuania and comply with legal requirements for ongoing professional development (a minimum of 24 hours of mediation-related training every three years). Enrolment in this register requires successful completion of at least 40 hours of mediation training.

#### 3. Participation in Train-the-Trainer Activities

Professors Agnė Tvaronavičienė and Natalija Kaminskienė, as well as Indrė Kasiulaitė, actively participate in Train-the-Trainer activities, both as participants and as trainers. For example, they took part in international Train-the-Trainer programs within Erasmus+ Strategic Partnership projects such as ArtNoConflict (2024) and DISCOM (2022). The methodology learned in these programs has been disseminated internally by training other team members.

4. International Certification and Continuous Professional Development Professors Kaminskiene and Tvaronavičienė are certified CEDR mediators, having completed a training program with assessment. Odeta Intė is a certified MIKK mediator and the MIKK Ambassador in Lithuania. She actively participates in MIKK and other international programs to maintain and develop her professional skills.

5. Internal Knowledge-Sharing and Capacity Building:

The team regularly organizes internal strategic sessions and workshops to share best practices and stay updated on developments in the field.

Annually, a 1–2 day strategic session (16 hours) is held, which includes Train-the-Trainer elements: each team member presents newly acquired knowledge and skills, followed by collective discussion on how these can enhance training quality. The most recent session took place on 28–29 June 2025.

#### **Planned Formalization of a Train-the-Trainer Program**

We fully recognize the importance of a structured Train-the-Trainer process in accordance with IMI guidelines and are committed to formalizing such a program.

Our Train-the-Trainer Program includes:

- Entry Requirements for new trainers:

1. Successful completion of a mediator skills training program meeting IMI Section A standards (including

a passed assessment, if applicable).

2. At least two actual or simulated mediations of no less than four hours each in each of the previous three years.

3. Registration in the Lithuanian List of Mediators or full compliance with its equivalent requirements.

- Onboarding and Supervision:

1. New trainers must:

- Participate in at least 8 hours of training sessions conducted by other team members before conducting their own training.

- Be mentored, observed, and provided with feedback during their initial training delivery.

2. Ongoing Requirements:

- Active practice as a mediator with a minimum of two actual or simulated mediations per year.

- At least six hours per year of mediation-specific trainings or related activities (e.g., training, conferences, publications, or presentations).

- Annual internal Train-the-Trainer sessions (minimum of 18 academic hours, potentially distributed across the year), with guest lecturers if needed.

- Quality Assurance

A quality assurance policy is in place, which includes:

1. Anonymous participant feedback collected for each course and trainer.

2. Observation and evaluation of new trainers by

	<p>senior peers during initial training sessions.</p> <p>3.Regular internal feedback and peer review sessions.</p> <p>4.A formal complaints procedure available to course participants.</p>
<b>Attach template feedback form</b>	See Annex Example of a questionnaire for assessing the quality of trainings