International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE
Promoting Consensus and Access to Justice
www.IMImediation.org

Amani Communities Africa

IMI Certified Mediator Training Program

The Organisation

Legal name	Amani Communities Africa (ACA)
Contact details	Address: 1st Floor Peace and Environment Centre, P.O. Box 833-00208, Ngong-Kibiko Road, Ngong Hills, Kenya Number: +254 705 793393 Email address: admin@acafrica.or.ke
Website	www.acafrica.or.ke
Person completing application	Name:Sharon Naserian Title:Programs Officer, Amani Communities Africa
Program delivery	The program and its assessment may be delivered in person, online, or a mix of both.
Locations and languages	Kenya- English and Kiswahili 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.

Year formed, and under laws of what country/ies	Amani Communities Africa is a Non-Governmental Organisation founded in 2001 under the Kenya NGO Coordination Act, No. 19 of 1990.
Training course registered in accordance with jurisdiction requirements	**Formal Registration** The Kenyan legal framework does not provide for a formal registration requirement specifically for mediation training courses in Kenya. However, training institutions must adhere to specific criteria provided by the Mediation Accreditation Committee and Court Annexed Mediation Secretariat under the Kenya Judiciary before offering such programs. **The approval process** The following is the approval process for mediation training: 1. The training institution itself must be legally registered under Kenyan law. This ensures the legitimacy of the training provider. 2. The training manual used for the course requires approval from the Mediation Accreditation Committee (MAC) and Court Annexed Mediation Secretariat (CAM) which is under the Kenyan Judiciary. This ensures the curriculum aligns with established standards for quality assurance of the mediation training. **Approval Steps** 1. To obtain approval for the training manual, the institution follows these steps: The institution sends a letter to MAC and

	CAM confirming its legal registration by attaching a copy of the registration certificate. 1. The institution submits the proposed training curriculum alongside the request for approval. 2. The MAC reviews the curriculum to ensure it aligns with the Judiciary's approved standard curriculum launched in 2020. Therefore, while the course itself isn't formally registered, both the training institution and its curriculum undergo an approval process to ensure they meet the established Kenyan Judiciary's standards.

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 Annex Amani Communities Africa Course Outline***
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	This is covered in Module 4, Overview of Mediation, under the sub-topic 'Nature of Mediation'.

The roles of legal counsel and representatives	This is covered in Module 4, Overview of Mediation, under the sub-topic 'Roles of a mediator, parties, legal counsel and representatives.
Overview of negotiation and conflict resolution theory	Conflict Resolution Theory is covered in Module 2, Understanding Conflict. The overview of negotiation is covered in: Module 3, Dispute Resolution Mechanisms (DRM), under the sub-topic ' Definition of Dispute Resolution Mechanisms'. Module 5, The Mediation Process Module 6: Mediation Skills, Problem-solving skills
Mediator ethics, including appropriate local ethical standards	This is covered in Module 8, Ethical & Professional Standards of a Mediator, under the sub-topic ' Ethical standards of a Mediator".
Forms of listening skills and communication strategies	This is covered in Module 6, Mediation Skills, under the sub-topic 'People Skills'.
Process management skills, including the use of joint and private meetings	This is covered in Module 6, Mediation Skills, under the sub-topic 'Process Skills'.
Negotiation strategies and skills to manage the content of the dispute	This is covered in Module 6, Mediation Skills, under the sub-topic 'Problem-solving Skills'.

Ways of responding to the diverse behaviours of the parties	This is covered in Module 6, Mediation Skills, under the sub-topic 'People Skills'.

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	***See Annex Amani Communities Africa Competency Framework***

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	The duration of our Mediation Certification Course is a total of forty hours. The minimum 40 hours are ordinarily spent in class and spread over five consecutive days (eight hours per day) or may be spread out in other formats depending on the needs and context of the trainees. The timings for each day are scheduled as follows: ● 8:00 - 10:30 am EAT: Morning class session(2 hours 30 minutes) ● 10:30 - 11:00 am EAT: Break ● 11:00 - 1:00 pm EAT: Late morning class session (2 hours) ● 1:00 - 2:00 EAT: Lunch break ● 2:00 - 5:30 pm EAT: Afternoon/ Evening class session (3 hours 30 minutes) The 40 hours are distributed as follows:

	1. Lectures, PowerPoint presentations and demonstrations - 4 hours 2. Personal assignments, group exercises, group discussions, evaluation and feedback - 16 hours 3. Role plays, continuous evaluation and feedback - 20 hours After completion of the 40 hours, the continuous evaluation done over the days is compiled to establish whether a participant meets the set criteria to acquire certification or not. If participants meet the set criteria they first get a Certificate of Completion to acknowledge having undergone the training. To acquire certification as Professional Mediators, the participants are required to do a post-training assignment within six weeks (recommend 10 hours). The purpose of this is to apply the knowledge and skills gained during the training in a practical context, demonstrating their competence and readiness to handle real-world mediation scenarios. This assignment is a critical component in assessing their ability to integrate theoretical concepts with practical application, ensuring they are prepared to perform effectively as Professional Mediators. Once the assignment is successfully completed, submitted and evaluated, participants will then be eligible to receive their certification as Professional Mediators. The post-training assignment required for full professional certification is designed to assess the practical application of mediation skills and knowledge acquired during the training. Here is how it is structured: 1. Assignment Briefing Participants are given a brief, which is to apply their mediation skills in at least two real or simulated scenarios and do a case study. They are also informed on their criteria for evaluation. Participants are given six weeks to complete the assignment, allowing ample time.

	2. Submission and Review Participants submit their completed assignments electronically or in hard copy by the specified deadline. A panel of assessors reviews the assignments, providing feedback and determining whether the participant meets the passing criteria. 3. Feedback and Certification Participants receive detailed feedback on their performance, highlighting strengths and areas for improvement. Upon successful completion and evaluation of the assignment, participants are awarded their certification as Professional Mediators.
Asynchronous learning *Up to 10% of the minimum 40 hours' course may be delivered asynchronously. Applies to programs that are conducted partially or entirely online.*	In consideration of adult learning principles, 5% of our online mediation training program is delivered through asynchronous learning. We distribute daily reading materials (texts and videos) one week before the training. This allows participants to engage with the course content and familiarise themselves with the structure of the program and the topics to be covered, making the class more interactive. In addition to this, we issue daily reading, written or practical(individual or group) assignments during the training. These help deepen the participant's understanding of the course content, practice and foster peer learning.

5. Group Size

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

Maximum class size	The ideal number of trainees that we train for the course is between fifteen (15) to twenty-five (25), with the trainer-trainee ratio ranging between 1 trainer to every 6 participants. Depending on the class size, there is usually one lead trainer and one or two

	assisting trainers. This is to allow for individualised attention and close guidance to each trainee, as well as ample opportunity and supervision for required practical learning, which includes role-playing as a mediator during the course.

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	This methodology takes up 10% of the course with a trainer-student ratio ranging between an ideal of 1 trainer to every 6 participants. Lectures are an organised slide presentation, with visual aids, aimed at sharing knowledge, concepts and principles of mediation.
Exercises and discussion	Exercises and Discussions take up 40% of the course with a trainer-student ratio ranging between an ideal of 1 trainer to every 6 participants. This is done as: 1. Open discussions (plenary, open forum, Q&A session) during which participants exchange ideas on a given topic. This offers an opportunity to

	express opinions, share ideas and interact with each other. 2. A task-based activity that is developed to allow participants to work on the training content individually or in groups. 3. Brainstorming. This is a spontaneous and non-evaluative technique for generating innovative and creative ideas by the facilitator and the group
Role-playing, coaching, and feedback	Role-playing, coaching, and feedback take up to 50% of the Course with a trainer-student ratio of 1 trainer to every 6 participants. This is done in the following ways: Role Play Simulations, a model of a real situation with a problematic scenario. Participants simulate a scenario practising the techniques and skills they have learned in the training session to assess the applicability of their knowledge and skills acquired. Peer lessons are also done whereby each group member is responsible for learning a specific part of the content and then teaching it to the other participants. (Also called jigsaw) Fish-bowl Demonstration. The facilitator or a trainee sits inside the "fishbowl" to demonstrate a skill or something else and the trainees ask questions, share opinions, and listen carefully to the ideas presented. Observation This involves watching others perform

	and providing feedback.

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?	We share our mediation training course materials at least two weeks before the commencement of the mediation training for participants to familiarise themselves with the course content and prepare ahead in a folder with the following documents: 1. The Welcome and Logistics Note with more information about the Mediation Training Program, Login details and Expectations. 2. Course Overview 3. The training program which details which topics and activities are covered, the dates and time. 4. A list of the topics covered during the training. 5. An assignment guide outlining the assignments(pre-training, during training and post-training) for the participants and the

	respective days on which they are scheduled 6. A list of the reading materials including relevant laws and policies, books, journals, articles and video links. 7. List of Role Play Scenarios(During and Post-Training).

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 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	

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?	We provide performance feedback based on the assessment of the participant's understanding of key mediation concepts, the mediation process, the applicability of mediation skills during the process, qualities and ethics conveyed in the process. We do these continuously throughout the training in the different exercises including roleplays, personals assignments and group discussions in the following ways: 1. Overall Assessment. We provide an overall assessment of the participant's performance on the various activities, highlighting strengths and areas for improvement. Through this we acknowledge areas where the participant demonstrated proficiency in applying mediation skills and techniques, as well as areas where further development may be needed. 2. Specific Feedback. We offer specific feedback on different aspects of the activities by highlighting specific examples or instances where the participant excelled or struggled, providing detailed comments

	to support your evaluation. 3. Developmental Feedback. We offer developmental feedback aimed at helping the participant further develop their knowledge, skills and competencies. In addition to this, we recommend additional resources, training opportunities, or practice exercises that can support their continued growth and learning in mediation practice. 4. Written Feedback: In addition to verbal feedback, and for purposes of record keeping, we also do written feedback for our participants as per the evaluation criteria to ensure clarity and consistency. 5. Group Coaching: We also encourage participants to give each other feedback for a collaborative learning experience as it provides an opportunity for participants to learn from each other's experiences and perspectives.
Attach course feedback forms or guidance	

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	When delivering an online mediation course, there are several measures a training provider can take to ensure engagement and effective conveyance of course deliverables: 1. Interactive Platforms and Tools Choosing a reliable and user-friendly online platform for course delivery. Platforms like Zoom, Microsoft Teams, and Google Meet can provide features for interactive sessions. Utilising tools such as breakout rooms for small group discussions, chat features for real-time interaction and whiteboards for collaborative note-taking. 2. Structured Course Programming Designing a well-structured curriculum that balances theoretical concepts with practical applications using a combination of lectures, discussions and practical exercises. Breaking down the course into manageable sections with clear objectives for each segment helps participants understand the progression of the training. 3. Engaging Content Delivery Incorporating audio-visual elements like videos, case studies, and real-life examples to make the content more engaging. Using interactive quizzes or polls to assess understanding and encourage active participation. 4. Scheduled Health Breaks

	Planning regular health breaks during longer sessions to prevent participant fatigue. This is especially important for maintaining focus during online training. Each day we have a 30 minutes health break from 10:30 to 11:00 am , 1 hour lunch break from 1 to 2 pm and 10 minutes in between every 2 hour sessions. 5. Pre-Training Materials Sharing reading materials and assignments in advance (one week) to allow participants to familiarize themselves with mediation basics. This ensures that everyone comes prepared, making the live sessions more productive. 6. Group Assignments for Peer Learning Incorporating group assignments and exercises during the training to encourage peer interaction and collaborative learning. 7. On-Screen Visibility Requirements Communicating any requirements regarding on-screen visibility. This could include expectations for participants to have a working webcam and microphone for interactive sessions. Encourage a professional and conducive environment for online learning, minimizing distractions in the background. 8. Feedback Mechanism Establishing a feedback mechanism to gather input from participants during and after the training. This helps in continuous improvement and ensures that the course meets the needs of

	the learners. For our online course, breaks are not included as part of the 8 hours per day class time. The timings for each day are scheduled as follows: ● 8:00 - 10:30 am EAT: Morning class session(2 hours 30 minutes) ● 10:30 - 11:00 am EAT: Break ● 11:00 - 1:00 pm EAT: Late morning class session (2 hours) ● 1:00 - 2:00 EAT: Lunch break ● 2:00 - 5:30 pm EAT: Afternoon/ Evening class session (3 hours 30 minutes) The class sessions add up to eight(8) hours per day, which cumulatively add up to forty(40) hours in 5 days
Provisions for participants not able to attend all 40 hours	If a participant is unable to complete the minimum 40 hours of the course due to reasons beyond their control, the training program has provisions for accommodating such situations. The ultimate goal is to ensure fairness and flexibility for participants facing unforeseen challenges while maintaining the integrity of the certification process. However, failure to meet at least 90% of the set credit, the participant does not qualify to be certified. These provisions could include: 1. Recorded sessions Providing access to recorded sessions for participants who missed portions of the course due to uncontrollable circumstances. 2. Flexible Attendance Policies Implementing flexible attendance policies that

	consider exceptional circumstances. This may involve assessing participation and attendance based on the individual circumstances of each participant. 3. Individualized Assessments Conducting individualised assessments for participants who missed a significant portion of the course. This can involve tailored evaluations to ensure a fair representation of their skills and understanding. 4. Assessment Opportunities Provide opportunities for reassessment or additional assignments for participants who missed specific assessments or activities during the course. These provisions are communicated to all participants at the beginning of the course, outlining the process for requesting accommodations and the criteria for eligibility.
Preparing the participants	We have pre-course guidelines to ensure that participants are fully equipped to undertake an online course. The guidelines address various aspects to support their technical, logistical, and learning needs. Here are the measures outlined in the guidelines: 1. Technical Requirements Clearly communicate the technical requirements for the online course, including recommended internet speed, browser compatibility, and

	device specifications. This information helps participants ensure they have the necessary tools for a seamless learning experience. 2. Access to Learning Platform Provide participants with timely access to the learning platform, course materials, and any required software. Ensure that login credentials are distributed well before the course starts. 3. Orientation Session Conduct an orientation session at the beginning of the course to familiarize participants with the online learning environment. This session can cover how to navigate the platform, use tools, and engage in various activities. 4. Technical Support Establish a reliable technical support system to assist participants with any issues they may encounter during the course. This could include a contact, FAQs, or dedicated support personnel to address technical queries promptly. 5. Guidance on Online Etiquette Provide guidance on online etiquette and expectations for participation. This includes guidelines on muting microphones, using webcams, and participating in discussions to create a respectful and conducive virtual learning environment. 6. Flexible Learning Schedule Recognize that participants may have diverse schedules and time zones. Design the course

	schedule to accommodate flexibility where possible, and provide recorded sessions for those who may need to review content at a later time. 7. Resource Accessibility Ensure that all necessary learning resources, such as reading materials, presentations, and additional references, are easily accessible to participants. Clearly communicate how and where these resources can be found. 8. Communication Channels Establish clear communication channels, such as discussion forums, chat groups, or email, to facilitate easy interaction between participants and instructors. Regularly communicate important updates, announcements, and reminders. 9. Assessment Clarity Clearly communicate assessment criteria, deadlines, and expectations. Ensure participants understand how assessments will be conducted online and provide support for any technology-related aspects of assessments. 10. Encourage Peer Support Foster a sense of community by encouraging participants to connect. Peer support can be valuable for sharing insights, discussing challenges, and collaborating on group activities.

Informal meetings	Facilitating informal opportunities for participants to meet during various stages of the course is valuable for fostering a sense of community, encouraging collaboration, and enhancing the overall learning experience. Activities that we have incorporated to facilitate informal opportunities for participants: 1. Networking sessions Scheduling networking sessions where participants can interact, share experiences, and build connections. This can include icebreaker activities, group discussions, or themed networking sessions related to the course content. 2. Discussion Forums Creating online discussion forums or chat groups where participants can engage in conversations beyond the formal course content. These forums can be used for sharing insights, asking questions, and discussing relevant topics. 3. Group Work Incorporating group assignments or projects. This not only promotes interaction but also enhances peer learning and the exchange of ideas. 4. Social Media Groups Establishing social media groups dedicated to the course where participants can connect, share resources, and engage in discussions. We

	utilise WhatsApp for this purpose. 5. Feedback Sessions Conduct feedback sessions where participants can share their thoughts on the course, discuss their learning experiences, and provide suggestions for improvement.
Role-plays for post-course assignment	As part of the post-course assignment for online participants, we administer role-plays through a structured process designed to enhance learning and skill application. Here's how it works: 1. Biweekly Role-play Sessions: Participants are required to engage in biweekly role-play sessions over the course of three months following the completion of their training. These sessions are conducted online, providing a convenient platform for participants to actively practice and apply the skills they have acquired during the training. To ensure consistent participation, trainees are mandated to join at least one session per month. 2. Recording In-person Mediations or Volunteering in Mediation Sessions: In addition to the role-play sessions, participants must either conduct a recorded in-person mediation with classmates, friends, or family members or volunteer in a real mediation session and get a recommendation from the mediator they are volunteering with. This hands-on experience allows participants to further refine their skills in a real-world setting and gain valuable practical

	insights. We share role-play scenarios for the post-course assignment as part of the mediation training package one week before the training. These scenarios cover a range of situations relevant to the training content, providing participants with diverse opportunities to apply their knowledge and skills. All records and videos of role-play sessions and in-person mediations are retained for a period of post-course assignment. This retention period allows for the review and evaluation of participants' progress, as well as for any necessary follow-up or further analysis. Assessments are done to gauge the participants' understanding of mediation, the process and skills. Here's how assessment is integrated into the process: 1. Performance Evaluation in Role-plays: During biweekly role-play sessions, participants' performances are evaluated based on predefined criteria aligned with the learning objectives of the training and given feedback. 2. Review of Recorded Mediation Sessions: For participants who choose to conduct recorded in-person mediations, their sessions are reviewed by an assessor to check on their understanding of the mediation process, concepts and skills. 3. Feedback and Improvement Plans: Based on

	assessment outcomes, participants receive constructive feedback to highlight areas of strength and areas needing improvement. They may also be provided with personalized improvement plans or additional resources to further enhance their skills. Successful completion of the post-course assignment, including active participation in role-play sessions, submission of recorded mediations/recommendation letter, and satisfactory assessment outcomes, is a prerequisite for certification. This ensures that certified mediators have demonstrated proficiency in both theoretical knowledge and practical application of mediation techniques.
Written component of post-course assignment	The written assignment that completes the post-course requirement is structured to thoroughly evaluate participants' comprehension and application of mediation principles. Here are the specific requirements: Participants are tasked with conducting a comprehensive case study that involves a simulated mediation scenario. The case study should be carefully chosen or crafted to encompass a variety of conflict types and dynamics, for participants to demonstrate their understanding of mediation principles, process, skills, ethics and qualities in different contexts. The assignment is graded based on the breakdown mentioned above (Principles: 20%, Process: 30%, Skills 30%, Ethics and Qualities:

	20%).
Feedback on post-course assignment	Feedback provided to participants based on their post-course assignment aim to recognize their strengths, address areas for improvement, and offer constructive guidance for future development. Here is the feedback that we provide: 1. Overall Assessment: Provide an overall assessment of the participant's performance on the assignment, highlighting strengths and areas for improvement. Acknowledge areas where the participant demonstrated proficiency in applying mediation skills and techniques, as well as areas where further development may be needed. 2. Specific Feedback: Offer specific feedback on different aspects of the assignment, such as content, analysis, organization, and clarity. Identify specific examples or instances where the participant excelled or struggled, providing detailed comments to support your evaluation. 3. Developmental Feedback: Offer developmental feedback aimed at helping the participant further develop their mediation skills and competencies. Recommend additional resources, training opportunities, or practice exercises that can support their continued growth and learning in mediation practice.

	4. Encouragement and Motivation: Encourage the participant to build on their strengths and continue developing their mediation skills. Offer words of encouragement and motivation to inspire the participant to persist in their pursuit of excellence in mediation practice. 5. Opportunities for Discussion: Provide opportunities for participants to discuss their feedback and ask questions for clarification. Encourage open dialogue and collaboration, fostering a supportive learning environment where participants can learn from each other's experiences and perspectives.
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.

Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?	Yes, our course includes an assessment of participants' competence as mediators. The assessment process is designed to evaluate participants' knowledge, skills, and abilities in mediation practice and determine their readiness to apply mediation principles in real-world contexts. We employ a variety of assessment methods to evaluate participants' competence comprehensively. These include written assignments, role-play simulations, peer evaluations, and observation during lectures and group discussions. Throughout the training program, participants receive formative feedback on their performance in mediation exercises, assignments, and simulations. This ongoing feedback helps participants identify areas for improvement and refine their mediation skills over time. Assessments are conducted by qualified assessors who possess expertise in mediation practice and training using standardised evaluation criteria to ensure consistency and fairness in the assessment process.
Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?	Yes, our course includes an assessment of participants' knowledge as mediators. This assessment is crucial for ensuring that participants have an understanding of mediation principles, process and skills. We employ a variety of assessment methods to evaluate participants' competence comprehensively.

	These include written assignments, role-play simulations, peer evaluations, and observation during lectures and group discussions. Throughout the training program, participants receive formative feedback on their performance in mediation exercises, assignments, and simulations. This ongoing feedback helps participants identify areas for improvement and refine their mediation skills over time. Assessments are conducted by qualified assessors who possess expertise in mediation practice and training using standardised evaluation criteria to ensure consistency and fairness in the assessment process.
Process of appointing assessors on a course	Amani Communities Africa selects its assessors from a database of mediation trainers who have a proven track record of expertise and experience in the field of mediation. These trainers undergo vetting using the following selection criteria: 1. Qualifications. Assessors must possess relevant mediation qualifications, including certification or accreditation from reputable mediation institutions. 2. Experience. We prioritize assessors with demonstrable experience as mediators and trainers, ensuring a clear understanding of mediation and assessment methodologies. 3. Availability. Assessors should be available to conduct assessments within the designated timeframe for your course. 4. Ethical and Professional standards. The assessors must adhere to ethical standards and professional

	conduct in the mediation field.
Clarification of passing criteria. How a student passes or fails this program	In our program, the passing criteria are determined based on a cumulative assessment of participants' performance across various components of the course that adds up to a 15 credit score that translates to 100%. Each criterion is assigned a specific credit score as follows: 1.Class Attendance (3). Attendance of at least 90% of classes to pass. 2. Active Participation (2). Active engage in class discussions and activities. 3. Role-plays and Simulations (5). Demonstration of a clear understanding of the mediation principles and process, applicability of the mediation skills in the process and demonstrate the qualities and ethics of an effective and competent mediator. 4. Take-home Assignments (2). Timely completion of assignments given testing the understanding of the knowledge-based content of mediation satisfactorily in the prescribed manner. 5. Post-training Assignment (3). Demonstration of understanding and application of mediation principles in the post-training assignment and role plays. Passing Criteria To pass the program, participants must achieve a minimum cumulative score of (13.5 credit score, 90%) determined by adding up the points earned across all assessment criteria. Failure Participants fail the program and are not eligible for

	certification if they do not meet the minimum passing score or fail to fulfill specific requirements outlined in the assessment criteria. In such cases, participants are offered opportunities for revaluation or retaking the course.
Next steps taken, should a student fail.	The participant is given an opportunity to retake the sessions to ensure that they fill their skills and knowledge gaps after which they are assessed on the specific area that they were to work to certain their understanding. However, if from the assessors' feedback it is established that the participant(s) performance is beyond the minimum requirement in knowledge-based and skill-based areas, then the participant(s) is required to retake the whole course once again after which they are assessed to ascertain their qualifications to be certified, If participants feel it is unfair, they are required to raise the concern under the Complaints and Appeals Policy which will follow the provided procedure within one week. Thereafter, a decision will be made having listened to the participant, reviewing evidence presented and referring to our guidelines and grading criteria on whether or not the status changes.
Policy documents relating to assessment (optional / if applicable)	In our program, the passing criteria is determined based on a cumulative assessment of participants' performance across various components of the course that adds up to a 15 credit score that translates to 100%.

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	ACA has post-training programs that are offered monthly to support the mediators that we train. They are as follows: 1. Mediation Mentorship; personalised coaching by an experienced mediator 2. Mediation Refresher Courses 3. Virtual Mediation Role Plays 4. Advanced training through Advanced Family Mediation Certification Course, Advanced Workplace Mediation Certification Course and Specialised Environmental Mediation Certification Course. 5. Spotlighting mediators monthly who are doing great work within their spaces to market them. 6. Opportunities to join mediation professional bodies

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 Amani Communities Africa Complaints and Appeal Policy***

Conflicts of Interest

Please outline what steps you take to avoid any potential conflicts of interest between	We have established clear policies and guidelines that provide clear guidelines on a declaration of

trainer/coaches/assessors and participants on your course.	conflict of interest to uphold the professional and ethical conduct of all TCAs and participants involved in our courses. These policies are communicated to all parties at the outset of the training program to ensure transparency and clarity.
Upload conflicts of interest policy (optional / if applicable)	***See Annex Amani Communities Africa Conflict of Interest Policy***

Trainers, Coaches, and Assessors

Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.	Yes
Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.	Yes

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.	Yes
Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes	Yes
Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes	Yes
Trainers deliver at least one basic mediator skills training course or refresher course every two years	Yes

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	
New TCAs are to be observed and given performance feedback by senior colleagues	To ensure smooth onboarding for new TCAs after having gone through training, they go through apprenticeship during which an observation and feedback approach is used. Senior colleagues shadow new TCAs during their training sessions, observing their knowledge, skills and expertise during the training. We use performance metrics to objectively assess the progress of new TCAs during the apprenticeship period upon which they are given constructive feedback. The outcome of the performance metrics determines whether or not we onboard new TCAs.
Explain your peer review system for trainers, coaches and assessors	The ACA peer review system for trainers, coaches, and assessors in our Mediation Training Program ensures consistency and quality through: 1. Providing performance standards based on industry best practices, training requirements, and

	program objectives. 2. Regular Peer Observations of the trainers, coaches, and assessors providing specific, actionable feedback after every training session. 3. Prescribing ongoing skill enhancement through workshops, seminars, webinars, and peer coaching sessions for continuous improvement. 4. Periodically assessing the peer review system's effectiveness, gathering feedback to identify areas for improvement, refinement and adjustments to ensure continued relevance.
Attach Train-the-Trainer Program	
Attach template feedback form	