



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

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

## Musaliha International Center for Arbitration and Dispute Resolution (MICADR)

*IMI Certified Mediator Training Program*

### The Organisation

<b>Legal name</b>	Legal Aid Society (LAS) (Please note that LAS has established an ADR center known as Musaliha International Center for Arbitration and Dispute Resolution (MICADR) which does not have a legal identity of its own and is being run as a Project at the Legal Aid Society)
<b>Contact details</b>	1st Floor, C-Block, Finance and Trade Center (FTC) Building, Shahrah e Faisal, Karachi, Pakistan.  +92-21-35634112  info@las.org.pk
<b>Website</b>	<a href="http://www.las.org.pk">www.las.org.pk</a> (LAS) and <a href="http://www.micadr.com">www.micadr.com</a> (MICADR)
<b>Person completing application</b>	Muhammad Shahzar Ilahi,  Program Delivery Specialist at Legal Aid Society,  Co-Founder and Associate Director at Musaliha International Center for Arbitration and Dispute Resolution
<b>Program delivery</b>	The Program and Assessments will be delivered in person.
<b>Locations and languages</b>	Pakistan - English and Urdu 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.*

<b>Year formed, and under laws of what country/ies</b>	LAS was established in 2013 and is registered in Pakistan as a Society under the Societies Registration Act 1860.
<b>Training course registered in accordance with jurisdiction requirements</b>	Currently, there is no regulatory mechanism for a training program to be registered with an authority in Pakistan. Our ADR center, MICADR, is already notified as an ADR service provider with the Ministry of Law and Justice and Provincial High Courts (notifications attached). If such a mechanism comes up in the future, owing to our prior notifications, registration of the program will be managed effectively.

## 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 MICADR Course Outline.
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<p><b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b></p>	<p>Session: "Introduction to the Phases of Mediation" on Day 1, from 10:25 AM to 10:55 AM.</p> <p>This session introduces participants to the core principles of mediation, including the mediator's role in maintaining neutrality, the voluntary nature of mediation, the importance of confidentiality, and the principle of party self-determination, where parties are empowered to make their own decisions.</p> <p>Session: "Opening Phase with Demo" on Day 1, from 11:25 AM to 12:05 PM.</p> <p>This session includes a demonstration of the opening phase of mediation, further highlighting how the principles of neutrality and party self-determination are implemented in practice.</p> <p>These sessions provide a solid foundation on the key principles of mediation, ensuring that participants understand both the theory and application of these essential concepts throughout the mediation process. After the faculty demonstration of the Opening Phase, participants will have a dedicated practice segment where they will individually or in small groups deliver an opening statement to practice what the faculty has taught and also the information shared with participants through handouts. This will be followed by constructive peer and faculty feedback, ensuring they refine their approach before engaging in full role-play exercises.</p>
<p><b>The roles of legal counsel and representatives</b></p>	<p>Session: "Difficult Situations in Mediation - Dealing with Lawyers and Outside Parties" on Day 3, from 9:30 AM to 9:50 AM.</p> <p>This session addresses the interaction between mediators and legal counsel or other representatives, providing</p>

	guidance on how to handle their involvement in mediation processes.
<b>Overview of negotiation and conflict resolution theory</b>	<p>Session: "Approach to Negotiations - Positional vs Interest Based" on Day 1, from 2:30 PM to 3:00 PM.</p> <p>Session: "Bargaining Phase" on Day 2, from 11:45 AM to 12:10 PM (Theory/Interactive).</p> <p>Session: "Negotiations with Demo" on Day 2, from 12:10 PM to 1:10 PM (Theory/Demo by faculty).</p> <p>These sessions provide a comprehensive understanding of negotiation theories and techniques, ensuring that participants grasp both the theoretical and practical aspects of conflict resolution.</p>
<b>Mediator ethics, including appropriate local ethical standards</b>	<p>Session: "Ethics in Mediation" on Day 3, from 11:35 AM to 11:55 AM.</p> <p>This session will provide participants with a comprehensive understanding of the ethical responsibilities of mediators, including principles such as confidentiality, neutrality, and voluntary participation. In addition to global mediation ethics, this session will specifically address ethical standards relevant to mediation in Pakistan, ensuring that participants are aware of local legal and cultural expectations as well as legal ones. This includes guidance on handling conflicts of interest, maintaining impartiality, and dealing with sensitive issues unique to the region.</p>
<b>Forms of listening skills and communication strategies</b>	<p>Session: "Active Listening: Verbal Communication" on Day 1, from 1:40 PM to 2:30 PM.</p> <p>This session focuses on verbal communication</p>

	<p>techniques, teaching participants how to actively listen and respond effectively in mediation scenarios.</p> <p>Session: "Active Listening: Non-Verbal Communication" on Day 2, from 9:15 AM to 10:05 AM.</p> <p>This session expands on communication strategies, emphasizing the importance of non-verbal cues in mediation, such as body language and facial expressions, to enhance understanding between parties.</p>
<p><b>Process management skills, including the use of joint and private meetings</b></p>	<p>Session: "How to Conduct Private Meetings and Exploration (Demo)" on Day 1, from 3:00 PM to 3:30 PM.</p> <p>This session demonstrates the process of conducting private meetings, providing participants with practical strategies for managing these confidential interactions effectively.</p> <p>Session: "Process Components – Joint Meetings" on Day 2, from 11:00 AM to 11:15 AM.</p> <p>This session focuses on the management of joint meetings, ensuring participants understand how to facilitate discussions with both parties present.</p> <p>Session: "Joint Meetings - Fish Bowl Exercise" on Day 2, from 11:15 AM to 11:45 AM.</p> <p>This interactive exercise gives participants practical experience in managing joint meetings, further reinforcing the process management skills taught in earlier sessions.</p> <p>These sessions ensure participants gain the necessary skills to effectively manage the mediation process, whether in joint sessions or private meetings.</p>

<b>Negotiation strategies and skills to manage the content of the dispute</b>	<p>Session: "Approach to Negotiations - Positional vs Interest Based" on Day 1, from 2:30 PM to 3:00 PM.</p> <p>This session introduces participants to key negotiation strategies, comparing positional and interest-based negotiation techniques, which are crucial for managing the substance of a dispute.</p> <p>Session: "Bargaining Phase" on Day 2, from 11:45 AM to 12:10 PM.</p> <p>This session delves into the bargaining phase of mediation, focusing on strategies to facilitate negotiations between the parties.</p> <p>Session: "Negotiations with Demo" on Day 2, from 12:10 PM to 1:10 PM.</p> <p>A demonstration of how negotiation strategies are applied in practice, offering participants an opportunity to see dispute management in action.</p> <p>These sessions equip participants with the necessary strategies to manage and navigate the negotiation aspects of mediation effectively.</p>
<b>Ways of responding to the diverse behaviours of the parties</b>	<p>Session: "Difficult Situations in Mediation - Dealing with Emotions" on Day 2, from 3:05 PM to 3:30 PM.</p> <p>This session helps participants understand how to manage emotional responses from the parties, providing strategies for dealing with heightened emotions and conflict.</p> <p>Session: "Difficult Situations in Mediation - Dealing with Lawyers and Outside Parties" on Day 3, from 9:30 AM to 9:50 AM.</p> <p>This session focuses on how to handle interactions with</p>

	<p>legal counsel and external parties, who may bring different dynamics to the mediation process.</p> <p>Session: "Difficult Situations in Mediation - Power Imbalances with Exercise" on Day 3, from 11:55 AM to 12:35 PM.</p> <p>This session explores techniques to manage power imbalances between parties, a key element in ensuring fairness and responsiveness to diverse behaviours.</p> <p>These sessions provide participants with the skills to respond effectively to a wide range of behaviours and situations, ensuring the mediation process remains productive and balanced.</p>
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### 3. Competency Framework

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

Attach competency framework	<p>See Annex Competency Framework MICADR.</p> <p>See Annex Assessment Scheme Summary.</p>
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### 4. Course Duration

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

<b>Course duration</b>	41 hours.
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<b>Asynchronous learning</b> <i>Up to 10% of the minimum 40 hours' course may be delivered asynchronously. Applies to programs that are conducted partially or entirely online.</i>	Not applicable (our training program will be delivered in-person only).
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## 5. Group Size

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

<b>Maximum class size</b>	24
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## 7. General Teaching Approach

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

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

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

<b>Lecturing, knowledge input, presentation</b>	Lecturing, Knowledge Input, and Presentations (10%). The trainer-to-participant ratio will be 1:12, ensuring that each trainer can adequately address participants' questions and facilitate learning. This segment focuses on providing foundational knowledge and theoretical background necessary for mediation. The use
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	<p>of audio-visual aids such as presentations and flip charts will be prominent. The goal is to keep this segment concise and interactive, engaging the participants through:</p> <ul style="list-style-type: none"> <li>• Interactive Lectures: Rather than one-way communication, presentation would be mostly facilitative and will include Q&amp;A segments to encourage participant engagement.</li> <li>• Case Studies and Examples: Real-world mediation scenarios will be interspersed to illustrate key concepts.</li> <li>• Quizzes and Recaps: Short quizzes or recaps after each lecture will help reinforce learning and assess understanding in real-time.</li> </ul>
<b>Exercises and discussion</b>	<p>Exercises and Discussions (40%)</p> <p>The ratio will be 1:6 to allow for personalized attention and effective monitoring of group activities</p> <p>Exercises and discussions form a significant part of the training, aiming to apply theoretical knowledge in practical scenarios. This will be facilitated through:</p> <ul style="list-style-type: none"> <li>• Group Exercises: The participants will be divided into smaller groups (as per the 1:6 or 1:12 ratio, depending on the nature and complexity of the exercise) to understand and reinforce basic concepts and also small mediation problems or simulate mediation scenarios.</li> <li>• Roundtable Discussions: After exercises, conduct discussions where each group presents their approach, followed by a guided analysis by the trainer.</li> <li>• Feedback Sessions: Trainers provide constructive feedback on the entire group's performance in a classroom setting, highlighting both strengths and areas for improvement.</li> </ul>

<b>Role-playing, coaching, and feedback</b>	<p>Role Playing (50%)</p> <p>The ratio will be 1:6 to allow for personalized attention and effective monitoring of group activities.</p> <p>Role-playing is the core of this training program, allowing participants to practice mediation in a controlled environment. The methodology for role playing will include:</p> <ul style="list-style-type: none"> <li>• Structured Role Playing Sessions: Over the first three days, participants will engage in role playing as Mediator A, Mediator B, Party A, and Party B. This will help them experience the mediation process from multiple perspectives.</li> <li>• Rotation of Roles: Participants would rotate roles to gain a holistic understanding of the mediation process.</li> <li>• Real-time Trainer Support: Trainers will provide guidance and feedback during these sessions, ensuring that learning objectives are met.</li> </ul>
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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.*

<b>In what format and how far in advance do participants receive general course materials and</b>	<p>We will be providing the following materials to participants 2 weeks before the commencement of the program (Day 1),</p> <ul style="list-style-type: none"> <li>• MICADR CMTP Student Handbook (Digital Version)</li> <li>• Digital versions of all ADR laws in Pakistan</li> <li>• General information of roleplays</li> </ul>
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<b>confidential role play briefs?</b>	<ul style="list-style-type: none"> <li>• Reading recommendations (Getting to Yes)</li> </ul> <p>The following will be provided to students after the successful completion of each day,</p> <ul style="list-style-type: none"> <li>• Slides used on the day</li> <li>• Confidential information for any upcoming roleplays</li> </ul> <p>Confidential information for assessment roleplays will be given at least one week in advance.</p>
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## 9. Setting up Role Plays

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

<b>Each role play in a course has a maximum of six persons for a two party mediation.</b>	Yes.
<b>Mediation time slots within role plays are a minimum of 45 minutes</b>	Yes.
<b>At least 50% of role plays are supervised by an experienced coach/trainer, and a coach is present for at</b>	Yes.

<b>least 50% of the role playing time</b>	
<b>Where role plays are used as assessments, they are supervised by the assessor or a course manager 100% of the role play time</b>	Yes.
<b>Coaches are rotated among groups and participants</b>	Yes.
<b>Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants</b>	Yes.
<b>Role plays during the course ensure participant work with the widest range of fellow participants as possible</b>	Yes.
<b>All participants mediate the same number of times in role plays</b>	Yes.

<b>Role plays are varied in subject matter and allow for practice of different stages of the mediation process</b>	Yes.
<b>Comment where guidelines are not met</b>	

## 10. Providing Feedback

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

<b>How is performance feedback given to participants on your course?</b>	Detailed feedback to participants is provided using the Mediator Performance Appendix Sheet. Assessors and Coaches will be providing supporting evidence for feedback using examples of participant performance during lectures, roleplays and exercises. Feedback will be provided in written form (emailed to participants along with their assessment results) after the conclusion of the program and will be verbally communicated to them at the end of every practice exercise and roleplay.
<b>Attach course feedback forms or guidance</b>	The Mediator Competency Assessment Sheet outlines the guidelines for the assessment of a participant's mediator competencies and will be used when providing feedback to the participants.

## 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>	Not applicable (our training program will be delivered in-person).
<b>Provisions for participants not able to attend all 40 hours</b>	Not applicable (our training program will be delivered in-person).
<b>Preparing the participants</b>	Not applicable (our training program will be delivered in-person).
<b>Informal meetings</b>	Not applicable (our training program will be delivered in-person).
<b>Role-plays for post-course assignment</b>	Not applicable (our training program will be delivered in-person).
<b>Written component of post-course assignment</b>	Not applicable (our training program will be delivered in-person).
<b>Feedback on post-course assignment</b>	Not applicable (our training program will be delivered in-person).

<b>Supporting documents</b>	Not applicable (our training program will be delivered in-person).
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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.*

<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>Throughout the course, participants engage in Role-Playing Exercises with progressively challenging scenarios, receiving immediate feedback based on a standardized rubric. We also conduct Conflict Scenario Analysis and Group Discussions, where participants are assessed on analysis, strategies, and presentation using detailed rubrics.</p> <p>At the end, participants complete a Practical Exam via a Mediation Simulation, mediating a mock dispute while being evaluated on preparation, process management, communication, and problem-solving skills.</p> <p>Additionally, participants complete a Case Study Analysis and Presentation, along with a Self-Assessment, reflecting on their performance and identifying areas for improvement. All assessments are supported by clear rubrics to ensure consistent, objective evaluation of competence across skills, knowledge, and application.</p>
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<p><b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b></p>	<p>Pre-Training Knowledge Test: Before training, participants complete a Knowledge Test with multiple-choice and short-answer questions covering foundational mediation concepts, principles, and terminology to establish a baseline understanding.</p> <p>Formative Knowledge Assessment (During Training): Throughout the course, participants engage in Conflict Scenario Analysis and Group Discussions, which assess their understanding of mediation processes and theories. Their analysis is evaluated using a standardized rubric.</p> <p>Summative Knowledge Assessment (End of Training): During the final Mediation Simulation, participants' knowledge of mediation principles, ethical considerations, and processes is assessed through observation, using a detailed rubric.</p> <p>Final Project/Case Study Analysis: Participants also complete a Case Study Analysis, applying theoretical knowledge to a complex mediation scenario, with their grasp of strategies, ethics, and process management evaluated.</p>
<p><b>Process of appointing assessors on a course</b></p>	<p>Qualification and Selection: Assessors are selected based on their extensive mediation experience, being accredited mediators with proven competence in handling complex disputes. They undergo a vetting process by MICADR's management to ensure they meet high standards of mediation practice and ethical conduct.</p> <p>Conflict of Interest Screening: Assessors must disclose any prior relationships or</p>



	<p>engagements with participants to avoid conflicts of interest.</p> <p>Training in Assessment Methods: Assessors receive a 1-day training on our assessment tools and rubrics, ensuring consistent application of evaluation criteria. We also rotate assessors between courses to maintain fresh perspectives and prevent bias.</p>
<p><b>Clarification of passing criteria. How a student passes or fails this program</b></p>	<p>Pre-Training Knowledge Test: Participants must achieve a minimum score on the knowledge test, which covers foundational mediation principles and concepts, to establish a baseline understanding.</p> <p>Formative Assessments: Throughout the course, participants must actively engage in role-playing exercises and conflict scenario analysis. These formative assessments help track progress, with feedback provided based on a standardized rubric.</p> <p>Summative Assessment (Mediation Simulation): In the final Mediation Simulation, participants are evaluated on their ability to mediate a mock dispute. They must score at least "Satisfactory" (3 out of 5) in key areas, including preparation, process management, communication, and problem-solving, using detailed rubrics for each criterion.</p> <p>Final Project/Presentation: Participants are required to complete a written Case Study Analysis and Presentation. Each is assessed on thoroughness, accuracy, application of mediation strategies, and adherence to ethical standards. A</p>

	<p>minimum "Satisfactory" score (3 out of 5) is required for both the report and the presentation.</p> <p>Final Decision:</p> <p>Passing: A participant passes if they achieve at least a "Satisfactory" rating (3 out of 5) in all major components, including role plays, case study analysis, and the mediation simulation. They must also complete the Self-Assessment and receive feedback from peers and instructors.</p> <p>Failing: A participant may fail if they consistently score below "Satisfactory" (below 3 out of 5) in critical areas such as process management, communication, or ethical standards. Failure to demonstrate improvement during formative assessments or an inability to mediate effectively in the simulation can also result in failure.</p>
<p><b>Next steps taken, should a student fail.</b></p>	<p>MICADR has a structured Reassessment Policy for participants who do not meet the passing criteria:</p> <ul style="list-style-type: none"> <li>• Step 1: Detailed Feedback &amp; Support <ul style="list-style-type: none"> <li>◦ Participants who score below "Satisfactory" (3/5) in any assessed component (knowledge test, role-play exercises, or final simulation) receive detailed written feedback outlining areas for improvement.</li> </ul> </li> <li>• Step 2: Additional Coaching &amp; Preparation <ul style="list-style-type: none"> <li>◦ Participants are offered one additional coaching session to strengthen their weak areas before reassessment, which will be delivered online</li> </ul> </li> <li>• Step 3: Reassessment Opportunity</li> </ul>

	<ul style="list-style-type: none"> <li>○ Participants can retake the Mediation Simulation within two months of their initial assessment, ensuring they have time to improve while maintaining course integrity.</li> <li>○ The reassessment follows the same structured evaluation process but is conducted by a different assessor to maintain objectivity.</li> <li>● Step 4: Final Decision <ul style="list-style-type: none"> <li>○ If a participant fails again, they are required to re-enrol in the course before attempting reassessment, ensuring that only competent mediators receive certification.</li> </ul> </li> </ul> <p>This policy ensures fairness, provides a pathway for improvement, and maintains the high standards of our CMTP.</p>
<b>Policy documents relating to assessment</b> (optional / if applicable)	Participants are required to undergo a pre-training assessment, a formative assessment, a summative assessment and a final project/ presentation as part of the course.

## 12. Facilitation of further development as a mediator

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

<b>Indicate what your organisation does to facilitate participants' development as mediators</b>	Monthly Mock Mediation Sessions: We organize monthly mock mediation sessions where accredited mediators have the opportunity to practice and refine their skills in a simulated environment. These sessions mimic real-world mediation scenarios, allowing participants to apply their knowledge and receive feedback from experienced
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	<p>professionals. This regular practice helps mediators enhance their confidence and competency in handling a variety of disputes.</p> <p>Internships at MICADR: We offer internships at our center, where participants can immerse themselves in the day-to-day workings of a professional mediation environment. Interns observe mediations (with consent of parties and the mediator), assist in case preparation, engage in administrative tasks, and work alongside seasoned mediators. This hands-on experience helps participants apply their theoretical knowledge in a practical setting, sharpening their mediation skills further.</p> <p>Participation in Conferences and Panel Discussions: We regularly invite participants to attend industry conferences, seminars, and panel discussions on nuanced and specialized mediation topics. These events provide ongoing education and expose participants to the latest trends, developments, and advanced techniques in the mediation field. Additionally, they offer valuable networking opportunities with leading professionals, helping to expand participants' professional horizons and career pathways in 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 MICADR Complaints and Appeals Policy.
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## Conflicts of Interest

<p><b>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</b></p>	<p>At MICADR, we take proactive steps to prevent potential conflicts of interest between trainers, coaches, assessors, and participants in our Certified Mediator Training Program (CMTP). Our approach includes the following measures:</p> <p>Clear Disclosure and Declaration: Before the course begins, all trainers, coaches, and assessors are required to disclose any prior relationships or professional engagements with participants. This ensures that any potential conflicts are identified early.</p> <p>Rotation of Trainers and Assessors: To minimize the risk of bias or familiarity, we rotate trainers, coaches, and assessors where possible. This practice ensures that participants receive impartial feedback and evaluation from different professionals.</p> <p>Strict Impartiality and Professionalism: All training personnel are bound by strict ethical guidelines to ensure impartiality. They are trained to avoid any personal biases and treat all participants equitably throughout the program.</p> <p>Independent Oversight: An internal independent coordinator oversees interactions between trainers, assessors, and participants to ensure fairness and impartiality during the course.</p>
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	<p>Conflict Resolution Mechanism: In the rare case that a conflict of interest arises, we follow a defined protocol, including replacing the trainer, coach, or assessor involved. Alternative arrangements are provided to ensure the participant's training and assessment are unaffected.</p> <p>These measures ensure that our training environment remains impartial, transparent, and professional.</p>
<b>Upload conflicts of interest policy (optional / if applicable)</b>	See Annex MICADR Conflict of Interest Policy.

## Trainers, Coaches, and Assessors

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

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

<b>Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.</b>	Yes.
<b>On-going feedback is sought from course participants, and given to those delivering the course.</b>	Yes.
<b>Comments and/or explanations</b>	Our TCAs are in compliance with the aforementioned requirements.
<b>New TCAs are to be observed and given performance feedback by senior colleagues</b>	<p>At MICADR, we follow a structured process to observe and provide performance feedback to new trainers, coaches, and assessors to ensure they meet our high standards of mediation training. This process includes the following steps:</p> <p>Initial Observation by Senior Colleagues: New trainers, coaches, and assessors are observed by senior and experienced colleagues during their first few training sessions. These senior colleagues evaluate the new staff's teaching, coaching, and assessment techniques using the same detailed rubrics applied to participant assessments.</p> <p>Use of Performance Rubrics: The observation is structured using specific performance rubrics (similar to those in our Comprehensive Assessment Tool). Key areas assessed include communication skills, clarity of instructions, engagement with participants,</p>



	<p>effectiveness in delivering mediation content, and impartiality in assessments.</p> <p>One-on-One Feedback Sessions: After the observation, the new trainers, coaches, and assessors receive detailed, constructive feedback in one-on-one sessions with senior colleagues. This feedback addresses strengths, areas for improvement, and suggestions for refining their methods.</p> <p>Follow-Up Observations: Additional observation sessions may be scheduled as needed to ensure that the new staff members have integrated the feedback and continue to meet MICADR's quality standards.</p> <p>This structured approach ensures that our new trainers, coaches, and assessors are well-equipped to deliver the highest quality training and maintain consistency across all aspects of the mediation program.</p>
<p><b>Explain your peer review system for trainers, coaches and assessors</b></p>	<p>At MICADR, we have implemented a peer review system for trainers, coaches, and assessors to ensure continuous improvement, consistency, and quality across all aspects of the Certified Mediator Training Program (CMTP). The peer review system includes the following components:</p> <p>1. Regular Peer Observation</p> <p>Trainers, coaches, and assessors observe each other's sessions periodically. During these observations, they assess their peers' teaching and coaching methodologies, engagement with participants, and</p>

	<p>effectiveness in delivering the course content. Observers use structured rubrics that focus on key aspects such as communication skills, handling participant interactions, and the delivery of role-playing exercises.</p> <p><b>2. Structured Feedback</b> After observation, peers provide each other with constructive feedback based on specific criteria. This feedback focuses on strengths, areas for improvement, and alternative approaches that could enhance the learning experience for participants. Feedback is provided both verbally in feedback sessions and in written form using the standardized peer review form.</p> <p><b>3. Collaborative Reflection</b> Trainers, coaches, and assessors engage in regular reflection meetings where they discuss the feedback received during peer reviews. These sessions encourage collaborative learning, allowing team members to share best practices, new techniques, and innovative approaches to mediation training.</p> <p><b>4. Feedback</b> In addition to structured reviews, trainers and coaches also receive anonymous peer feedback at the end of the course cycle, which gives colleagues the opportunity to share more candid insights and suggestions for improvement. This peer review system fosters a culture of collaboration, learning, and quality improvement, ensuring that MICADR delivers the highest standard of</p>
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	mediation training to participants.
<b>Attach Train-the-Trainer Program</b>	The “Train the Trainer” program is designed to equip trainers, coaches, and assessors with the necessary skills and knowledge to effectively deliver the Legal Aid Society training according to the competency framework, and to efficiently coach and assess participants.
<b>Attach template feedback form</b>	The template feedback form is used to gather participants’ feedback in enhancing the course’s quality and delivery.