



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

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

## ODR Latinoamerica

*IMI Certified Mediator Training Program*

### The Organisation

<b>Legal name</b>	ODR Latinoamerica
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<b>Website</b>	<a href="https://www.odrla.com/">https://www.odrla.com/</a>
<b>Person completing application</b>	Alberto Elisavetsky, CEO and Founder,  +54 9 11 3136 3566.
<b>Program delivery</b>	The Program and its assessment may be delivered in person, online or a mix of both.
<b>Locations and languages</b>	Argentina – Spanish and English languages.  Open to all Ibero-American countries – Spanish and English 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>	ODR LATINOAMÉRICA was formed in 2008 and operates under the laws of Argentina. It was authorized as a Training Entity under the name "ODR LATINOAMÉRICA" in 2019, and is registered as number 66 in the Training Entities Registry of the National Directorate of Mediation and Participatory Conflict Resolution Methods, Ministry of Justice and Human Rights of Argentina, by Resolution N° DI-2019-105-APN-DNMYMPRC#MJ.
<b>Training course registered in accordance with jurisdiction requirements</b>	Yes.

## 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 ODR Latinoamerica - Course Outline and Competency Framework.
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b>	Mediation principles: Covered in Day 1 under "The Mediation Process," "Maintaining Neutrality and Preventing Bias in Mediation," and Day 2 under "Communication Skills in Mediation." The discussions, role-plays, and coaching also help reinforce these principles.

	The mediation process (opening statement, mediation steps, mediator's role): Addressed in Day 1 under "Overview of the Five Stages of Mediation," with a focus on the mediator's role and effective communication of that role.
<b>The roles of legal counsel and representatives</b>	Covered in Day 2 under "Key Mediation Skills and Process Management Techniques," which includes understanding the contributions of experts and advocates.
<b>Overview of negotiation and conflict resolution theory</b>	Introduced on Day 1 under "Introduction to Mediation, Conflict Theory and Resolution Methods" and Day 3 "Negotiation Theory & Mediator Techniques", and applied throughout role-playing exercises and group discussions.
<b>Mediator ethics, including appropriate local ethical standards</b>	Included in Day 1 under "Maintaining Neutrality and Preventing Bias in Mediation." and Day 4 "Ethics, Cultural Competency & Online Mediation Tools"
<b>Forms of listening skills and communication strategies</b>	Addressed through exercises on active listening, paraphrasing, summarizing, and empathic responding in Day 2, "Communication Skills in Mediation."
<b>Process management skills, including the use of joint and private meetings</b>	Focused on "Process Management Techniques," - Day 2 - including managing joint and private meetings, handling disruptive behaviours, and choosing between caucuses and joint sessions.
<b>Negotiation strategies and skills to manage the content of the dispute</b>	Embedded in discussions, role-play exercises, and practical coaching sessions throughout the course. Specifically, Day 3.

<b>Ways of responding to the diverse behaviours of the parties</b>	Covered in Day 2, "Addressing Prejudices and Stereotypes" and "Handling Challenging and Disruptive Conduct."
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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.*

<b>Attach competency framework</b>	See Annex ODR Latinoamerica - Course Outline and Competency Framework.
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### 4. Course Duration

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

<b>Course duration</b>	40 hours
<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>	0

## 5. Group Size

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

<b>Maximum class size</b>	18
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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>	(1)	10%
	(2)	1:6
	(3) The course is designed to minimise reliance on traditional lecture-based methods, with formal lectures and didactic presentations comprising no more than 10% of the total course duration. Drawing on extensive experience in mediator training, we have found that video examples and live demonstrations are highly effective for teaching mediation skills. Accordingly, the course includes video demonstrations of mediation practices and/or live demonstrations conducted by trainers to illustrate key techniques. To ensure a rich learning experience, our head trainer leads the lecturing and presenting sessions, supported by a second and third trainer. While only one person presents at a time, the	

	<p>presence of additional trainers allows for diverse perspectives and fosters valuable discussions and Q&amp;A sessions with participants. This interactive and conversational approach encourages engagement, deepens understanding, and promotes active participation throughout the course.</p>
<b>Exercises and discussion</b>	<p>(1) 40%</p> <p>(2) 1:6</p> <p>(3) We primarily use experiential learning methods, such as discussions, pair work, small group exercises, video analysis, and interactive group activities. These exercises and discussions are integral to the course, fostering an environment where participants can engage with, question, and explore each topic in depth</p>
<b>Role-playing, coaching, and feedback</b>	<p>(1) 50%</p> <p>(2) 1:6</p> <p>(3) At least 50% of the course is dedicated to role-playing, starting from the very first day. Each participant will always complete at least one practice role-play (often more) before their assessed role-play on the final day. After each role-play, learners receive detailed feedback from one of the trainers or supervisors, with specific areas identified for skill improvement. On the last day, each learner also has a private one-on-one session with a trainer for additional feedback. As part of our assessment process, written feedback on skills, highlighting both strengths and areas for development, is sent to each learner.</p>

## 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 confidential role play briefs?</b>	<p>Approximately two weeks before the course begins, learners will receive the course materials, with role-play briefs sent no later than one week prior to the start. The materials will be provided via email in PDF format and will include the following:</p> <p>A manual with course content, competency framework, exercises, a self-assessment questionnaire, daily surveys, a final-day survey, checklists for mediators, role-play scenarios, and appendices containing templates for confidentiality agreements, final agreements, and a reading list, links to the Online CAMPUS tutorial and access to the learner portal, and documents for post-course assessment.</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>	<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>	

## 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>	Performance feedback is provided through various channels, including interactive coaching and feedback sessions led by the trainers. In these sessions, participants receive personalized guidance on their performance, focusing on key
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	areas such as communication, neutrality, and conflict management. Trainers also provide feedback during role-play exercises, paired exercises, and group discussions, where participants can reflect on their strengths and areas for improvement. Additionally, end-of-day feedback and reflection surveys allow trainers to assess the overall experience and gather insights to further guide participants' progress.
<b>Attach course feedback forms or guidance</b>	The course feedback form is used by the trainers, coaches or assessors when providing feedback to course participants, whether verbally or in written form.

## 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>	We ensure a dynamic and effective online learning experience through Campus e-Mediar, our dedicated virtual learning platform. This serves as a central hub for participants to access all course materials, including readings, videos, and assignments. For courses that are fully or partially online, live sessions are conducted via Zoom, allowing for real-time interaction. To facilitate smooth navigation, we provide a pre-course tutorial on using the platform: Tutorial Link. We use Zoom for live sessions and ensure all trainers, coaches, and assessors are fully trained in its use. Courses include lectures, discussions, role plays, and group exercises, enhanced by screen sharing, breakout rooms, discussion forums, quizzes, and surveys.
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	<p>Participants receive written guidance on required software/hardware and are invited to a pre-course Zoom practice session to familiarize themselves with the platform. Participants are advised to arrange a quiet, undisturbed space for training and to minimize distractions. To prevent screen fatigue, live sessions do not exceed 120 minutes and are interspersed with regular breaks. Trainers remain on-screen throughout the sessions. Coaches and assessors can hide their videos during role plays to create a more comfortable environment.</p> <p>Active Engagement: Participants must keep their cameras on and are encouraged to stay off mute (unless necessary) to enable real-time discussion. We recommend using gallery view for a more connected experience.</p> <p>Role-play exercises are not recorded to ensure active participation. If a participant misses a role play, a catch-up session will be scheduled.</p> <p>Lectures and presentations are not recorded by default. If a participant must miss a session, group consent is obtained before recording.</p> <p>Participants may make up missed content only up to 20% of the total course. Skills-based components require additional training to ensure competency.</p> <p>Participants must have basic computer skills and use a laptop, desktop, or large tablet (cell phones are not suitable). Participants must ensure they have sufficient data and power to remain connected throughout the course. A quiet and undisturbed location is necessary for effective participation.</p>
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<b>Provisions for participants not able to attend all 40 hours</b>	<p>As mentioned before, for participants who are unable to attend all 40 hours of the course due to reasons beyond their control, we provide structured opportunities to make up the missed content:</p> <p>All lectures and presentations are recorded (with participants' prior consent).</p> <p>If a participant misses a session, they receive the recording on the same day, along with any relevant materials, to ensure they can review the content promptly.</p> <p>If a participant misses a roleplay or interactive exercise, we schedule a one-on-one or small-group session at a mutually convenient time (e.g., morning or evening) to ensure they complete the required practice with our trainers.</p> <p>Before the course begins, we ask participants to identify any potential scheduling conflicts in advance. This allows us to make proactive arrangements to accommodate their needs while maintaining the integrity of the training.</p> <p>Participants may make up a maximum of 20% of the total course hours through these provisions.</p> <p>Any missed hours beyond this threshold will require them to retake those sections in a future course to qualify for IMI recognition.</p>
<b>Preparing the participants</b>	<p>We ensure that all participants are fully equipped to undertake the online course by providing comprehensive pre-course guidance, technical support, and practice opportunities.</p> <p>Approximately two weeks before the course begins, participants receive a welcome email detailing the course structure, expectations, and technical requirements.</p> <p>A step-by-step Online Campus tutorial is provided, guiding participants through the learner portal and key platform functions, and indicating an equipment checklist, ensuring they have a suitable device (laptop/desktop or large tablet), a stable internet connection, a microphone, and a camera.</p>

	<p>A pre-course Zoom practice session is scheduled to familiarize participants with the platform's features, including gallery view, screen sharing, breakout rooms, and chat functions. Trainers and support staff are available to troubleshoot technical issues in advance. A designated contact person is available for technical or course-related inquiries throughout the training. The course is structured to include regular check-ins and Q&amp;A sessions to address any concerns. Trainers and co-hosts monitor engagement and offer real-time support during live sessions.</p>
<b>Informal meetings</b>	<p>Before the course begins, participants are invited to a pre-course virtual meet-and-greet session, where they can introduce themselves, share their backgrounds, and discuss their motivations for joining the course. A dedicated discussion forum on Campus e-Mediar allows participants to start engaging with each other before the live sessions commence. The first live session includes icebreaker exercises in small breakout groups to help participants connect in a relaxed setting. Throughout the course, group assignments and peer feedback activities, and the end-of-day reflection sessions encourage collaboration and engagement beyond structured learning. We schedule optional virtual coffee breaks between sessions where participants can interact informally, similar to in-person networking.</p>
<b>Role-plays for post-course assignment</b>	<p>Our courses always include an in-person practice component. On Day 5, a post-course assignment briefing ensures online participants submit recordings and written reflections, further</p>

	assessing how well they internalized and applied key mediation principles.
<b>Written component of post-course assignment</b>	Our courses always include an in-person practice component. On Day 5, a post-course assignment briefing ensures online participants submit recordings and written reflections, further assessing how well they internalized and applied key mediation principles.
<b>Feedback on post-course assignment</b>	Our courses always include an in-person practice component. On Day 5, a post-course assignment briefing ensures online participants submit recordings and written reflections, further assessing how well they internalized and applied key mediation principles.
<b>Supporting documents</b>	

## 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,</b>	Yes, the course includes an assessment of a participant's competence as a mediator. This is integrated into various course activities, including role-plays, paired exercises, and group discussions, particularly on Day 5, which is dedicated to the final assessment. During role-play assessment
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<p><b>how is this process undertaken?</b></p>	<p>sessions (Rounds 1-5), participants engage in realistic mediation scenarios, such as workplace disputes, family mediation, and community conflicts. Assessors observe and evaluate participants' skills in managing mediation processes, maintaining neutrality, communicating effectively, handling power dynamics, and applying key mediation techniques. Each round allows participants to demonstrate their competence in different stages of mediation, such as opening the session, exploring interests, and facilitating dialogue. Trainers assess participants based on their performance in these role-plays, providing private feedback after each session and holding group discussions to highlight strengths and areas for improvement. This hands-on approach ensures that participants are assessed on their ability to apply theoretical knowledge to practical mediation situations.</p>
<p><b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b></p>	<p>Yes, the course provides an assessment of a participant's knowledge as a mediator. This is done through lectures, discussions, and case study analysis, where participants are expected to demonstrate their understanding of key concepts such as conflict theory, mediation models, negotiation techniques, and mediator ethics. Knowledge is also assessed through questionnaires and reflection exercises that prompt participants to apply theoretical knowledge to practical scenarios. The end-of-day feedback and reflection surveys help gauge the participants' retention of the course material and their understanding of key mediation principles. Particularly during the final assessment day (Day 5), where participants' theoretical understanding is tested alongside their practical skills. In addition to the role-play sessions, participants receive feedback on their application of</p>

	<p>mediation principles, conflict theory, negotiation techniques, and mediator ethics during the role-plays, where they must demonstrate their knowledge in action. Before the role-play rounds, participants are briefed on the mediation process, and they are expected to integrate their knowledge of mediation models into the practical exercises. Additionally, participants' knowledge is indirectly assessed through feedback discussions and reflection sessions. These provide an opportunity to gauge their understanding of the theoretical concepts behind the practice, ensuring that their knowledge complements their ability to perform as competent mediators. On Day 5, a post-course assignment briefing ensures online participants submit recordings and written reflections, further assessing how well they internalized and applied key mediation principles.</p>
<b>Process of appointing assessors on a course</b>	<p>Our assessors are experienced, practising mediators, and to ensure impartiality, none of the assessors on a given assessment day will have been involved in that week's training course.</p> <p>To ensure ongoing professional development, our assessors must:</p> <ul style="list-style-type: none"> <li>Maintain active mediation practice, handling a minimum of six cases per year (most exceed this requirement).</li> <li>Engage annually in mediation-specific Continuing Professional Development (CPD).</li> </ul> <p>Our training faculty is selected through a rigorous application and interview process, followed by a structured induction:</p> <ul style="list-style-type: none"> <li>Observation: Candidates first observe an existing trainer/assessor delivering one of our courses.</li> <li>Co-delivery &amp; Feedback: If selected to proceed, they co-deliver a course alongside an experienced trainer, receiving coaching and structured feedback.</li> </ul>



	<p>Assessment &amp; Progression: Those who demonstrate competency will be observed leading a course and assessing learners before becoming full trainers. Candidates who do not meet the required standards may be de-selected at any stage.</p> <p>All trainers/mediators/assessors must attend biannual standardisation days.</p> <p>Trainers are regularly observed and evaluated with structured feedback provided.</p> <p>Peer feedback is actively encouraged through co-delivery reviews and discussions during standardisation days.</p>
<b>Clarification of passing criteria. How a student passes or fails this program</b>	<p>A student passes the program by achieving a score within the following ranges:</p> <p>Level 3 (Advanced): Score 80-100 – Pass</p> <p>Level 2 (Competent): Score 60-79 – Pass</p> <p>Level 1 (Basic Proficiency): Score 40-59 – Fail (Reassessment Required)</p> <p>Level 0 (Foundational): Score 1-39 – Fail (Reassessment Required)</p> <p>Levels 2 and 3 are considered a pass, while Levels 0 and 1 require reassessment before a learner can be certified.</p>
<b>Next steps taken, should a student fail.</b>	<p>If a learner does not meet the passing criteria (Level 0 or Level 1), the following steps will be followed for reassessment:</p> <p>Written Feedback:</p> <p>Learners will receive a detailed performance report, highlighting strengths and areas for improvement in specific competencies (Knowledge, Skills, or Process).</p> <p>Assignment of a Mentor:</p> <p>A mentor—an experienced mediator—will be assigned to</p>

	<p>work with the learner on the areas of weakness. The mentor will provide personalized feedback, coaching, and structured exercises. Mentorship typically lasts 4-6 weeks but may vary based on the learner's progress.</p> <p>Reassessment Plan: Based on the mentor's guidance, the learner may be required to:</p> <p>Revise and resubmit assignments. Complete additional training or practice exercises. Re-take specific portions of the practical assessment. Second Attempt: After completing the mentorship and additional preparation, the learner will be reassessed.</p> <p>If the learner achieves Level 2 or 3, they pass the program. If the learner does not meet the passing criteria again, they must wait at least six months before retaking the full course and assessment, ensuring sufficient time for skill development before attempting certification again.</p>
<b>Policy documents relating to assessment</b> (optional / if applicable)	<p>The ODR LATINOAMERICA Competency Framework is divided into three broad categories: Knowledge Competencies, Skills Competencies and Process Competencies. Each category will be assessed according to the program's levels of proficiency.</p>

## 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>ODR LATINOAMERICA is committed to fostering the development of mediators by providing high-quality training, cutting-edge resources, and a strong professional network:</p> <p>Specialized Training &amp; Certification: We offer comprehensive courses and certification programs that equip participants with the skills and knowledge needed to excel as mediators. Our programs integrate both digital and online dispute resolution (ODR) while also covering traditional in-person mediation practices. We ensure that participants stay up to date with the latest innovations in the field, including emerging trends such as AI in dispute resolution. Given our focus on ODR, we ensure mediators are trained in the latest digital tools, platforms, and best practices to conduct mediations effectively in online settings. Beyond training, we actively support participants in launching and developing their mediation careers. We offer a robust support system through our online learner portal, which includes FAQs, document templates, essential mediation policies, and a networking platform where mediators can connect, co-mediate, and find observation opportunities. Learners also have access to exclusive video clips of mediation sessions for continuous skill development, as well as free webinars covering career-building strategies, marketing techniques, and specialization paths as they transition from training to real-world application.</p> <p>Professional Development &amp; Networking: We facilitate connections between mediators, experts, and organizations through events, webinars, and collaborations, allowing participants to expand their professional opportunities.</p> <p>Continuous Learning &amp; Support: We provide ongoing education through masterclasses, research, and access to a</p>
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	community of practitioners dedicated to innovation in mediation and conflict resolution.
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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 ODR Latinoamerica - Complaints and Appeals 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>At ODR LATINOAMERICA, we are committed to ensuring fairness, impartiality, and transparency in all aspects of our training, coaching, and assessment processes. To prevent and manage any potential conflicts of interest, we have implemented the following measures:</p> <p>Trainers and coaches do not assess the same participants they have trained. Assessments are conducted by independent assessors who have not been involved in the participant's training. If a trainer must also act as an assessor, an additional independent reviewer is assigned to verify the assessment outcome. All trainers, coaches, and assessors are required to</p>
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	<p>disclose any pre-existing relationships (personal or professional) with participants before the course begins.</p> <p>If a conflict is identified, an alternative trainer/assessor is assigned to ensure objectivity. Participants are randomly assigned to assessors to minimize any potential bias. Internal monitoring ensures that no trainer consistently assesses the same group of participants. All trainers, coaches, and assessors are required to sign a declaration confirming they will act impartially. Complaints and appeals processes allow participants to challenge any perceived bias or unfair treatment. Trainers, coaches, and assessors receive regular training on conflict of interest management. Any concerns raised by participants regarding conflicts of interest are investigated promptly and addressed through appropriate corrective actions.</p>
<b>Upload conflicts of interest policy (optional / if applicable)</b>	<p>ODR LATINOAMERICA is committed to upholding fairness, impartiality, and transparency in all training, coaching, and assessment activities. Its conflicts of interest policy outlines the measures implemented to prevent, identify, and manage conflicts of interest, ensuring the integrity of our processes. This policy applies to all trainers, coaches, assessors, verifiers, and any other individuals involved in training and assessment activities at ODR LATINOAMERICA.</p>

## 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
<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>	Yes

<b>Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes</b>	Yes
<b>Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes</b>	Yes
<b>Trainers deliver at least one basic mediator skills training course or refresher course every two years</b>	Yes
<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>	
<b>New TCAs are to be observed and given performance feedback by senior colleagues</b>	New TCAs are observed by senior colleagues as part of a structured induction process. Initially, they observe an experienced trainer/assessor delivering a course. If they proceed further, they co-deliver a course with an experienced trainer, receiving real-time coaching and structured feedback. Candidates who demonstrate competency through this process are then observed leading a course and assessing learners before becoming full trainers. Performance feedback is provided at each stage, and candidates who do not meet the required standards may be de-selected at any point.
<b>Explain your peer review system for trainers, coaches and assessors</b>	Our peer review system is centered on continuous professional development and collaboration. Trainers, coaches, and assessors regularly attend biannual standardisation days, during which they engage in peer feedback through co-delivery reviews and discussions. During these days, they are observed and provided with structured feedback. This system encourages open dialogue among peers, enabling the sharing of best practices and ensuring consistency in training delivery and assessment standards. Additionally, feedback from these peer reviews contributes to the ongoing development of all trainers, coaches, and assessors.
<b>Attach Train-the-Trainer Program</b>	The Train-the-Trainer Program is designed to equip trainers, coaches and assessors with the essential skills, knowledge, and tools required to facilitate



	<p>effective learning experiences. The program will cover key areas such as adult learning techniques, competency frameworks, participative learning principles, and the management of training sessions, including group dynamics and time management. The training is structured into modules that allow for a balance of theory, practical application, and reflective learning.</p>
<b>Attach template feedback form</b>	<p>The template feedback form is used to gain feedback from participants so that the course can be improved and tailored to the course participants' needs.</p>