



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE  
Promoting Consensus and Access to Justice  
[www.IMImediation.org](http://www.IMImediation.org)

## ADR Hellenic Center

*IMI Certified Mediator Training Program*

### The Organisation

<b>Legal name</b>	ALTERNATIVE DISPUTE RESOLUTION HELLENIC CENTER
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<b>Person completing application</b>	Evi Avlogiari, President and Founder of ADR Hellenic Center, +306977260901
<b>Program delivery</b>	
<b>Locations and languages</b>	Greece, Greek; Cyprus, Greek & English.

### 1. Registration

*If there is a requirement within a jurisdiction that a training course should be registered, then it should be complied with by the training provider, and the training course should be registered.*

<b>Year formed, and under laws of what country/ies</b>	2012, GREECE
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<b>Training course registered in accordance with jurisdiction requirements</b>	Yes
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## 2. Course Content

*Course content can be divided into Knowledge Development and Skills Development topics.*

*The essential KNOWLEDGE topics that should be included in any training program are mediation principles; the roles of legal counsel and representatives; an overview of negotiation and conflict resolution theory; mediator ethics.*

*The essential SKILL topics that should be covered, demonstrated, and practiced in any training program are forms of listening skills and communication strategies, process management skills (including the use of joint and private meetings), negotiation strategies and skills to manage the content of the dispute, and ways of responding to parties' diverse behaviours.*

<b>Attach your course outline</b>	See Annex Course Content – ADR Hellenic Center
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b>	Day 1, e-learning
<b>The roles of legal counsel and representatives</b>	Days 1, 5, e-learning
<b>Overview of negotiation and conflict resolution theory</b>	Day 2, e-learning
<b>Mediator ethics, including appropriate local ethical standards</b>	Day 1, e-learning

<b>Forms of listening skills and communication strategies</b>	Day 1, e-elearning
<b>Process management skills, including the use of joint and private meetings</b>	Days 2, 4
<b>Negotiation strategies and skills to manage the content of the dispute</b>	Days 2, 4
<b>Ways of responding to the diverse behaviours of the parties</b>	Day 2

### 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 Competency Framework – ADR Hellenic Center
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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>	50 hours (40hours synchronous online training + 10 hours asynchronous e-learning)
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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>	20% (10h out of 50h)
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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>	21
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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>	<p>(1) ~20% (10 hours) - The theoretical part of our training program is longer than expected, because we are obliged to cover the theoretical material that is required according to the Article 201 of the 4512/2018 legislation.</p> <p>(2) 1:10</p> <p>(3) The majority of the theoretical lecturing is delivered via e-learning. The rest is delivered</p>
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	during the synchronous training in the form of PowerPoint presentations.
<b>Exercises and discussion</b>	<p>(1) ~30% (15 hours)</p> <p>(2) 1:6</p> <p>(3) Interactive exercises, individual work, group discussion, talking in pairs (see file: ADR MEDIATORS TRAINING PROGRAM)</p>
<b>Role-playing, coaching, and feedback</b>	<p>(1) ~50% (25 hours)</p> <p>(2) 1:3</p> <p>(3) see file: ADR MEDIATORS TRAINING PROGRAM</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>	In PDF via email, 7 days in advance
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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 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

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?	<p>Four types of feedback:</p> <ol style="list-style-type: none"> <li>1. personal one-to-one feedback by the trainer, following each role-play</li> <li>2. general group feedback, not only for the participant acting as mediator, but also for the other participants</li> </ol>
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	<p>3. we ask the participants who play the parties to give significant feedback about their feelings regarding the mediator's behavior</p> <p>4. written feedback after the assessment</p>
<b>Attach course feedback forms or guidance</b>	See Annex Group Feedback Guidelines – ADR Hellenic Center

## 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>	The online training is delivered via Zoom, which allows us to include videos and dynamic presentations, asynchronous learning tools, and breakout rooms for exercises, discussion, roleplaying, coaching and assessment.
<b>Provisions for participants not able to attend all 40 hours</b>	Any participant can have access to recorded videos of the delivered content (We ask for participants permission for the course content to be recorded). If the components missed are skills-related, a one-on-one training with the participant can be delivered. If a participant misses more than 20% of the course, they are required to attend another training from the beginning (no fees requested).



<b>Preparing the participants</b>	We provide them with written guidance on software and hardware requirements prior to the training. Upon registration of any participant, we confirm that they have basic computer skills and that they have a laptop or desktop computer or a large tablet, a microphone and camera. We make sure that they check whether they have sufficient data and power to remain connected throughout the course, and that they arrange a suitably quiet and undisturbed location to be during the training.
<b>Informal meetings</b>	N/A
<b>Role-plays for post-course assignment</b>	Each participant performs and records an in-person one-hour mediation role-play with the help of a friend or a family member of theirs, and then sends us the recorded session.
<b>Written component of post-course assignment</b>	Each participant submits a written assignment in which they explain how they would arrange the venue for an in-person mediation and how they would build rapport with parties for an in-person mediation and compare the experience of in-person and online mediation. The participant has to explain how they will adapt from an online environment to an in-person environment of a mediation session.
<b>Feedback on post-course assignment</b>	The feedback for each participant is delivered privately and follows the same principles as the feedback we provide for any role-play session. See Annex Mediator Group Feedback Guidelines ADR HELLENIC

Supporting documents	
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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>	Oral exam: 90 minutes role-play of the whole mediation process up to the signing of the agreement
<b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b>	Written exam: 70 multiple-choice questions (3 hours)
<b>Process of appointing assessors on a course</b>	Independent trainers/assessors that are not involved in our course are selected towards the end of the training program via a process that takes into account credentials, experience as assessor and availability.
<b>Clarification of passing criteria. How a student passes or fails this program</b>	Regarding the written exam, a minimum 70% rate of correct answers is required. Regarding the oral exam, the assessors evaluate the overall performance of the candidates in accordance with the proposed Mediator's Skills Requirements. See document "COMPETENCY FRAMEWORK", page 2, section "Content and

	Skills Requirements"
<b>Next steps taken, should a student fail.</b>	In case of failure at the oral exam, the candidate is given the opportunity to submit a written complaint (within 30 days from the announcement of the results) or claim a reexamination on a different case-scenario (free of charges).
<b>Policy documents relating to assessment</b> (optional / if applicable)	

## 12. Facilitation of further development as a mediator

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

<b>Indicate what your organisation does to facilitate participants' development as mediators</b>	We encourage them to become assistant mediators or observers. However, we are not able to provide such opportunities to every participant. Keep in mind that in Greece, mediation is not very popular yet and the number of cases is limited in comparison to the number of trained mediators. Fortunately, this has started to change, given that in November 30th of 2019 mediation became mandatory for certain types of cases, according to the Greek law 4512/2018. A participant is allowed to shadow a mediator in at least 3 cases.
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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 Annexes Complaints & Evaluation Policy 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>The Greek law does not provide any guidelines regarding the conflicts of interest policy. However, we implement the following rules, in order to avoid conflicts of interest as best as we can.</p> <ol style="list-style-type: none"> <li>1. The participants do not know the names of the assessors and vice-versa, until the time of the exam.</li> <li>2. During the oral exam, the assessors rotate to all of the simulation-groups; thus, 3 assessors evaluate each candidate's performance.</li> <li>3. We do not accept participants that are first degree relatives of the trainers.</li> <li>4. First degree relatives of the participants cannot be assigned as assessors.</li> </ol>
<b>Upload conflicts of interest policy (optional / if applicable)</b>	

## 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	<p>According to the Greek law 4512/2018, any trainer, coach or assessor needs to meet certain qualifications:</p> <ol style="list-style-type: none"> <li>1) be an accredited mediator, certified by the Greek Ministry of Justice</li> <li>2) have at least 4 years of experience in mediation</li> <li>3) hold an MSc or PhD on extrajudicial conflict resolution in any related field</li> <li>4) attend at least 160 hours of extra training, apart from the basic mediation training.</li> </ol>

	In order for a Mediation Training Institution to be licensed, it is required that the Ministry of Justice approves of its trainers as qualified. Thus, our trainers are already approved as qualified by the Greek Ministry of Justice, as our institution is one of the 5 Mediation Training Institutions in Greece that are licensed by the Ministry. Besides from that, all of our trainers have also attended certified "Train the Trainers" programs, either from ADR Hellenic Center or other accredited Institutes, such as CEDR, Toolkit etc.
<b>New TCAs are to be observed and given performance feedback by senior colleagues</b>	See Annex Group Feedback guidelines - ADR Hellenic Center
<b>Explain your peer review system for trainers, coaches and assessors</b>	1. Observation 2. Feedback 3. Further annual training 4. International conferences
<b>Attach Train-the-Trainer Program</b>	See Annex Train the Trainer Program – ADR Hellenic Center
<b>Attach template feedback form</b>	See Annex Feedback Form – ADR Hellenic Center