



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Sporazumenia Association

IMI Certified Mediator Training Program

The Organisation

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Registration

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

Year formed, and under laws of what country/ies	2018
Training course registered in accordance with jurisdiction requirements	Yes
Locations and Languages	Bulgaria, Bulgarian Language

Course Content

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

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

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

Attach your course outline	See Attachments
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	Module 2 of Level 1, early in the training
The roles of legal counsel and representatives	Module 1 of Level 2
Overview of negotiation and conflict resolution theory	Module 3 of Level 1
Mediator ethics, including appropriate local ethical standards	Modules 2 and 6 of Level 1, and Modules 1 and 8 of Level 2

Forms of listening skills and communication strategies	Module 5 of Level 1, extensively covered
Process management skills, including the use of joint and private meetings	Module 4 of Level 1
Negotiation strategies and skills to manage the content of the dispute	Modules 3 and 4 of Level 1
Ways of responding to the diverse behaviours of the parties	Modules 2, 3, 4 and 5 of Level 2

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 these guidelines.

Attach competency framework	See Attachments.
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Course Duration

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

Course duration	60 training hours, according to the Bulgarian law
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Group Size

It is recommended that courses have a maximum class size of 30 students, with the trainer-student ratio ranging between an ideal of 1 trainer to every 6 participants; to a maximum of 1 trainer to every 10 participants.

Maximum class size	21 participants
Maximum trainer to participant ratio	1:7, 3 trainers for a group of 21 people
Overall approach to class size or trainer-participant ratio	We have 3 trainers for a group of 21 people, and 2 trainers if the group is below 14 people

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%

Lecturing, knowledge input, presentation	<p>The full mediation course is 60 training hours, equal to 45 astronomic hours (of which 8 hours theory, 15 hours practical exercises, 21 hours simulated mediations (including 13 hours exam mediations), 1 hour written test, 1 hour interview).</p> <p>This makes 18% lecturing, and presentations, (also including comprehensive discussions, while introducing each topic, and while reflecting on the experience of participants related to this topic), 33% practical exercises, (only include the exercsises in couples, small groups and in big groups, and the analyses accompanying them), 47% simulated mediations (including exam mediations), 2% test.</p>
Exercises and discussion	<p>33% practical exercises</p>
Role-playing, coaching, and feedback	<p>47% simulated mediations (including exam mediations)</p>

Participant Materials

When preparation prior to the course is required, participants should receive comprehensive materials in sufficient time to allow them to prepare adequately. As a guideline, it is suggested that this should be no later than two weeks in advance of the course.

In a similar way, when participants are required to prepare for their roles in advance of the role plays, role play confidential briefs should be supplied in sufficient time to allow role players to prepare. As a guideline, it is suggested that this should be no later than one week in advance of the course.

If courses are designed with no pre-course preparation required, this guideline does not apply.

In what format and how far in advance do participants receive general course materials and confidential role play briefs?	Participants receive a short material with useful information about mediation and general instructions for the roleplays at least 10 days before the course, .
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Setting up Role Plays

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

Each role play in a course has a maximum of six persons for a two party mediation.	Yes
Mediation time slots within role plays are a minimum of 45 minutes	Yes
At least 50% of role plays are supervised by an experienced coach/trainer, and a coach is present for at least 50% of the role playing time	Yes
Where role plays are used as assessments, they are supervised by the assessor 100% of the role play time	Yes
Coaches are rotated among groups and participants	Yes

Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants	Yes
Role plays during the course ensure participant work with the widest range of fellow participants as possible	Yes
All participants mediate the same number of times in role plays	Yes
Role plays are varied in subject matter and allow for practice of different stages of the mediation process	Yes
Comment where guidelines are not met	<p>Trainers and coaches who participated in the training also are present at the assessment, but the assessment is also made by at least 2 experienced assessors who have not attended the training. The trainers are observing the performance in some of the mediations in order to be able to share specific observations or make short discussions with the group about areas of good performance and areas for improvement in order to help them advance their skills. This is applicable as the practical exam with assessed roleplays is in two different days - Day 3 of Level 1 and Day 3 in Level 2. Such analyses are made after the first part of the exam.</p>

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?	Performance feedback is given to participants in each 14 mediations they conduct during the training. They have a personal coach for each mediation. The feedback is given based on the attached Mediators Competence Framework Requirements.
Attach course feedback forms or guidance	See Attachments.

Performance Assessment and Accreditation

If a course is designed to assess, certify or accredit a participant as having the necessary skills and knowledge to mediate a dispute competently, then it must contain an actual assessment of the participant's mediator competence, as compared to its own competency framework, developed under these guidelines. In relation to assessment of a mediator's skills, this should be done using a participant's performance during a role play.

Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?	Yes. According to the Bulgarian Law, the assessment consists of 1 hour written test, an interview on theory, and simulated mediations. In our course, participants are assessed based on their performance in 3 different types of mediations, so that they could show different abilities in the context of mediation or co-mediation. The Assessment is based on the Mediators Competence framework, where clear criteria are established. Each mediation is assessed by an individual assessor for
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	<p>each group, and the assessors rotate so that one mediator is assessed by different assessors.</p> <p>The final assessment is made as a calculation of the average grades by each assessor. We apply a scale for assessment for the fulfillment of each of the Requirements in the Mediators Competence Framework.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>Yes, they are assessed by 1 hour written test with 50 multiple-choice questions, and a short interview on a random topic from all theory in the course.</p>
<p>Process of appointing assessors on a course</p>	<p>The assessors we appoint usually have 10 years of experience as mediators, some of them have 3 years, but in this case they have either additional experience as trainers or professionals in conflict resolution. They also have at least of 10 years' experience as lawyers, psychologists, HR's, and other professions, usually dealing with conflicts as part of their professional work.</p>
<p>Clarification of passing criteria. How a student passes or fails this CMTP</p>	<p>Students pass the Test by 64% or more. Students must have at least 18 points of the 30 points system for assessment, which are considered to be the standard level of covered mediators competences. See the document related to assessment, attached below.</p>
<p>Next steps taken, should a student fail.</p>	<p>If students fail on test, they can do it one more time. If they fail on mediations, they should attend the assessment part of the training and make the assessment simulated mediations successfully. They do not pay a fee for this.</p>

Policy documents relating to assessment (optional / if applicable)	N/A
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Facilitation of further development as a mediator

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

Indicate what your organisation does to facilitate participants' development as mediators	<p>We organize free workshops for exchange of experience and practising mediations and new tools every 2 or 3 months.</p> <p>We also started an initiative called Mediation for all, which is opening a Free Mediation Reception office, where mediators can practice by providing pro bono mediations for parties in small-claim cases and family cases. For maximum 2 sessions, 2 hours each.</p> <p>We also extend the professional exchange meeting and simulations by involving participants have more active role in them and present useful tools from their own professional fields which can be used in mediation.</p>
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Complaints and Appeals Policy

All courses should have a clearly set out written complaints policy for participants who are dissatisfied with the quality of the course.

In addition, for those courses that have an assessment element, there should be a clearly set out appeal or review process for participants who are not satisfied with the outcome of their assessment.

Attach complaints and appeals policy	See Attachments.
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Conflicts of Interest

Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.	We only appoint trainers who donot have any conflict of interests with any of the participants and rotate trainers and assessors as necessary.
Upload conflicts of interest policy (optional / if applicable)	N/A

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	Yes

continuous professional development (CPD) of six hours per year.	
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	Our trainers meet much higher requirements than the above, e.g. each of them had passed more than 60 hours training of trainers and many subsequent courses regarding his/her trainers qualification, and are regularly participating in and delivering other trainings as trainers,

	such as various trainings in dealing with difficult people, negotiations, etc. (at least 2 times a year)
New TCAs are to be observed and given performance feedback by senior colleagues	We usually work with well-experienced colleagues, but when new colleagues are included, they are given detailed instructions on the criteria for giving feedback and are interviewed them after each coached mediation about what went well and what could be improved. We also speak delicately with the participants about their satisfaction with the feedback they received and their needs.
Explain your peer review system for trainers, coaches and assessors	We discuss at least once a day each of the observed mediations, share challenges and take joint decisions on how to proceed. We sometimes organize mediations so that 1 additional coach also attends mediation partly or entirely in order to be able to discuss the coaching, feedback and assessment process.
Attach Train-the-Trainer Program	See Attachments.
Attach template feedback form	See Attachments.

<p>Attach complaints policy for use should course participants wish to formally complain about a trainer, coach or assessor</p>	<p>See Attachments.</p>
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