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InMEDIATE

International Civil Mediators' Training

Replicability Toolkit

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Mediation



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TABLE OF CONTENTS

1. Introduction	3
1.1 The InMEDIATE Project	4
1.2 General Information about the Training Course	5
1.3 How to use the Toolkit	6
2. Curriculum	7
2.1 Overview	8
2.2 Preparatory Course	8
Learnings from the Training Course	9
2.3 E-Learning Modules	10
Learnings from the Training Course	17
2.4 Webinars	18
2.5 Mediation Laboratory	18
Learnings from the Training Course	19
3. Evaluation	22
4. Certification System	24
5. Annex	27

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Introduction

1. Introduction

This toolkit is an output of the InMEDIATE project, which was carried out within 30 months from 2020–2023 and has been funded by the European Union through the Erasmus Plus funding programme 2014–2020. The project has been developed and executed by a partnership of the following 7 organizations: Steinbeis Beratungszentren GmbH Leipzig, Steinbeis Hochschule (both Germany), Resolutia Gestione Delle Controversie in Perugia, Prodos Consulting SRL in Rome, Università Degli Studi di Firenze (all three Italy), Mediatorzy Spółka z Organizacją Odpowiedzialnością Warsaw and Uniwersytet SWPS Warsaw (both Poland). It was the main aim of the project to design, implement and evaluate a training curriculum for international civil mediators. The replicability toolkit provides this curriculum including syllabus, learning goals, learning outcomes,

resources and methodology for every training part. Moreover, it contains information about the evaluation and certification of the training course and adds materials, guidelines, examples etc. This toolkit gets additional value by providing video tutorials explaining how to conduct cross-border civil mediations. The given handbook is complemented by videos and other resources available on the InMEDIATE website www.inmediateproject.eu. With all this information at hand, providers of mediation trainings and trainers are enabled to design their own trainings in the special field of international mediation and to align them with the principles of the European Credit System for Vocational Education and Training (ECVET) and national qualification frameworks (NQF).

1.1 The InMEDIATE Project

Cross-border disputes are gaining an increasing importance in Europe due to the growing mobility of EU citizens, the intensification and globalisation of trade and the expansion of e-commerce. Mediation is widely considered to be a more suitable and effective procedure for solving cross-border disputes. This is for many reasons: i) time and cost saving effects on legal proceedings; ii) non-binding and low constraints; iii) inclusive and cross-cultural approach; iv) flexible procedure preserving relationships and fulfilling the personal needs of each party.

Despite the numerous initiatives in place at EU level to foster the practice of civil mediation for settling cross-border disputes, the effective uptake of mediation is still obstructed by multiple obstacles. One of the main challenges in the field is the lacking uniformity in mediation training standards and selection procedures, due to heterogeneous national regulatory frameworks. Various studies in the field highlight that even expert mediators need specialized training to face the challenge of mediating international civil disputes, where conflict dynamics and intercultural issues are at stake. The development of EU standards related to mediation skills and training contributes to steering the quality of the mediation services.

Building on these critical issues, the InMEDIATE project intended to establish a European vocational profile of the International Mediator. This goal was achieved by designing, implementing and delivering a learning outcomes-oriented training curriculum for mediation practitioners, aimed at providing a comprehensive set of certified qualifications, enabling trainees to act as international mediators in cross-border civil disputes. The assessment and validation of the

learning outcomes gained by the trainees on completion of the course was jointly developed by the three involved universities: Steinbeis Hochschule, Università degli Studi di Firenze and Uniwersytet SWPS. Quality standards of the validation process were guaranteed at all times.

Main results of the project were:

- an enhanced acknowledgement and deeper understanding of the mediation training standards in the EU countries
- a professional training curriculum designed to provide certified qualifications for international mediators
- 36 mediation practitioners fully trained and equipped with a final certification validating their learning outcomes according to quality standards set by the partner universities
- an enhanced professional development of mediation trainers and educators through intensive exchange of knowledge, methods and practices
- an online collaborative platform designed and developed for mediation trainees, educators and stakeholders for networking and community building
- a collection of existing Open Educational Resources (OERs) and new OERs developed and freely accessible through the InMEDIATE e-platform
- a replicability toolkit

1.2 General Information about the Training Course

Relevance of the curriculum

There is no uniform European regulatory framework regulating the practice of mediation, which can still be performed by any professional in many countries. The risk is that poorly performed mediations might compromise the reputation of mediation in general. Moreover, there has to be stated a lack of uniformity in mediation training standards and in selection procedures of mediators, due to heterogeneous national regulatory frameworks. The development of EU standards on mediation skills contributes to steering the quality of the mediation services. Additionally, knowledge and digital competencies regarding the use of Online Dispute Resolution technologies are still developed poorly.

Last but not least, experience has found that even expert mediators need specialized and continuous training to face the challenge of mediating international civil disputes with special conflict dynamics and intercultural issues arising.

Objectives of the curriculum

The main goal of the curriculum is to establish a common European vocational profile of the International Mediator, tackling the lack of uniformity in mediation training standards among EU countries and ensuring reliability and quality of performance in the cross-border civil mediation practice. This curriculum aims at providing a comprehensive set of specialized knowledge, technical competencies and intercultural skills, enabling trainees to act as international mediators in cross-border civil disputes. Notably, the curriculum seeks to:

- ▷ map national training programs and most effective practices across the EU, providing a comprehensive assessment of training gaps and needs;
- ▷ equip mediation practitioners with specialized competencies and skills enabling them to properly deal with international mediation procedures, including digital technologies for Online Dispute Resolution (ODR);
- ▷ develop a set of uniform quality standards to align the learning outcomes of the training curriculum with the ECVET system of qualifications, fostering the mutual recognition of competencies and contributing to increased professional mobility in this sector;
- ▷ foster the professional development of mediation trainers through sharing best practices and delivering specific methodological guidelines;
- ▷ implement a transnational e-platform for the exchange of knowledge & effective practices in the field of cross-border civil mediation;

- ▷ build a qualified EU network of professional mediators specialized in the field of cross-border civil mediation, for a higher employability and career enhancement in the international labour market.

Target group

This curriculum is designed for mediators from EU member states who have an appropriate training and experience in the field of mediation, who have different professional and educational backgrounds (law, psychology, social and management sciences, etc.) and who wish to gain additional knowledge, competence and skills in the field of cross-border civil mediation. Participants of the InMEDIATE project have been selected through an application process.

Duration of the training program and format

This training program includes online learning and face-to-face training activities with a total duration of 114 hours. An e-learning platform was designed to give trainees access to training resources such as videos, texts and the final test. The "blended" formula adopted to deliver the course (e-learning and face-to-face training) allows to:

- A. optimize the learning outcomes of the trainees through a flexible approach matching the work-study balance of professionals;
- B. split the theoretical part of the training program, that is delivered through a digital platform, from the practical sessions based on an interactive and learn-by-doing approach. Quality control and monitoring measures are in place to ensure appropriate contents and provision of the training. Video lessons and face-to-face training are led by active mediators, with extensive experience as trainers/educators in the international mediation sector.

➡ Please see annex 1.2.: e-learning platform.

The training is based on INNOVATIVE FEATURES

Learning objectives and topics:

The combination of different perspectives, methods and approaches in the mediation sector and the special attention given to intercultural issues and communication skills allow to properly and efficiently train a professional mediator capable to act in cross-border contexts

Interactive, participatory and learner-focused approach:

Building upon the diverse backgrounds and experiences of the learners, a special attention will be paid to a peer-learning

ning approach, based on the exchange of knowledge and experiences between the trainees, who will be split in smaller groups and involved in web-based intervision meetings with the support and guidance of an expert mediator in order to discuss mediation cases or specific issues arising from the online training modules. The intervision format is an import-

ant trigger for experiential learning. The interactive environment of the training course will be also ensured through the group work sessions of the Mediation Lab.

1.3 How to use the Toolkit

The content provided in the toolkit can be used by mediation course providers as well as trainers in different ways. On the one hand, it is possible to replicate the entire training program. For this purpose, care should be taken to ensure that the target group is similar to the target group in the InMEDIATE project, that the scope and structure of the course remain the same, and that content and methods are adopted as far as possible. Only if the learning objectives, contents and temporal scope are the same, it is possible to classify the training in the given ECVET standards. However, it should be kept in mind that a complete replication of the framework conditions of the InMEDIATE project is not possible and especially the requirements of the target group can change. In addition, a test of the acquired knowledge and skills should be carried out in each case. The concrete design of the individual training units ultimately also depends on the respective trainer and is not predetermined.

On the other hand, only parts of the training program can be used to supplement existing training sessions or to provide only some of the knowledge and skills. It should be noted that the classification in the ECVET standards must then be made anew.

The parts of the training described in the manual are supplemented by an extensive annex. Corresponding appendices are noted at the respective training part in this manual.

Users are asked to refer to the EU project InMEDIATE as a source when using the toolkit.

A hand holding a yellow and black marker is writing on a small notepad. The entire image is overlaid with a semi-transparent red filter. Three white geometric shapes are placed at the corners: a triangle in the top-left, a triangle in the middle-right, and a triangle in the bottom-left. The word "Curriculum" is written in a white, sans-serif font across the lower half of the image, with a white horizontal bar underneath the final 'm'.

Curriculum

2. Curriculum

2.1 Overview

I. Preparatory Course	II. E-Learning Modules	III. Webinars	IV. Mediation Laboratory
(3-day face-to-face introductory course, for a total duration of 24 hours)	(9 modules, for a total duration of 54 hours)	(3 online webinars)	(3-days face-to-face training, for a total duration of 24 hours)

2.2 Preparatory Course

The preparatory course with a total duration of 24 hours provides a general introduction to the topics of the training program. This face-to-face course takes place before participants start the online training. First of all, participants get an overview of the content of the course program.



The topics focus on:

- ▷ Legal Frameworks
- ▷ Mediation stages
- ▷ ODR
- ▷ Negotiation Techniques
- ▷ Conflict Analysis
- ▷ Culture and Communication
- ▷ Code of Conduct
- ▷ Mediation Techniques
- ▷ Co-Mediation

Additionally, the participants are introduced to the structure and organisation of the whole training program. The preparatory course consists of a common introduction round followed by three workshops focussing on different topics of mediation such as "Cross-border Mediation in Practice", "Moral, Values and Stereotypes in Conflict" and "Contributions of Caucusing and Pre-Caucusing to Mediation". Participants can choose one of the workshops and then work in smaller groups (10–12 per workshop). The course ends with a scenario play, also conducted in smaller groups (9 per group).



Goals of the preparatory course:

- ▷ Participants with different cultural backgrounds get to know each other and share their professional experiences, ideas and perspectives on mediation practice, styles and methods.
- ▷ Participants understand the structure, organization and methodological framework of the training program.
- ▷ Participants refresh and deepen basic knowledge about mediation in general.
- ▷ The way for the creation of an EU network of international mediators is paved.



Outcomes of the preparatory course/ learning outcomes:

- ▷ Participants enhance their ability to act and work within international environments and with professionals having very different backgrounds.
- ▷ Trainers and participants build a relationship of trust and confidence.
- ▷ The creation of a community of mediation practitioners specialized in the field of cross-border civil mediation is fostered.



Training Methodology:

- ▷ Round of introduction and get to know you games in smaller groups
- ▷ Lectures, group work and reflection during workshops
- ▷ Scenario play and reflection
- ▷ Forming of intervision groups (for groupwork during E-learning part of the training)



Resources:

- ▷ Get to know you games
- ▷ Presentations of the workshops
- ▷ Scenario play: SmileUrbo paid account – interactive simulation game designed to teach players about real-world challenges. Through group participation and decision making, SmileUrbo teaches communication, problem-solving, cooperation, time-management and negotiation skills. <http://www.smileurbo.com/en/>

➡ Please see annex 2.2.1: example course plan and 2.2.2: scenario play

Learnings from the Training Course

Reflecting on the use of the SmileUrbo simulation the following experiences can be shared:

Positive Aspects

The main goal of this activity was to integrate participants into the InMEDIATE project. The idea behind choosing this particular role play was to provide participants with a situation where small groups' collaboration is necessary and crucial (to accomplish the game goal and 'save the village'), and which requires effort and deliberate action. Positive aspects were:

1. Interesting setting

The context of the game – common goods dilemma – was perceived by many participants as very important in current times, and some of them even declared that this is also a problem they have to deal with as conflict resolution practitioners.

2. Different perspective

The role play required participants to step out of their usual third party role and engage in negotiation in the complex context of mutually exclusive individual and group interests. For many of them that was inspiring, thought-provoking and fun, but not for all.

Aspects which could be improved

1. Different perspective

The role play required participants to step out of their usual third party role and engage in negotiation in the complex context of mutually exclusive individual and group interests. For some participants this was confusing as it was distant from the mediation practice they wanted to focus on and they felt the theoretical and practical links were not clear for them.

2. Timing in the group process

In the forming phase of the group process, some participants experienced performing in a demanding negotiation simulation as face-threatening. Stepping out of the usual role of third party into a role of a social actor with a high stake, experiencing real emotions, and acting in severe time constraints turned out to be a personal challenge for some. Part of that was determined not by the role play itself, but by the position participants had in the training itself: Being prominent mediators who have passed a demanding recruitment process, changing their usual position, in a group of people they hardly knew. Therefore, the resistance that particular participants articulated was psychologically understandable and reasonable.

3. Case complexity and time required

SmileUrbo is an interesting game, and yet it's also very complex and time-consuming (about 1,5 training days from the 3 days we had for the training). That was definitely too long an activity, especially in the context of the valid arguments above and in relation to other training content that was referring to mediation, in accordance with participants' expectations.

Still, quite a number of participants commented the role play was very interesting and inspiring. Those who were more open and flexible had a chance to really touch on the dilemmas of interdependence, experiment with different approaches to negotiation in such a setting, and gain useful insights. Yet, we acknowledge it was much too long, the setting could have been too demanding for some, and the links between the game and mediation practice could have been stated more explicitly. Maybe a much simpler role play both in length and challenge could be chosen instead.

2.3 E-Learning Modules



General Description:

The training consists of nine e-learning Modules with a total duration of 54 hours. Each module lasts 6 hours and includes 1 hour of recorded video lessons, 3 hours of self-study and self-assessment and 2 hours of online intervision meetings. The videos are available on the e-learning platform, which is provided in the frameworks of the InMEDIATE project.



Topics of the modules:

- Module 1:** Alternative Dispute Resolution (ADR) Legal Framework & Mediator's Responsibility
- Module 2:** Mediation Styles and Code of Conduct
- Module 3:** Culture and Communication
- Module 4:** Conflict Analysis
- Module 5:** Negotiation
- Module 6:** Mediation Stages
- Module 7:** Mediation techniques
- Module 8:** Co-Mediation
- Module 9:** Online Dispute Resolution (ODR)



General Training Methodology:

- ▷ video lectures
- ▷ self study tasks
- ▷ self reflection tasks
- ▷ guiding questions for group work during intervision meetings*
- ▷ game-based exercises
- ▷ online test on completion of each module (multiple choice test with about 5 questions delivered through e-learning platform)

*Intervision group work is an integral part of this training. It can be described as a 'peer coaching' activity of a small group of professionals without the formal involvement of a trainer or supervisor. The aim of the intervision group is to exchange on learnt content, increase knowledge, improve skills, increase self-reflection and gain more insights into the mediator's role. This is achieved through sharing experiences, mutual support and drawing on the group's resources. During the meetings, participants share their knowledge, discuss the relevant and specific theoretical foundations, methods, strategies and tools specific to mediation. Additionally, meetings may take the form of peer supervision in which mediation cases are discussed and analyzed, in compliance with confidentiality rules as well as ethical standards.

- ➡ *Please see annex 2.3.1.: instruction intervision groups.*
- ➡ *For each module please also see the detailed description in the annex 2.3.2.*
- ➡ *Please also consider annex 5.: Open Educational Resources (OER).*
- ➡ *Videos and additional material to be found on the InMEDIATE website www.inmediateproject.eu.*

Module: 1

Title: Alternative Dispute Resolution (ADR) Legal Framework & Mediator's Responsibility

Description:

The goal of this module is to provide participants with knowledge and understanding of the EU regulatory system for Alternative Dispute Resolution and gain familiarity with the main EU legal initiatives aimed at promoting the use of out-of-court mechanisms to resolve cross-border civil and commercial disputes.

Content:

- ▷ Knowledge and understanding of the EU Legal Framework on ADR and Mediation
- ▷ EU legislative measures aimed at improving access to the civil justice system and promoting the use of ADR in cross-border civil and commercial disputes
- ▷ Review of the EU legal initiatives on ADR

Study hours: 6

Type: Compulsory

Topics of video-lessons (1 hour):

- ▷ General Overview on ADR and ADR Law EU Initiative: Directive 2008/52/EC on Mediation in Civil and Commercial matters;
- ▷ Directive 2013/11/EU on ADR in Consumer Disputes;
- ▷ Regulation 524/2013 on ODR for Consumer Disputes;
- ▷ Regulation 1150/2019 art. 12 & 13

Self-study resources (3 hours):

- ▷ Journal articles
- ▷ Textbooks
- ▷ Legal texts
- ▷ Case studies

Group work:

- ▷ Asynchronous and facilitated by the instructor through "provoking" questions
- ▷ 2 hours of online intervention meetings in small groups of participants

Learning outcomes:

- ▷ Participants will know and understand the EU Legal Framework on ADR and Mediation.

Module: 2

Title: Mediation Styles and Code of conduct

Description:

The module refers to general standards of mediation practice as stated in the European Code of Conduct for Mediators and similar documents as well as mediation styles that mediators might find useful in their practice. The module consists of two lessons. The first lesson focuses on ethical standards in mediation, taking into account rules and frames on the individual, organizational, national and European level. The second lesson concentrates on differences in mediation styles or models of practice, including evaluative, facilitative and transformative approaches.

Content:

- ▷ General principles and standards of mediation practice
- ▷ the European Code of Conduct for Mediators (in general)
- ▷ the European Code of Conduct for Mediation Providers (in general)
- ▷ What drives our practice: strategic choice, mediation model and individual style
- ▷ Differences in mediation styles or models of practice
- ▷ Facilitative mediation style

- ▷ Evaluative mediation style
- ▷ Transformative mediation style
- ▷ Professional development

Study hours: 6

Type: Compulsory

Topics of video-lessons (1 hour):

- ▷ Code of conduct and ethical standards
- ▷ Mediation styles

Self-study resources (3 hours):

- ▷ Journal articles
- ▷ Textbooks
- ▷ Case studies
- ▷ National and transnational codes of conduct
- ▷ Guiding questions for self-study and preparation for group work

Group work:

- ▷ Work in sub-groups
- ▷ Guiding questions for discussion provided
- ▷ Analysis of case studies and practical issues
- ▷ 2 hours of online intervention meetings in small groups of participants

Learning outcomes:

- ▷ Participants understand ethical standards in mediation and different mediation styles
- ▷ Participants are aware of the principles they adopt in their practice.

Module: 3

Title: Culture and Communication

Description:

Our cultural backgrounds provide us with a sense of identity and belonging, and ultimately shape the lens through which we see the world. Culture is subject to change throughout our lives and influences the ways we send and receive communication. Deepening awareness of our values, beliefs and perceptions and investigating how these link to our environment, strengthens our ability as mediation practitioners and serves to benefit parties in conflict in myriad ways. Mediating across cultures requires a varied toolkit, which recognises diversity and appreciates nuances. Curiosity is our guide as together we extend our understanding of ourselves and the people we seek to support through mediation.

Content:

- ▷ Exploration where we are coming from as practitioners
- ▷ Introduction to prevailing cultural theories and relevant case studies
- ▷ Understanding the significant impact various communication methods have upon the mediation process
- ▷ Consideration of our professional responsibilities as mediators working across cultures and borders
- ▷ Identification of resources for use in our practice going forward

Study hours: 6

Type: Compulsory

Topics of video-lessons (1 hour):

- ▷ Culture as a resource-understanding identity vis-à-vis Social Scripts (effects of gender, age, hierarchy, background, culturally shaped expectations towards the work of the mediator, etc.)
- ▷ Considering cultural stereotypes and taboos: how to manage them, intercultural dimensions, derivations for mediation
- ▷ Perception and the culturally sensitive mediator
- ▷ Curious communication – hearing what is said and unsaid
- ▷ Cultural Mediation models

Self-study resources (3 hours):

- ▷ Typical stereotypes of cultures and nationalities, articles from Nadja Alexander (Kluwer) and Mikk
- ▷ The 6-D model of national culture (Geert Hofstede)
- ▷ Rapport: The 4 Ways to Read People (Alison & Alison)
- ▷ The Culture Map (Erin Meyer)
- ▷ Conflict Across Cultures: a unique experience of bridging differences (LeBaron & Pillay)

Group work:

- ▷ 6 groups of 6 members each
- ▷ Guiding questions provided
- ▷ Half-standardised discussion with minimum supervision of trainers
- ▷ Topic set according to the module
- ▷ 2 hours of online intervention meetings in small groups of participants

Learning outcomes:

- ▷ Participants recognize and deal with cultural stereotypes and apply their knowledge in mediation and conflict management
- ▷ Participants develop a deeper self-awareness related to culture and communication.

Module: 4

Title: Conflict Analysis

Description:

Each conflict is unique in its form and character and a sound analysis of the nature of the conflict is essential for finding a resolution. In the first lesson of this module basic concepts and definitions of conflict analysis are presented. The reason for conducting a conflict analysis and the various steps involved are described. In the next lesson, participants become acquainted with tools to conduct a conflict analysis. It is focussed on the significance of asking questions, the categories of questions and the order of asking questions. Participants also benefit from new concepts of viewing the conflict in this section. Finally, a narrative about 'Killing the Play' by author A. C. Whelan sums up the lesson.

Content:

- ▷ Concepts and definitions of conflict analysis
- ▷ Steps in a conflict analysis
- ▷ Structure of a conflict analysis
- ▷ Significance of asking questions
- ▷ Approaches to conflict analysis

Study hours: 6

Type: Compulsory

Topics of video-lessons (1 hour):

- ▷ 9 Stages of conflict escalation – Friedrich Glasl
- ▷ Stakeholder analysis including intercultural aspects and developing a tool for conflict analysis; working with hypothesis

Self-study resources (3 hours):

- ▷ Material sourced from Mikk and Friedrich Glasl

Group work:

- ▷ 6 groups of 6 members each
- ▷ Guiding questions provided
- ▷ Half-standardised discussion with minimum supervision of trainers
- ▷ Topic set according to the module
- ▷ 2 hours of online intervention meetings in small groups of participants

Learning outcomes:

- ▷ Participants are able to assess and analyse conflicts in intercultural settings and to conduct a stakeholder analysis.

Module: 5

Title: Negotiation

Description:

Negotiation is a vital part of any dispute resolution mechanism. A mediator should also have the right techniques to conduct a negotiation – in order to clarify the individual needs and the cooperation between the parties at the negotiation table. In this module, essential skills required for a successful negotiation are discussed. The importance of communication and perception development, basics of negotiation, different negotiating styles and the aspects of international negotiations are explained.

Content:

- ▷ Significance of communication and perception
- ▷ Basic conditions of negotiation
- ▷ Foundations for a successful negotiation
- ▷ Various negotiation styles
- ▷ Aspects of international negotiations
- ▷ Obstacles for a successful negotiation

Study hours: 6

Type: Compulsory

Topics of video-lessons (1 hour):

- ▷ Cooperative negotiation
- ▷ Triangle of Interest/Satisfaction
- ▷ BATNA: Concepts of William Ury
- ▷ 3-Dimensional Negotiation by David Lax and James Sebenius
- ▷ Manipulation and untruthfulness in negotiation and how to deal with it in a mediation
- ▷ Transculturalism

Self-study resources (3 hours):

- ▷ Material sourced from Mikk, Game Theory for cultural dilemmas (Elionor Ostrom)
- ▷ BATNA learning resources, Asynchronous Negotiation, distributive vs. integrative negotiation

Group work:

- ▷ 6 groups of 6 members each
- ▷ Inter-cultural dimensions or cultural aspects in Negotiations AND /OR Manipulation and Deceit in Negotiations
- ▷ Guiding questions provided
- ▷ Half-standardised discussion with minimum supervision of trainers
- ▷ 2 hours of online intervision meetings in small groups of participants

Learning outcomes:

- ▷ Participants deepen their knowledge about negotiation, exchange ideas on prerequisites for successful negotiations and know how to use different negotiation styles, considering intercultural dimensions

Module: **6**

Title: Mediation Stages

Description:

This module provides participants with an overview of the mediation process and its main stages, with a particular emphasis on the cultural and legal issues involved in cross-border mediation.

Content:

- ▷ 4-stage mediation process designed to facilitate cross-border disputes
- ▷ various mediation stages
- ▷ value of the preparatory phase in cross-border commercial disputes
- ▷ influence of cultural aspects on cross-border disputes

Study hours: 6

Type: Compulsory

Topics of video-lessons (1 hour):

- ▷ 4-stage mediation process:
- ▷ Opening
- ▷ Exploration
- ▷ Negotiation
- ▷ Conclusion

Self-study resources (3 hours):

- ▷ Journal articles
- ▷ Textbooks
- ▷ Case studies

Group work:

- ▷ Group Work: 6 groups of 6 members each
- ▷ Online mock mediations with peer evaluation and instructor's feedback
- ▷ Case scenarios provided by the instructor
- ▷ Students video record mediation sessions and share them in the group discussion
- ▷ 2 hours of online intervision meetings in small groups of participants

Learning outcomes:

- ▷ Participants know the four-stage mediation process and apply it in their mediations accordingly.

Module: 7

Title: Mediation Techniques

Description:

The module refers to techniques that mediators might find useful in international practice. It consists of three lessons. The first lesson focuses on reflexivity in mediation, taking into account assumptions and cultural lenses. The second lesson concentrates on the initial phases of mediation (including preparation) and varying expectations as well as ways of communicating and working with culturally diverse parties. The third lesson focuses on some specific techniques useful throughout the mediation process, including clarification, identifying vicious circles and working with the value square model.

Content:

- ▷ Cultural lenses and how they influence mediation
- ▷ How assumptions and attributions impact on the mediation process
- ▷ Why reflexivity is needed
- ▷ How to use positive connotation and build trust in mediation
- ▷ How to communicate and conduct mediation with people from diverse cultural background
- ▷ A set of techniques that can be applied in mediation practice – including clarification, identifying vicious circles, working with the value square model and meta-dialogue

Study hours: 6

Type: Compulsory

Topics of video-lessons (1 hour):

- ▷ Reflexivity in mediation
- ▷ Initial phases of mediation
- ▷ Specific techniques in the mediation process

Self-study resources (3 hours):

- ▷ Journal articles
- ▷ Textbooks
- ▷ Case studies

Group work:

- ▷ 6 groups of 6 members each
- ▷ Guiding questions for discussion are provided
- ▷ Analysis of case and practical issues
- ▷ 2 hours of online intervention meetings in small groups of participant

Learning outcomes:

- ▷ Participant know how to apply and use a broad set of mediation techniques in international context.
- ▷ Participants develop reflexivity in reaction to the techniques that they apply.

Module: 8

Title: Co-mediation

Description:

The module refers to the process of establishing a creative cooperation between co-mediators. The first lesson explores the natural dynamic of cooperation which is irrespective of the mediators' competence and personality. The second lesson shows how the potential of co-mediation depends on the complementary professional competences of the mediators, as well as the compatibility of their personal characteristics. The third lesson is focusing on practical aspects of establishing a cooperation between co-mediators.

Content:

- ▷ The natural stages of cooperation development
- ▷ Important elements for choosing a co-mediator to work with

- ▷ Development of a contract for cooperation between the mediators
- ▷ Spectrum of different roles that mediators can adopt in their collaboration
- ▷ How to give feedback taking into account cultural differences

Study hours: 6

Type: Compulsory

Topics of video-lessons (1 hour):

- ▷ Developing collaboration between mediators
- ▷ Personal and cultural compatibility in co-mediation
- ▷ Models of co-mediation and organizing co-mediation

Self-study resources (3 hours):

- ▷ Journal articles
- ▷ Textbooks
- ▷ Case studies

Group work:

- ▷ Work in sub-group
- ▷ Guiding questions for discussion are provided
- ▷ Analysis of case studies and practical issues
- ▷ 2 hours of online intervention meetings in small groups of participants

Learning outcomes:

- ▷ Participants know about specific issues related to international co-mediation.
- ▷ Participants are able to cooperate with mediators for the benefit of the mediation process.

Module: 9

Title: Online Dispute Resolution (ODR)

Description:

The goal of this module is to provide participants with a general overview of online dispute resolution, specifically e-negotiation, online arbitration, and online mediation. Moreover, this module is discussing the advantages and disadvantages of using video-conferencing platforms for online mediation and offers some tips for preparing and conducting mediation in a virtual space.

Content:

- ▷ Online Dispute Resolution and its modalities
- ▷ E-Negotiation, Online Mediation and Online Arbitration
- ▷ Applications designed for online mediation
- ▷ Preparing and conducting a mediation using a video-conferencing platform

Study hours: 6

Type: Compulsory

Topics of video-lessons (1 hour):

- ▷ General Overview of ODR
- ▷ ODR modalities: asynchronous vs. synchronous and types of ODR
- ▷ Online mediation skills
- ▷ Online mediation platforms

Self-study resources (3 hours):

- ▷ Journal articles
- ▷ Textbooks
- ▷ Case studies

Group work:

- ▷ Practical simulations using online mediation platforms
- ▷ 2 hours of online intervention meetings in small groups of participants

Learning outcomes:

- ▷ Participants show an understanding of ODR and are familiar with applications designed for online mediation.

Learnings from the Training Course

Reflecting on the intervention group work the following experiences can be shared:

Positive Aspects

1. General idea

The group meetings were meant as a forum for organizing and deepening the knowledge covered in a given training module and that was both attractive for participants and effective.

2. Group composition as a means to combine different perspectives and create professional bonds

The intervention groups were composed of 6 participants with varied mediation experience, representing different partnering countries. In the participants' opinion the group meetings themselves were a cross-culture encounter, not only in terms of nationality, but also referring to some aspects of a mediation working culture. At the same time, participants could and did find commonalities and also learned how to identify them. Sharing ideas was also important for the whole project group process. In addition, during and between the intervention group meetings participants addressed other group members to ask their opinion or advice, for example on the cross-cultural cases they were currently mediating, or they were even asking or offering assistance as co-mediators.

3. Setting a basic structure

Precise instructions were given before, during and after the group meetings which helped to create a clear structure for sharing experiences and ideas between participants and to deepen the reflection on one's own mediation practice.

4. Adopting responsibility

Besides the general rules provided by the task leaders, intervention group work required self-organizing and taking responsibility. Being on time, and being prepared, being curious, open, and assertive at the same time, taking care of oneself and of other group members, aiming for empowerment and giving recognition. We think sharing responsibility, establishing rules and following or changing them to be more adaptive was enriching for the participants. In contrast to possible group processes such as shirking responsibility or having too many people in responsibility, the distribution of responsibility has worked particularly well.

2.4 Webinars



General Description:

This training part consists of three webinars which are aimed to address specific issues of the mediation sector. An expert in the mediation field is invited to speak about specific topics. Each webinar has an additional round of Questions & Answers. Participants are encouraged to bring in their perspectives on various issues faced in mediation.



Topics of the webinars:

- ▷ EU Cross-Border Commercial Mediation: Listening to Disputants – Changing the Frames; Framing the Changes
- ▷ AI – the New Tool in the Mediator's Toolbox
- ▷ The UN Convention on International Settlement Agreements Resulting from Mediation (The Singapore Convention). Challenges and Futures Perspectives

Generally speaking, the topics of webinars can be changed to reflect current aspects and issues of cross border mediation



Training Methodology:

- ▷ Webinars (live)
- ▷ Lectures and presentations
- ▷ Group work in breakout sessions



Resources:

- ▷ The webinars were recorded and are to be found here: <https://www.inmediateproject.eu/media-press/>

2.5 Mediation Laboratory



General Description:

The Mediation Lab is a face-to-face laboratory, which builds on the theoretical knowledge and technical competencies gained during the online training to provide practical skills through learning by doing experiences. Not only do cross-border mediators need knowledge, but also far-reaching skills which can only be acquired by interactive, participatory learning. For this reason, this training part consists of brainstorming exercises and practical simulations of cross-border mediation cases. Participants are split into smaller groups for effective learning.

At this stage, participants have already passed the theoretical part of the training program and their achievements have been assessed through game-based exercises and multiple-choice tests delivered through the e-platform. The Med Lab builds on this basis of knowledge and competencies. Moreover, working with interdisciplinary groups of mediators from both legal and psychosocial backgrounds means that the participants learn not only from the trainers but also from each other (peer learning).



Content:

- ▷ Practical exercises and brainstorming exercises
- ▷ Case studies
- ▷ Role play and simulations of cross-border mediation cases
- ▷ Feedback and discussion



Goals of the Mediation Lab:

- ▷ Participants are empowered to apply the knowledge and theories acquired during the e-learning session.
- ▷ Participating mediators build on their previous experience and are prepared adequately for working with high conflict cases.
- ▷ The mediators' capacity is improved to understand how to assess and manage conflict in cross border settings.
- ▷ Participants strengthen their cooperation and communication skills. They contribute to the creation of a strong international community of mediation professionals interested in cross-border mediation practice.
- ▷ The training activity serves as a basis for a follow-up of the training experience for further development and discussions in the field.



Learning outcomes of the Mediation Lab:

- ▷ Mediation practitioners know about and understand the impact that cultural differences, stereotypes and attributions have on key dispute resolution processes and on conflicts generally.
- ▷ Mediators have an enhanced capacity to settle cross-border cases and to handle possible risks thanks to the practical approach of the learning activity.
- ▷ Mediators improve their ability to work within international environments and to deal with professionals having different cultural and linguistic backgrounds.



Training Methodology:

With regards to methodological aspects, the following elements are combined: i) work in small groups; ii) practical exercises, case studies and role play.

Small groups work together on varying tasks in different combinations. Practical exercises are extremely useful to apply the knowledge obtained in practice immediately. Case studies give a realistic view on the challenges cross-border mediators are facing. Finally, role play is a very essential element in learning how to mediate international conflicts. During role plays participants use the wide range of mediation skills acquired in the training in a simulated environment and also receive feedback from an experienced mediator.

Role plays are designed carefully to give participants a maximum opportunity for learning.

Accordingly, it is recommended that mediation time slots within role plays should be a minimum of 45 minutes in order to allow sufficient time for the mediator to practice a range of skills as the mediation develops.

General methodological assumptions:

Each small training group includes 6 participants (from different countries if applicable) in changing configurations for different activities. For some activities the smaller groups connect into larger working groups. The beginning and ending of the mediation-lab is conducted with the whole group (36 participants of the InMEDIATE project). During the med-lab all participants take part in simulations of cross-border mediation cases along with feedback and reflection sessions. The simulations address chosen elements of the online training modules. Moreover, the mediation-lab also includes a session focused on questions and dilemmas which emerged during the online training and during the group discussions accompanying each theoretical module.



Resources:

- ▷ Case description and role cards



Please see annex 2.5.1: example course plan and 2.5.2: case description.

Learnings from the Training Course

Reflecting on the Mediation Lab the following experiences can be shared:

Positive Aspects

|| Setting

1. General idea – peer supervision

The InMEDIATE project gathered a very diverse group of participants. Most of them were high-class specialists and experienced mediators. At the same time, many of them were also supervisors, trainers involved in supervision, and prominent figures in their home countries. This was an extraordinary resource and at the same time presented a significant challenge. First, how to create a formula in which such an ambitious group will be able to effectively cooperate under the guidance of their peers as trainers, and accept the role reversal (changing role from trainer to trainee). Second, how to design the training not to be disappointing for them, while allowing participants with less experience to grow and experiment in a safe environment, not feeling embarrassed.

In our opinion, creating a training structure based on changing roles (e.g. practitioner – observer) and establishing a culture based on constructive feedback (in small groups and in the whole group) produced the conditions for each person to feel both safe and appreciated. The trainers' role was to create a productive framework for peer-to-peer learning instead of teaching and instructing, thus acknowledging different kinds of expertise brought in by the participants. That was also a main difference to the Preparatory Course, where the 'traditional' trainer – trainee setting turned out to be only partially effective.

2. International trainers' team, with diverse skills and approaches to both mediation and training

In general, the training team included experienced mediators, trainers and supervisors, and at the same time it was an international group. The trainers' team was a reflection of the participants group, so we experienced the same group process as trainers, going from forming, through storming, norming to performing. The overall sequence of activities' planning and then implementing allowed trainers for a smooth development of their relationships, building trust, as well as identifying and deliberately allocating personal resources of each trainer to specific tasks. The "maturity" of the trainers' team, and the interactions between trainers could become a model of cross-cultural collaboration, matching the one adopted in co-mediation. Thanks to using resources of a couple of organizations, with different cultural and professional backgrounds the MediationLab, as the most challenging training activity in the InMEDIATE project, was such a success in the end.

|| Training format

1. Diverse areas of practice in role plays

We deliberately designed three cases from different areas of the disputes (business, legacy, public dispute), so that each of the participants could demonstrate competencies in their field, and at the same time confront the challenges of assisting clients other than those with whom they work on a daily basis.

2. Autonomy

The role play abstracts were sent to the group before the MediationLab and we used a form to collect each participant's preference as to the role he or she wants to adopt. Namely, participants could declare their first and second choice for playing mediator, participant, or the observer. It was their choice whether they want to experiment with something completely new or stay within their comfort zone.

3. Variety of interactions with other participants

Thanks to diverse activities in the program, participants had a chance to interact with their professional colleagues in a variety of ways. During small group interactions they could share ideas, reflect and plan for the future. In role plays they could experience the perspective of mediation clients, collaborate as co-mediators, and share their knowledge, experience and insight as observers.

To assure participants could interact with each other more fully and fruitfully, organizers added one more criterion to the group assignment (besides autonomy), i.e. interacting beyond the scope of the intervention group. Since intervention groups spent plenty of time together, we wanted trainees to meet people whom they knew less, and with whom they had less chance to collaborate so far. That's why we deliberately planned to allow people to encounter in different configurations, and from participants' feedback we think it worked perfectly.

4. Expert lecture

5. Useful handouts

Much of the training was based on peer-to-peer interaction and its effectiveness was determined by adequate and useful self-guidance materials. We provided handouts with clear instructions for working in small groups, observation, feedback questions for co-mediators, which enabled a deeper and more structured reflection. These tools can be used not only in the MediationLab setting, but they come in handy during everyday mediation practice as well.

|| Group process

1. Creating a collaboration contract - establishing a learning culture as a value

A key element of success of the training was the willingness of the participants to reflect upon their practice and to expand and transform it through relationships with different persons, mediation approaches and experiences. Therefore, we devoted a significant part of the introduction to create conditions in which participants will be able to learn from each other. Therefore, group reflection on the contract was not only an organizational element, but an important stage in building openness, mutual care, inclusiveness, positive attitude and cooperation - not only for the purposes of training, but also for future collaboration.

2. Integration beyond training activities

Naturally, cooperation happens not only during training, but also after working hours, where closer bonds are formed and participants can discuss, laugh and have fun together. Both the Preparatory Course and the Mediation Lab created an opportunity for informal being together, which is very important from the point of view of project dynamics.

3. Peer-to-peer learning as a groundwork for community building

Participants' commitment and the group climate that we managed to build, both thanks to the project outline, but above all the attitude with which the activities were implemented, resulted in the fact that our participants are now a group of specialists full of passion for self-organization, continuing cooperation outside of the project and are convinced that they can offer added value in international mediation.

Aspects which could be improved

1. Timing

Due to the relatively extensive program of sessions, timing proved to be a challenge. It would be ideal to allocate a little bit more time on both the preparation for the simulation and the feedback sessions.

Participants of our training were numerous, committed, with the need for self-presentation, exchange and even debating. That proved to be quite a challenge for moderators in terms of strict time-management.

We deliberately did not include a whole group summary of the role plays, considering it tiresome and a too general form of reflection. However, with smaller groups, time can be allocated for both small group feedback and general discussion on each of the simulations.

2. Relation between intervision groups and MediationLab

We wanted the experience of self-learning and intervision groups not to dominate the supervision concept of the training. Therefore, to summarize these stages of the training, we allocated relatively condensed time for this activity in the first part of the MediationLab. For most participants, the opportunity to deal with new issues and challenges instead of reflecting upon the accomplished tasks was satisfactory and interesting. Yet some participants indicated that they needed to look more closely at the content of the self-learning sessions under the guidance of trainers.

3. Logistics

Having two role playing teams in one training room, albeit it was a very large one, turned out to be inconvenient. One room – one team would be more recommendable. Also, because of the relatively small number of participants involved in a role-play (max 6), the room doesn't have to be a very large one.

With such a diverse group, finding a common ground is of course a challenge. Participants come from different cultural backgrounds, have different professional experiences, and training backgrounds. And yet with two main goals in mind, i.e. providing space for practice and opportunity to interact internationally to create professional bonds for the future, we think we did great.



Evaluation

3. Evaluation

To improve the quality of the training course and adapt it even better to the needs of the participants, an evaluation process was conducted. Participants were asked to give feedback anonymously after every part of the training course. This was done with an electronic evaluation form on the online learning platform.

The participants answered the questions in the form using a 5-point Likert scale described as follows: 1 – I strongly disagree to 5 – I strongly agree. Critical Success Factor is 80% trainees giving feedback between 3 and 5 in a 1 to 5 scale. The technical organization of the project part has been rated with a 5 point scale ranged from (1) inadequate to (5) excellent. CSF 80 % is the calculated critical value for evaluation success, CSF is the value obtained from the data. Additionally, participants were asked to write their comments in an open field of the evaluation form.

The evaluation forms were analysed by the university partners of the project. The results were shared with both the trainers and the project organizers so that the training course can be improved and adapted accordingly.

➡ Please see annex 3.1.: pattern evaluation form and 3.2.: example evaluation analysis.

A green-tinted photograph of a graduation ceremony. Numerous black graduation caps are captured mid-air, scattered across the upper half of the frame. In the lower half, a crowd of graduates in gowns is visible, with some raising their hands in celebration. The background shows trees and a clear sky. The overall image has a celebratory and academic feel.

Certification System

4. Certification System

The certification system, founded on the principles of the European Qualifications Framework (EQF), and ECVET (European Credit System for Vocational Education and Training), maps the learning outcomes for International mediation to the corresponding level of the EQF and provides a clear understanding of the knowledge, skills, and competencies that a mediator should have.

The assessment methods used in the certification system are relevant to the learning objectives of the course and provide meaningful, actionable feedback to the trainees. This helps to ensure that the training is effective and efficient in achieving its learning outcomes.

The European Qualifications Framework (EQF) is a reference framework to link different countries' various educational and vocational qualifications systems. It provides a common European reference for qualifications rendering them more comparable and transparent across different countries. The European Credit System for Vocational Education and Training (ECVET) is a credit transfer system that allows individuals' learning to be recognized across different countries and educational institutions within

the European Union. It is founded on principles of transparency, flexibility, and the recognition of learning outcomes. In terms of a certification system for an EQF qualification in "International Mediation", there is no single certification system that is mandatory in all EU countries, although many countries have developed their own certification systems for different kinds of mediation, based on the EQF principles. To implement a certification system for an EQF qualification in "mediation", the first step is to identify learning outcomes that the mediator should achieve and then to map them according to the corresponding level of the EQF. This would provide a clear understanding of the knowledge, skills, and competences required for certification at that level.

The InMEDIATE training is divided into parts and modules with precisely described learning outcomes. For each module there are assessment methods used to evaluate learners' performance and assess whether they have achieved the required learning outcomes. The certificate is issued on condition of at least 80% attendance of classes, mastery of the study material, and satisfactory completion of practical tasks.

The following guidelines should be followed for alignment of the certification system with ECVET principles and national qualification frameworks:

1. Define the learning outcomes of the training program in terms of knowledge, skills, and competencies that are clearly linked to the national qualifications' frameworks

or relevant sectoral or occupational standards. *The InMEDIATE program satisfies this criterion by precisely defining all the learning outcomes in each module.*

2. Embody a modular structure in the training program, with each module representing a determined unit of learning that can be accredited separately.
The InMEDIATE program satisfies this criterion by precisely defining all the learning outcomes in each module.
3. Assign credits to each module based on the workload and level of difficulty, using a standard unit of measurement such as the European Credit Transfer and Accumulation System (ECTS).
The InMEDIATE program consists of 9 modules, 2 workshops and 3 webinars each divided into units. It is recommended that participants' achievements should be recognized for each individual module.
4. Use assessment methods that are valid, reliable, and transparent, and ensure that they are anchored to learning outcomes from modules.
Each module in the InMEDIATE program is assigned a suitable number of credits.
5. Ensure that the training program is delivered by qualified and experienced trainers, and that the learning environment supports and is conducive to learning.
The proposed in InMEDIATE program assessment methodology refers to the following:
 - a) the consolidation and application of the knowledge acquired by the trainees during the theoretical part of the training (online training);
 - b) the extent to which the desired learning outcomes in terms of knowledge and competences/skills have been achieved. This translates into the ability to perform the main international mediation tasks, according to the specific qualitative standards.
6. Provide opportunities for learners to engage in work-based learning or other forms of experiential learning, as appropriate.
The InMEDIATE program offers recommendations regarding the role of trainers providing support in the learning environment. One of the aims of the InMEDIATE program is to foster professional development of mediation trainers through best practices by sharing and delivering specific methodological guidelines.

7. To ensure the best possible course quality, we recommend that minimum requirements should be set for the competence and experience of trainers conducting the training. *This is not explicitly stated in the InMEDIATE program but the validation process should include the recognition of prior learning confirmed by relevant documents if possible. Recognition of prior learning (RPL) is, however, a challenge due to a lack of standardization: Different countries and organizations may have different approaches to RPL, which may lead to difficulties in ensuring that learning is recognized in a consistent and comparable way.*

8. Establish procedures for the recognition and transfer of credits earned through the training program, in accordance with the national qualifications' frameworks and ECVET principles.
In line with the ECVET's aims, each module of the InMEDIATE program is assigned an appropriate score in terms of credits.

Moreover, the InMEDIATE program refers to the qualifications' framework: the training curriculum is designed to reach EQF level 7 in terms of learning outcomes:

- ▷ Knowledge: Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.
- ▷ Competences: Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups;
- ▷ Skills: Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study.

Guidelines for planning the verification of learning outcomes for mediation trainings in general are provided in the annex.

A certificate for the InMEDIATE International mediator qualification should include detailed information to ensure clarity, accuracy, and consistency. Details included on a certificate should be:

1. The name of the awarding body: This is the organization or institution that is responsible for issuing the certificate. Usually this will also be the institution that provided the training.
2. The name of the holder: The certificate should include the name of the person who has been awarded the qualification.
3. The title of the qualification: The certificate should clearly state the title of the qualification that has been awarded, and which should be aligned with the learning outcomes. We recommend the qualification title: International Mediator.
4. The level of the qualification: The certificate should include the level of the EQF that the qualification corresponds to. We recommend EQF level 7
5. The learning outcomes: The certificate should include a brief statement of the learning outcomes that have been achieved by the holder, this will provide a clear understanding of the knowledge,
6. skills and competences that the holder has obtained. The learning outcomes may be listed in the appendix, here they were included in the first part of the document.
7. The date of issue: The certificate should include the date on which it was issued.
8. The signature of the awarding body: The certificate should be signed by an official from the awarding body, such as a director or president, to indicate that the qualification has been officially recognized.
9. A unique identification number: The certificate should include a unique identification number that is assigned by the awarding body in a given institution.

➡ Please see annex 4.1.: assessment of the training course, 4.2.: guidelines and 4.3.: example of certificate.





Annex

5. Annex

1.2 E-Learning Platform

Screenshot

**InMEDIATE**

**InMEDIATE**

Module 5

Negotiation techniques

LESSON 1

Basics of communication and perception

Reiner Ponschab, PhD

Steinbeis
Mediation

00:09

Back to all modules

6 LESSONS

1 Basics of communication and perception
REINER PONSCHAB, PhD | Mediator, lawyer and trainer
12 minutes


The process of communication in a negotiation is introduced. Also described is the significance of understanding perceptions of the involved parties, and how opinions on reality can vary.

DOCUMENTS

M5 Negotiation Techniques.pdf

2 Basic conditions of negotiation
REINER PONSCHAB, PhD | Mediator, lawyer and trainer
7 minutes

3 Five building blocks for a successful negotiation

**InMEDIATE**

Online Training

MODULE 1 M01 - Alternative Dispute Resolution: Legal Framework & Mediator's Responsibility 48 minutes	MODULE 2 M02 - Mediation Styles and Code of Conduct 55 minutes	MODULE 3 M03 - Culture and Communication 70 minutes	MODULE 4 M04 - Conflict Analysis 63 minutes
MODULE 5 M05 - Negotiation 74 minutes	MODULE 6 M06 - Mediation Stages 42 minutes	MODULE 7 M07 - Mediation techniques 74 minutes	MODULE 8 M08 - Co-mediation 77 minutes

2.2.1 Example Course Plan Preparatory Course

 InMEDIATE				PREPARATORY COURSE PLAN										 Funded by the Erasmus+ Programme of the European Union													
What?	3-day Preparatory Course - InMEDIATE																										
Where?	Leipzig, Germany																										
When?	28 - 30 March 2022																										
Who?	36 participants + 6 trainers (2 each of Resolutia, Mediatorzy and SBZ)																										
Day 1				Day 2				Day 3																			
08:00 - 09:30				Breakfast Meet-and-Greet				08:00 - 09:30				Breakfast Meet-and-Greet				08:00 - 09:30				Breakfast Meet-and-Greet							
09:30 - 10:00				Registration and organisation				Group 1 Participants 1- 12 Luca Dal Pubel				Workshop 3,Contributions of Caucusing and Pre-caucusing to Mediation				Scenario Play http://www.smileurbo.com/en/											
10:00 - 12:00 (with 15 min coffee break)				Welcome and Introduction Round Participants will be welcomed to the project. This will be followed by a round of introduction and get to know-you games. Participants will be asked to spontaneously gather in groups of 4 or 6 and get to know each other. Trainers may also join in the groups. A gong will be sounded every 15 minutes, and the participants will regroup to meet other (new) people.				09:30 - 12:00 (with 30-min coffee break)				Participants 13- 24 Allison Malkin				Workshop 1 "United In our diversity - Cross-border mediation in practice"				09:30 - 12:30 (with 30 min coffee break)				Part 2 - Part 2 2nd round 2:15			
12:00 - 12:31				Welcome to the Preparatory Course Participants will learn the purpose for the event. There are 4 guiding principles - Build networks, Collect experiences, Reflect on the collective experiences, Work collectively on project goals & beyond								Group 3 Participants 25 - 36 Klaus Harnack				Workshop 2 Moral, values and stereotypes In conflict - impulses and exchange											
12:30 - 13:30				Lunch Break				12:30 - 13:30				Lunch Break				12:30 - 13:30				Lunch Break							
13:30 - 15:30				Group 1 Participants 1- 12 Allison Malkin				Workshop 1 "United in our diversity - Cross-border mediation in practice"				13:30 - 14:00 Intervision Group forming - Mediatorzy Q&A Session				Scenario Play http://www.smileurbo.com/en/											
				Group 2 Participants 13 - 24 Klaus Harnack				(30 min coffee break)				13:30 - 15:30 (with 15 min coffee break)				Round 3: 2 hours + reflection (joining groups) full day											
				Group 3 Participants 25 - 36 Luca Dal Pubel																							
				(30 min coffee break)																							
15:45 - 17:45				Group 1 Participants 1- 12 Allison Malkin				Workshop 2 Moral, values and stereotypes In conflict - impulses and exchange				14:30 - 18:00 Scenario Play Part 1 Part 1, Intro 1 hour, Prep 1 hour, Round 1,5 hour; (total 4 groups of 9 people each)															
				Group 2 Participants 13- 24 Klaus Harnack				Workshop 3,Contributions of Caucusing and Pre-caucusing to Mediation								Closing											

2.2.2 Scenario Play SmileUrbo

Screenshot



2.3.1 General instruction for intervisions groups

Intervision is a 'peer coaching' activity of a small *group* of professionals without the formal involvement of a trainer or supervisor. The aim of the intervision group is to increase knowledge, improve skills, increase self-reflection and insight into the mediator's role. This is achieved through sharing experiences, mutual support and drawing on the group's resources.

During the meetings, participants share their knowledge, discuss the relevant and specific theoretical foundations, methods, strategies and tools specific to mediation. Additionally, meetings may take the form of peer supervision in which mediation cases are discussed and analyzed, in compliance with confidentiality rules as well as ethical standards.

The intervision group is a meeting of a self-organizing team of professionals. The way the group works is grounded in the culture of exchange, empowerment and responsibility. The group's activity is based on discussion and exchange of experiences based on the topics indicated in the module curriculum.

In this project, intervision groups will consist of 6 participants with varied mediation experience, representing different partnering countries (2 members of each). The groups will hold 9 two-hour meetings, each dedicated to a specific training module.

The goals of the intervision group

- ▷ organizing and deepening the knowledge covered in a given training module
- ▷ sharing experiences and ideas between participants of the training
- ▷ deepening reflection on one's own mediation practice
- ▷ establishing a support network between professionals

Methods

Before the intervision group meeting

1. Watch the training module video and read the recommended materials attached.
2. Go through the guiding questions to reflect upon the subject. You may consider keeping a training diary.

During the intervision group meeting

1. Take a round discussing 3 guiding questions:
 - a. *What did you find interesting in the training materials on the topic?*
 - b. *What have been your professional experiences on the topic?*
 - c. *What is it that you find particularly valuable from the group discussion?*

After the intervision group meeting

1. Write down a note on your reflections in a GoogleDrive file shared by group members.

2.3.2

Module 1 Course Program

TITLE OF THE MODULE

ADR Legal Framework & Mediator's Responsibility

NAME OF THE TEACHER/S

1. Luca Dal Pubel

COURSE PROGRAM

DESCRIPTION OF LESSON 1

In the last two decades, legislative initiatives aimed at improving access to the civil justice system and making it more accessible through out-of-court mechanisms have been promoted by the European Union (EU) through recommendations, directives, and regulations. This lesson offers an overview and analysis of the legislative measures adopted by the EU to encourage the development and promotion of out-of-court consensual dispute mechanisms that constitute a starting point for constructing a new approach to Alternative Dispute Resolution.

DESCRIPTION OF LESSON 2

In 2013, the European Union (EU) adopted a Directive and a Regulation to enhance consumer access to justice through effective redress mechanisms while improving the functioning of the internal market. This lesson focuses on Directive 2013/11/EU on alternative dispute resolution (ADR) for consumer disputes. It also addresses some critical issues and challenges that limit the full effectiveness and use of the ADR framework created by the Directive.

DESCRIPTION OF LESSON 3

The search for more suitable tools to achieve a high level of consumer protection and contribute to the proper functioning of the internal market has prompted the European Union to consider technology as a complementary element to ADR processes. This led to the adoption of the Regulation on Online Dispute Resolution (ODR). This lesson provides an analysis of Regulation (EU) No 524/2013 on online dispute resolution for consumer disputes and describes the functioning of the web-based ODR Platform established with the Regulation to help consumers and traders resolve their disputes.

Module 2 Course Program

TITLE OF THE MODULE

Mediation Styles and Code of Conduct

NAME OF THE TEACHER/S

1. Agata Gójska, PhD
2. Aleksandra Winiarska, PhD
3. Agnieszka Olszewska
4. Konrad Sobczyk
5. Robert Boch

COURSE PROGRAM

DESCRIPTION OF LESSON 1

L1 Code of conduct and ethical standards

L1.1 What is code of conduct and why do we need it?

L1.2 European code of conduct for mediators

L1.3 Principles of practice

The topic of the lesson is the mediation code of conduct. The lesson is divided into three main parts focusing on general assumptions and rules in mediation on individual and organizational levels, two Codes of Conduct on the European level, namely the European Code of Conduct for Mediators and European Code of Conduct for Mediation Providers, and ideas for reflection on the general principles applied to international and cross-border mediation.

DESCRIPTION OF LESSON 2

L2 Mediation styles

L2.1 Evaluative, facilitative and transformative mediation style

L2.2 Choice of style

L2.3 Professional development

The topic of the lesson is the way we approach mediation practice. In the introduction, different factors shaping mediation practice are mentioned. In the first part, the main mediation styles or mediation models are described, and in the second part arguments for and against encompassing them in international mediation are stated. Moreover, some main factors influencing the mediator's choice of strategy are pointed out. In the final part, supervision as a tool for professional development is described.

Module 3 Course Program

TITLE OF THE MODULE

Culture and Communication in Mediation

NAME OF THE TEACHER/S

1. Allie Malkin

COURSE PROGRAM

DESCRIPTION OF LESSON 1

Understanding Culture: Culture is learned through our living environment and is subject to influence and change throughout our lives. Our cultural backgrounds provide us with a sense of identity and belonging, and ultimately shape the lens through which we see the world. In this lesson we will reflect more deeply on our personal identities and the values which guide us in the personal and professional contexts.

DESCRIPTION OF LESSON 2

Hofstede's Six Cultural Dimensions: Dutch psychologist, professor and renowned cross-cultural researcher, Geert Hofstede, developed a model on cross-cultural values which mapped how culture impacts societies around the world. Together we will examine the dimensions which emerged from his research, considering how these translate into our work as mediators.

DESCRIPTION OF LESSON 3

Perception, High and Low Context Cultures, Monochronic vs Polychronic Time:

From infancy, we use our perceptive abilities to make linkages and assumptions to navigate our complex world. Our differing cultural experiences presume inherent bias in our perceptions. Bringing awareness to our bias strengthens our abilities as mediators to provide sensitive and professional services to our clients.

DESCRIPTION OF LESSON 4

Cultural Mediation Models:

This lesson dives into the dynamic approaches' organisations are employing in their commitment to provide holistic, culturally sensitive mediation services to a diverse client base. We look at Steinbeis Mediation and the International Mediation Centre for Family Conflict and Child Abduction (MiKK) who provide rich learning as we continue this module.

DESCRIPTION OF LESSON 5

Communication in Mediation: Rapport, Listening, Cues, Mediators as Models:

Communication is at the heart of all relationships. Building upon lessons 1 through 4 of this module, we extend our journey by investigating communication with consideration for how we increase our impact as culturally sensitive mediators. How do we establish rapport? How do we listen to parties? What cues can we look out for in our interactions?

The module concludes with reflection on our progress and an invitation to take our learning into practice, with a view to uphold the highest professional mediation standards in the field.

Module 4 Course Program

TITLE OF THE MODULE

Conflict Analysis

NAME OF THE TEACHER/S

1. Klaus Harnack
2. A. C. Whelan

COURSE PROGRAM

DESCRIPTION OF LESSON 1

1. *Basic concepts and definitions*
2. *Steps in a conflict analysis*
3. *Why conduct a conflict analysis*
4. *Creating conflict hypotheses*
5. *Approaches to defining variables*
6. *Giving structure to a conflict analysis*

DESCRIPTION OF LESSON 2

1. *Why ask questions?*
2. *Question categories*
3. *Examples of questions*
4. *Order of asking questions*
5. *Psychological Distance*
6. *The 'Reference Frame' Concept*

DESCRIPTION OF LESSON 3

In a narration by author A C Whelan, a conflict analysis is carried out for the great English classic "Romeo and Juliet". The focus is not on the direct exploitation of an exemplary conflict within a work, but rather the entire tragedy is functionalized as a conflict and then neutralised in the sense of a thought experiment. This presents a stimulating exercise and a new way of looking at conflicts.

Module 5 Course Program

TITLE OF THE MODULE

Negotiation Techniques

NAME OF THE TEACHER/S

1. Dr. Reiner Ponschab

COURSE PROGRAM

DESCRIPTION OF LESSON 1

The process of communication in a negotiation is introduced. Also described is the significance of understanding perceptions of the involved parties, and how opinions on reality can vary.

DESCRIPTION OF LESSON 2

This lesson helps prepare the groundwork before a negotiation. Important questions are asked – which conditions should be met before a negotiation, what should a negotiator know and be able to do, and whether the negotiator is suited for the negotiation.

DESCRIPTION OF LESSON 3

This lesson describes the success factors for negotiations.

DESCRIPTION OF LESSON 4

The classic types of negotiations are described. Key characteristics of competitive, soft and cooperative negotiations are presented. The acclaimed "Getting to Yes" or "Harvard Concept" principle of negotiation is also explained.

DESCRIPTION OF LESSON 5

Negotiations involving multi-nation parties need special attention and preparation. This lesson describes preparatory measure and do's and don'ts for international negotiations.

DESCRIPTION OF LESSON 6

This lesson describes common reasons why negotiations sometimes do not produce results. Tips and techniques are shared to avoid bargaining pitfalls and negotiation gridlocks.

Module 6 Course Program

TITLE OF THE MODULE

The Mediation Process

NAME OF THE TEACHER/S

1. Luca Dal Pubel

COURSE PROGRAM

DESCRIPTION OF LESSON 1

With the development of an increasingly global market favored by the evolution of the internet and information and communication technologies, cross-border transactions continue to increase all around the world. Such an increase in international transactions has also led to growth in cross-border disputes whose resolution is often difficult due to conflict of laws, different jurisdictions, the distance between the parties, and the high costs of ordinary justice. The search for alternative, fast, and less expensive dispute resolution mechanisms is leading to a new use of mediation, especially in connection to commercial and civil disputes. It is, therefore, necessary that international mediators acquire skills and learn strategies to deal with disputes where cultural and legal differences play a significant role. This lesson focuses on the pre-mediation phase and the necessary steps a mediator should take to prepare for the mediation, in particular in the case of co-mediation where two neutrals are appointed.

DESCRIPTION OF LESSON 2

The opening phase represents the first stage of the mediation process. While the opening stage is quite typical in a mediation, it is often avoided or kept short. However, it should be viewed by mediators as a key opportunity to explain the mediation process, the role of the mediator, the parties, and their legal representatives, and to establish ground rules. Also, it provides mediators with a foundation on which to build upon when discussing the issues with the parties. This lesson discusses the mediator's major tasks in the opening phase and how to prepare and deliver a mediator's opening statement. Also, it addresses some of the cultural challenges a mediator may face at the beginning of the mediation process, especially when mediating cross-border disputes.

DESCRIPTION OF LESSON 3

The second phase of mediation is referred to as the "exploration". This phase allows the mediator to talk to the parties, clarify and understand the issues in dispute, and explore the parties' underlying interests. This ensures that the mediation and negotiation starts at the correct place. This lesson focuses on the second stage of the mediation process and the strategies and techniques the mediator can use to facilitate communication between the parties and build a relationship between the parties and the mediator.

DESCRIPTION OF LESSON 4

This lesson discusses the role of the mediator in the negotiation phase, the impact that cultural differences may have on the negotiation process between the parties, and the use of techniques such as reality testing to help parties negotiate, generate options, and ensure that particular proposals are realistic. Additionally, the lesson deals with the writing of the mediation agreement and the issues related to the enforcement of cross-border mediation settlement agreements.

Module 7 Course Program

TITLE OF THE MODULE

Mediation techniques

NAME OF THE TEACHER/S

1. Aleksandra Winiarska, PhD
2. Konrad Sobczyk

COURSE PROGRAM

DESCRIPTION OF LESSON 1

Reflexivity in mediation:

- 1.1 Cultural lenses
- 1.2 Reflexivity in mediation
- 1.3 Positive connotation

The topic of the lesson is reflexivity in mediation. It is divided into three main parts focusing on cultural lenses, the use of reflexivity in international mediation and applying the technique of positive connotation. We talk about attribution errors and how to deal with them in conflict.

DESCRIPTION OF LESSON 2

Initial phases of mediation:

- 2.1 Preparation phase
- 2.2 Communication style
- 2.3 Approach to the mediation process

This lesson focuses on the initial phases of mediation, especially the preparatory phase and early stages of the joint mediation process. The lesson is divided into three parts. In the first part we take a look at building trust, depending on cultural preferences concerning task vs relationship. In the second part we look at different communication styles and their relevance when applying mediation techniques or voicing disagreement. We draw on work i.a. by Erin Meyer and Christopher Moore. In the third part we focus on different approaches to the mediation process and possible behavioral patterns of parties in conflict. We draw on the model by Richard Lewis and discuss how this can translate into mediation practice.

DESCRIPTION OF LESSON 3

Specific techniques in the mediation process:

- 3.1 Clarification
- 3.2 Vicious circle model
- 3.3 Value-development square model
- 3.4 Meta-dialogue

In this lesson we look at four specific techniques of working with parties, useful in international conflict: clarification, the vicious circle model, the value-development square and meta-dialogue. We draw especially on the work of Schulz von Thun and present some guidelines for advanced mediators, using case-study examples.

Module 8 Course Program

TITLE OF THE MODULE

CO-MEDIATION

NAME OF THE TEACHER/S

1. Agata Gójska, PhD
2. Agnieszka Olszewska

COURSE PROGRAM

DESCRIPTION OF LESSON 1

Developing collaboration between mediators

- 1.1 Introduction | 1.2 Collaboration development stages
1.3 Forming Phase | 1.4 Storming Phase
1.5 Norming Phase | 1.6 Performing Phase

In the first lesson we look at a natural dynamic of cooperation which is irrespective of the mediators' competence and personality. We show two models of this dynamic. We describe in detail the stages of developing cooperation. We point out the resources needed for successful cooperation.

DESCRIPTION OF LESSON 2

Personal and cultural compatibility in co-mediation

- 2.1 Complementation in mediation | 2.2 The mediator's cultural background
2.3 Personality matching

In this lesson we concentrate on the elements important in choosing a co-mediator to work with. We also draw on existing recommendations concerning cooperation in intercultural mediation. We show how the cultural background and the characteristics of the mediator influence the international mediation process. In analyzing cooperation between mediators, we will pay attention to the matching of personality traits and refer to the so-called model of the Big Five by Ernest Tupes and Raymond Christal.

DESCRIPTION OF LESSON 3

Models of cooperation and organizing co-mediation

- 3.1 Contracting co-mediation | 3.2 Organizing our work
3.3 Planning the mediation | 3.4 Models of collaboration
3.5 Co-mediation as an experiential learning process
3.6 Feedback in co-mediation | 3.7 Evaluating our cooperation

In this lesson we look at the practical aspects of establishing cooperation between co-mediators. We focus on how to develop a contract for cooperation between the mediators concerning also how they will work with the parties. We also look into the different roles that mediators can adopt in their collaboration. We present this element in the context of experiential learning. The last parts of the lesson focus on skills related to mediators giving each other feedback as well as elements of evaluation of the co-mediation collaboration.

Module 9 Course Program

TITLE OF THE MODULE

Online Dispute Resolution

NAME OF THE TEACHER/S

1. Luca Dal Pubel

COURSE PROGRAM

DESCRIPTION OF LESSON 1

The evolution of Information and Communication Technologies (ICT) and the Internet has promoted the development of new dispute resolution systems that use technology to resolve disputes that occur online or offline. Participants will learn the basics of Online Dispute Resolution (ODR) including a brief history and the definition and meaning of ODR.

DESCRIPTION OF LESSON 2

The use of technology has transformed ADR processes into online processes (ODR) and techniques such as negotiation, mediation, or arbitration, are employed by ODR to resolve commercial and civil disputes. This lesson explores the three most frequently used electronic forms of alternative methods for dispute resolution, E-negotiation, Online Mediation, and Online Arbitration.

DESCRIPTION OF LESSON 3

Online Mediation is becoming an increasingly effective and popular mechanism for resolving cross-border civil and commercial disputes. This lesson discusses the advantages and disadvantages of online mediation and provides some practical tips on how to prepare and conduct a mediation using a video-conferencing platform.

2.5.1 Example Course Plan Mediation Lab



MED LAB PLAN



Funded by the Erasmus+ Programme of the European Union

What? Mediation Lab - InMEDIATE
Where? Warsaw, Poland
When? 20 - 22 September 2022
Who? 36 participants + 6 trainers (2 each of Resolutia, Mediatorzy and SBZ)

Day 1	Day 2	Day 3
08:00 - 09:00 Breakfast + Meet-and-Greet	08:00 - 09:00 Breakfast + Meet-and-Greet	08:00 - 09:00 Breakfast + Meet-and-Greet
09:00 - 09:30 Registration and organization	Simulation II	Simulation III
Integration & Introduction to Med Lab		
09:30 - 12:15 (with 15 min coffee break) Welcoming participants, check in and group contract, division into groups of 6, explanation of MedLab and intervention groups summary	09:00 - 13:00 (with 30-min coffee break) Role-play in groups Summary: What worked well? What was difficult for me? What would I change? What could be my area for further development? Feedback session from the parties, observers and possibly the coaches watching the scene: What was helpful? What could be changed? / What was difficult for me as a party? What could have been done differently from the mediators?	09:00 - 12:00 (with 15 min coffee break) Role-play in groups, see day 2 + plenary summary
12:15 - 13:00 Role play general preparation forming of simulation groups (2 mediators, 2 parties, 2 observers), each pair of mediators prepares for co-mediation and chooses at least one technique that they would like to use in the simulation		12:00 - 13:00 Networking session open space: Which resources can I bring in? Which ones do I need? How can we work together in the future?
13:00 - 14:00 Lunch Break	13:00 - 14:00 Lunch Break	13:00 - 14:00 Lunch Break
14:00 - 16:30 (with 15 min coffee break) Simulation I Role-play in groups Summary: What worked well? What was difficult for me? What would I change? What could be my area for further development? Feedback session from the parties, observers and possibly the coaches watching the scene: What was helpful? What could be changed? / What was difficult for me as a party? What could have been done differently from the mediators?	14:00 - 15:00 Reflection I each group reflect on challenges, picks 3 and develops strategies to overcome them	14:00 - 14:30 Evaluation using evaluation forms
16:30 Closing session plenary summary	30 min coffee break	14:30-15:00 Closing integration activity, distribution of certificates
	15:30 -16:30 Closing session plenary summary	

2.5.2 Guidelines for case description

Case examples from the mediator's work practice can be used for a case simulation. However, it should be noted in any case that the details are changed/altered as much as possible to ensure that confidentiality is maintained. Since this is a training for International Mediators, care should be taken to take an appropriately situated case. If the participants have little previous experience in the field of work, the case description should be made a little more detailed. If there is more experience, the case description can be more general. The participants should then be invited to further elaborate the roles with their own ideas (along the general guidelines).

The following structure can be used for the case description:

- ▷ General introduction
- ▷ Information about the case
- ▷ Role cards

Implementation

At the beginning, the participants are divided into small groups. Each group consists of the disputing parties, one or two mediators and an observer. The participants are given the case description and time to prepare. Participants in the mediator role and observers should read only the general case description, while participants in the disputant role should also read the respective role card. Depending on the case, 30 to 45 minutes can be planned for the preparation time. Observers can also be given a feedback form in which to note their observations during the simulation.

Sufficient time should be available for the actual simulation, at least 1 hour. Breaks should be scheduled. Ideally, each simulation should take place in a separate seminar room with visualization facilities. In addition to the participants in the simulation, a trainer/mediator should observe the simulation as an expert, but in this phase without giving feedback.

At the end of the simulation, the participants should be able to take a break in order to step out of the role they have assumed. Afterwards, an evaluation of the simulation takes place. Each participant should be able to present his or her perception, first the mediators and the conflict parties, then the observers. The agreed feedback rules apply. Notes by the trainer/mediator as expert for the case should focus on the directly experienced communication between the participants in the simulation and on the solution strategies found.

3.1 Pattern Evaluation Form*

* Note: This form is for illustrative purposes only. The actual evaluation was carried out through electronic forms on the online learning platform.

I rate:

1. the technical conditions for training as:
1 (inadequate) - 2 - 3 - 4 - 5 (excellent)
2. the recruitment process for the project as:
1 (poorly organized) - 2 - 3 - 4 - 5 (perfectly organized)
3. communication with participants on the subjects of accommodation and logistics before the start of the course as:
1 (inadequate) - 2 - 3 - 4 - 5 (excellent)

Classes/Course xxx

3. The presentation of course content is clear and understandable to me.
1 (I strongly disagree) - 2 - 3 - 4 - 5 (I strongly agree)
4. The syllabus/course description is consistently implemented.
1 (I strongly disagree) - 2 - 3 - 4 - 5 (I strongly agree)
5. The lecturer is well prepared for classes.
1 (I strongly disagree) - 2 - 3 - 4 - 5 (I strongly agree)
6. The lecturer comprehensively answers participants' questions.
1 (I strongly disagree) - 2 - 3 - 4 - 5 (I strongly agree)
7. The lecturer treats me and other participants well.
1 (I strongly disagree) - 2 - 3 - 4 - 5 (I strongly agree)
8. These classes have broadened my knowledge and/or skills.
1 (I strongly disagree) - 2 - 3 - 4 - 5 (I strongly agree)
9. Thanks to this course, my work as a mediator will be better.
1 (I strongly disagree) - 2 - 3 - 4 - 5 (I strongly agree)
10. I would recommend these classes to other mediators.
1 (I strongly disagree) - 2 - 3 - 4 - 5 (I strongly agree)
11. The conditions and methods for success in this course are clear and understandable to me.
1 (I strongly disagree) - 2 - 3 - 4 - 5 (I strongly agree)
12. At this point, please enter any notes or comments related to evaluation of the classes or the teacher.

.....
.....

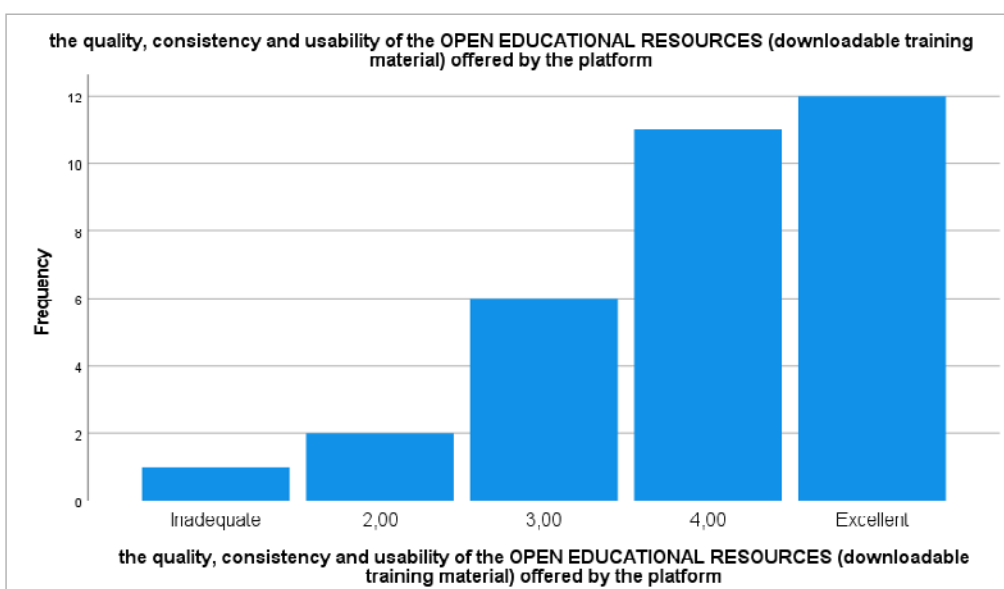
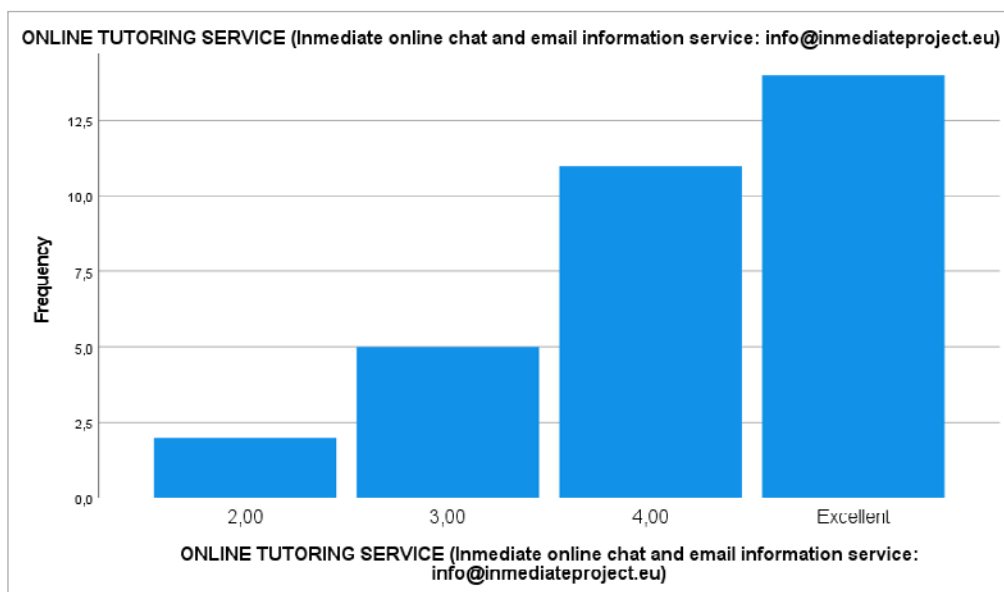
Classes/Course yyy
(as above)

3.2 Example Evaluation Analysis

Participants answered the questions using 5-point Likert scale described as follows: 1 – Inadequate disagree TO 5 – Excellent. Critical Success Factor is 80 % trainees giving feedback between 3 and 5 in a 1 to 5 scale. For N=32 responses CSF is N=26.

The responses are shown in the table below. CSF 80 % is calculated critical value for evaluation success, CSF is value obtain from the data. The result column shows the result of evaluation for each criterion.

	1	2	3	4	5	CSF	CSF 80%	Result
ONLINE TUTORING SERVICE (Inmediate online chat and email information service: info@inmediateproject.eu)	0	2	5	11	14	30	26	exceed
the quality, consistency and usability of the OPEN EDUCATIONAL RESOURCES (downloadable training material) offered by the platform	1	2	6	11	12	29	26	exceed



4.1 Assessment of the Training Course

Assessment of the methodological framework and Learning Outcomes achieved by the trainees

Assessment of learning results is a vital aspect of any education or training program, and mediation programs are no exception. In the context of education and training, a methodological framework is used to guide the development and implementation of a program or curriculum. It outlines the steps and procedures that should be followed to ensure that the program is effective and efficient in achieving its learning outcomes.

A methodological framework with clear learning outcomes as a foundation is essential in developing a program that is effective in achieving its objectives and is beneficial to the learners. In this way, it provides a guide for the development, implementation and evaluation of the program, and the assessment of the learning outcomes achieved by the learners. Beneath we summarize main learning outcomes achieved in the InMediate training programme.

With regard to the knowledge the InMEDIATE training let the trainees acquire learning outcomes as follows:

- ▷ Knowledge of key concepts and definitions of conflict analysis
- ▷ Identification of steps in a conflict analysis
- ▷ Understanding of the usual structure of a conflict analysis
- ▷ Understanding of the significance of asking questions - particularly the types of questions for analyzing the dispute
- ▷ Reflection on personal identities and the values which guide mediators in the personal and professional contexts
- ▷ Understanding of the dimensions which emerge from Hofstede's research, considering how these translate into the work of mediators.
- ▷ Examining how differing cultural experiences presume inherent bias in perceptions.
- ▷ Explore the significant impact various communication methods have upon the mediation process
- ▷ Knowledge of prevailing cultural theories and relevant case studies
- ▷ Awareness of the significance of communication and perception in negotiations
- ▷ Knowing how to help the negotiator analyzing if the basic conditions are met – including a match between the negotiator and the scenario
- ▷ Being able to describe of the foundations for a successful negotiation
- ▷ Being able to describe the various negotiation styles – including the Harvard concept
- ▷ Being able to describe nuances of international negotiations
- ▷ Being able to describe reasons for unsuccessful negotiations – do's and don'ts
- ▷ Being able to describe the European Code of Conduct for Mediators and the European Code of Conduct for Mediation Providers
- ▷ Being able to describe characteristics of different mediation styles (evaluative, facilitative and transformative)
- ▷ Being able to describe potentials and limitations of each style in a given situation
- ▷ Knowledge of the benefits and challenges of co-mediation in cross-border and intercultural settings
- ▷ Being able to describe at least one model of mediators' collaboration development
- ▷ Being able to describe the challenges to effective co-mediation at a given stage of collaboration development
- ▷ Being able to describe different aspects of mediators' complementation (for ex. model grounded in Wroclaw Declaration, personality matching)
- ▷ Being able to describe different aspects of collaboration to be addressed while negotiating ground rules with co-mediator
- ▷ Being able to differentiate between general and case-specific rules of co-mediation
- ▷ Being able to describe different models for sharing roles in co-mediation
- ▷ Being able to describe criteria of evaluating collaboration relating to different aspects of satisfaction (substantive, psychological and procedural)
- ▷ Being able to describe feedback models for mediators' collaboration
- ▷ Being able to describe attribution errors and how to deal with them in international mediation
- ▷ Understanding the notion of cultural lenses and how they can affect mediation
- ▷ Being able to describe positive connotation technique
- ▷ Being able to describe culturally sensitive methods of building trust in mediation
- ▷ Being able to describe different communication styles addressing cultural preferences

- ▷ Being able to describe different behavioral patterns in negotiation and mediation
- ▷ Being able to describe the vicious circle model and value-development square model by Schultz von Thun
- ▷ Being able to describe the meta-dialogue method

With regard to skills the InMEDIATE training let the trainees acquire learning outcomes as follows:

- ▷ Structured manner of approaching a conflict analysis
- ▷ Adequate techniques for developing conflict hypotheses
- ▷ Identifying and evaluating the different variables that play a role in the conflict
- ▷ Using Questions correctly as a tool for analyzing the conflict
 - ▶ Knowledge of dynamic approaches organizations are employing in their commitment to provide holistic, culturally sensitive mediation services to a diverse client base
- ▷ Tools for practice towards becoming a culturally-sensitive mediator
- ▷ Recognizing the significance of proper communication and the role of perspectives
- ▷ Learning to identify whether basic conditions of negotiation are being met
- ▷ Being able to identify objectively whether they are suitable for the negotiation scenario
- ▷ Being able to navigate negotiations with multi-national parties involved
- ▷ Being able to spot deficiencies in a negotiation that is likely to be unsuccessful
- ▷ contracts mediation according to The European Code of Conduct for Mediators and the European Code of Conduct for Mediation Providers
- ▷ Being able to apply mediation principles in a culturally sensitive manner
- ▷ Agreeing on ground-rules with the co-mediator
- ▷ Being able to recognize the development stage of his/her cooperation with the co-mediator
- ▷ Being able to act appropriately at different cooperation stages to aim at effective collaboration and overcome stumbling blocks
- ▷ Adopting an adequate model for sharing roles in co-mediation (case-suitable or partner-suitable)
- ▷ Adopting criteria relating to different aspects of satisfaction (substantive, psychological and procedural) to evaluate co-mediation experience
- ▷ Applying effective feedback methods to his/her co-mediator
 - ▶ Applying positive connotation technique
- ▷ Applying culturally sensitive methods to build trust in the mediation
- ▷ Applying culturally appropriate mediation techniques
- ▷ Conducting the international mediation process taking into account different behavioral patterns of negotiation and mediation
- ▷ Identifying vicious circle mechanisms and value-development square in a given case
- ▷ Applying the vicious circle model and value-development square model in international mediation
- ▷ Being able to provide clarification in the mediation process
- ▷ Applying the meta-dialogue method when appropriate

With regard to competence the InMEDIATE training let the trainees acquire learning outcomes as follows:

- ▷ Being sensitive to the perceptions of the conflict parties with the help of 'frame of reference' concept.
- ▷ Having the skill of asking the right types of questions
- ▷ Viewing the conflict from different lenses
- ▷ Being aware of communication strategies to facilitate healthy negotiations
- ▷ Ensuring that the negotiation takes place in a comfortable, trust-enhancing setting
- ▷ Being aware of their professional responsibilities as mediator working across cultures and borders
- ▷ Being aware of social nuances and customs for international negotiations
- ▷ Reflecting upon the challenges of applying mediation principles in international setting
- ▷ Reflecting upon own mediation practice in relation to European mediation standards
- ▷ Reflecting upon own mediation style, the rationale behind it and its potentials and limitations in intercultural settings
- ▷ Being aware of the need of professional development and existing possibilities in this respect
- ▷ Being open and flexible towards his/her co-mediator through the development of their cooperation
- ▷ Providing feedback respectfully
- ▷ Adopting feedback with openness and understanding

Assessment of the training program in terms of criteria and procedures adopted to align the training curriculum with ECVET principles and national qualifications frameworks

Aligning a training curriculum with the principles of the European Credit System for Vocational Education and Training (ECVET) and national qualifications frameworks (NQF) can be a complex process, but it is essential for ensuring that the training provided is of high quality and meets the needs of the learners, employers and society.

When aligning a training curriculum with the ECVET principles, several criteria and procedures should be adopted. One important criterion is that the training curriculum must be based on learning outcomes, which are defined as the knowledge, skills, and competences that a learner should be able to demonstrate upon completion of the training. The learning outcomes should be clearly stated and should be aligned with the objectives of the training program.

Another important criterion is that the training curriculum must be designed to be flexible and modular, which means that learners should be able to take part in the training in a way that suits their individual needs. The training should be divided into smaller units, known as learning units, which can be combined in different ways to provide a more flexible and tailored learning experience.

To ensure that the training curriculum is aligned with national qualifications frameworks (NQF), it is necessary to establish a clear link between the learning outcomes defined in the training curriculum and the competences and qualifications described in the relevant NQF.

Procedures for alignment includes:

- ▷ Mapping the learning outcomes of the training curriculum to the competences and qualifications described in the relevant NQF
- ▷ Relating the training program to the ECVET principles and NQF levels
- ▷ Identifying relevant external quality assurance mechanisms, such as accreditation and certification, that can be used to demonstrate the quality of the training program.

Verification, validation and recognition of learning outcomes

One of the key features of ECVET is the use of points, which are assigned to different learning units (such as modules or units of a training program) to help learners and training providers understand the relative value of the learning. Assigning points to a training program is an important step in aligning the program with the ECVET principles, as it helps to ensure that the program is of high quality and that the learning outcomes are clearly defined and measurable. In the table below, we present the ECVET points that we suggest to assign to the modules of the InMediate training program. The table provides basic information about each module, including the general learning outcomes in terms of knowledge, skills and competence, and the number of points assigned. The points have been assigned using the criteria and procedures outlined in the ECVET framework, and are based on factors such as the level of difficulty of the learning and the amount of time required to complete the module.

We assessed the credit points based on the following factors:

- ▷ The number of hours of learning: credit points should be based on the total number of hours of learning required to achieve the learning outcomes, including both formal and informal learning.
- ▷ The level of difficulty of the learning: credit points should be based on the complexity of the learning content and the level of difficulty of the learning tasks.
- ▷ The level of learning: credit points should be based on the level of learning, as defined by the relevant national or international qualifications framework.

Structure of the course

I. Preparatory course (3-day face-to-face introductory course, for a total duration of 24 hours)

II. E-Learning Modules (9 modules, for a total duration of 54 hours)

III. Webinars (3 online webinars)

IV. Mediation Lab and follow-up (3-days face-to-face training, for a total duration of 24 hours)

MODULE	Knowledge	Skills	Responsibility and autonomy	Proposed ECVET CREDITS non-formal education
Preparatory course	Basic concepts of: – Legal Frameworks – Mediation Stages – ODR – Negotiation Techniques – Conflict Analysis – Culture and Communication – Code of Conduct – Mediation Techniques – Co-Mediation	Enhanced ability of the participants to act and work within international environments and with professionals having very different backgrounds	Building a relationship of trust and confidence between trainers and trainees; contributing to the creation of a community of mediation practitioners specialized in the field of cross-border civil mediation	1,5
M01 Alternative Dispute Resolution: Legal Framework & Mediator's Responsibility	EU regulatory system – EU legal initiatives		Awareness of the importance of legal conditions in mediation	0,4
M02 Mediation Styles and Code of Conduct.	Standards of mediation practice as stated in the European Code of Conduct for Mediators	Choosing mediation model according to individual style	Professional development of the mediator	0,3
M03 Culture and Communication	Knowledge of cultural differences and cultural dimensions	Various communication methods	Deepening awareness of our values, beliefs and perceptions	0,4
M04 Conflict Analysis	Conflict analysis	Asking questions	Approaches to conflict analysis	0,7
M05 Negotiation	Various negotiation styles	Conduct a negotiation	Awareness of communication and perception	0,6
M06 Mediation Stages	Cultural and legal issues involved in cross-border mediation	Ability to demonstrate competence, to differentiate various mediation stages	Understanding the importance of the preparatory phase in cross-border commercial disputes	1,2
M07 Mediation techniques		Specific techniques useful throughout the mediation process, including clarification, identifying vicious circles and working with the value square model	Reflexivity in mediation, taking into account assumptions and cultural lenses Preparation and varying expectations as well as ways of communicating and working with culturally diverse parties	0,8
M08 Co-mediation.	Practical aspects of establishing cooperation between co-mediators	Giving feedback, developing a contract	Creative cooperation between co-mediators	0,9

M09 Online Dispute Resolution.	Overview of online dispute resolution, specifically e-negotiation, online arbitration, and online mediation The advantages and disadvantages of using video-conferencing platforms	Preparing and conducting a mediation using a video-conferencing platform		0,4
Webinar 01	EU Cross-Border Commercial Mediation: Listening to Disputants – Changing the Frames; Framing the Changes			0,3
Webinar 02	AI – the new tool in the mediator's toolbox			0,1
Webinar 03	The UN Convention on International Settlement Agreements resulting from mediation (The Singapore Convention) Challenges and future perspectives			0,1
MedLab		Improved ability to work within international environments and to deal with professionals holding different cultural and linguistic backgrounds -enhanced capacity of mediators to settle cross-border cases and to handle possible risks thanks to the practical approach of the teaching activity	mediation practitioners being more aware about the impact that cultural differences, stereotypes and attributions have on key dispute resolution processes and on conflict generally	2,5
Total				14 Credits

Compatibility table

The European Qualifications Framework (EQF) has a set of eight reference levels that describe the learning outcomes associated with different types of qualifications. These levels range from basic (Level 1) to advanced (Level 8) and are intended to help make qualifications more comparable and transparent across different countries. Each level is defined in terms of a set of learning outcomes that a person should be able to demonstrate upon completion of a qualification at that level.

The learning outcomes are defined in terms of:

Knowledge: in the context of EQF, knowledge is described as theoretical and/or factual.

Skills: In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Responsibility and autonomy: In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

The level of the European Qualifications Framework (EQF) at which cross-border mediation should be recognized will depend on the specific learning outcomes and competences associated with the cross-border mediation training or qualification in question. In general, cross-border mediation skills and competences are likely to be recognized at Level 6 or Level 7 of the EQF, which correspond to advanced vocational education and training (VET) qualifications and higher education qualifications, respectively. However, it is important to note that the specific level of recognition will depend on the specific learning outcomes and competences involved, as well as the specific context in which the cross-border mediation training or qualification is being used.

MODULE	Knowledge	Skills	Responsibility and autonomy	Proposed European Qualification Framework Level
Preparatory course	Basic concepts of: – Legal Frameworks – Mediation Stages – ODR – Negotiation Techniques – Conflict Analysis – Culture and Communication – Code of Conduct – Mediation Techniques – Co-Mediation	Enhanced ability of the participants to act and work within international environments and with professionals having very different backgrounds	Building a relationship of trust and confidence between trainers and trainees; contribute to the creation of a community of mediation practitioners specialized in the field of cross-border civil mediation.	Knowledge: 6 Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; Skills: 6 Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study; Responsibility and autonomy: 6 Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.
M01 Alternative Dispute Resolution: Legal Framework & Mediator's Responsibility	EU regulatory system – EU legal initiatives		Awareness of the importance of legal conditions in mediation	Knowledge: 6 Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; Responsibility and autonomy: 6 Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
M02 Mediation Styles and Code of Conduct.	Standards of mediation practice as stated in the European Code of Conduct for Mediators	Choosing mediation model according to individual style	Professional development of the mediator	Knowledge: 6 Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles; Skills: 6 Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study; Responsibility and autonomy: 6 Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

M03 Culture and Communication	Knowledge of cultural differences and cultural dimensions	Various communication methods	Deepening awareness of our values, beliefs and perceptions	<p>Knowledge: 7 Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research.</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields;</p> <p>Skills: 7 Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields;</p> <p>Responsibility and autonomy: 7 Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>
M04 Conflict Analysis	Conflict analysis	Asking questions	Approaches to conflict analysis	<p>Knowledge: 6 Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles;</p> <p>Skills: 6 Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study;</p> <p>Responsibility and autonomy: 6 Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups</p>
M05 Negotiation	Various negotiation styles	Conduct a negotiation	Awareness of communication and perception	<p>Knowledge: 6 Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles;</p> <p>Skills: 6 Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study;</p> <p>Responsibility and autonomy: 6 Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups.</p>

M06 Mediation Stages	Cultural and legal issues involved in cross-border mediation	Ability to demonstrate competence, to differentiate various mediation stages	Understanding the importance of the preparatory phase in cross-border commercial disputes	<p>Knowledge: 7 Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research.</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields;</p> <p>Skills: 7</p> <p>Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields;</p> <p>Responsibility and autonomy: 6 Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups</p>
M07 Mediation techniques		Specific techniques useful throughout the mediation process, including clarification, identifying vicious circles and working with the value square model	<p>Reflexivity in mediation, taking into account assumptions and cultural lenses.</p> <p>Preparation and varying expectations as well as ways of communicating and working with culturally diverse parties</p>	<p>Skills: 7</p> <p>Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields;</p> <p>Responsibility and autonomy: 7</p> <p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</p>
M08 Co-mediation.	Practical aspects of establishing cooperation between co-mediators	Giving feedback, developing a contract	Creative cooperation between co-mediators	<p>Knowledge: 6</p> <p>Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles;</p> <p>Skills: 6</p> <p>Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study;</p> <p>Responsibility and autonomy: 6</p> <p>Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups</p>

M09 Online Dispute Resolution.	Overview of online dispute resolution, specifically e-negotiation, online arbitration, and online mediation The advantages and disadvantages of using video-conferencing platforms	Preparing and conducting a mediation using a video-conferencing platform		Knowledge: 7 Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields; Skills: 7 Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
Webinar 01	EU Cross-Border Commercial Mediation: Listening to Disputants – Changing the Frames; Framing the Changes			Knowledge: 7 Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields
Webinar 02	AI – the new tool in the mediator’s toolbox			Knowledge: Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields
Webinar 03	The UN Convention on International Settlement Agreements resulting from mediation (The Singapore Convention) Challenges and future perspectives			Knowledge: 6 Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
MedLab		Improved ability to work within international environments and to deal with professionals holding different cultural and linguistic backgrounds -enhanced capacity of mediators to settle cross-border cases and to handle possible risks thanks to the practical approach of the teaching activity	mediation practitioners being more aware about the impact that cultural differences, stereotypes and attributions have on key dispute resolution processes and on conflict generally	Skills: 7 Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields; Responsibility and autonomy: 7 Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
				General level: 7

4.2 Guidelines for planning the verification of learning outcomes for mediation trainings in general

The following guidelines developed by The Polish Team of ECVET Experts, may be useful for planning the verification of learning outcomes.

To confirm that an individual has achieved specific learning outcomes (individual units / sets or the entire qualification), they must be verified. Verification of learning outcomes is the process of confirming that an individual has met the requirements for a qualification or set of learning outcomes for which they are applying. Verification (from the ECVET perspective and in accordance with the ECVET Recommendation) are methods and processes leading to determining whether a given person has achieved certain learning outcomes, i.e. whether they have acquired knowledge, mastered skills and demonstrated social competencies resulting from the description of learning outcomes in a given unit / set or qualification.

To carry out a reliable verification of learning outcomes, it is necessary to define the methods of such verification. The range of methods grew as we raised awareness that we can learn in different contexts, forms, times and places. The most important thing is that the methods are selected according to the learning outcomes to be tested.

The selection of verification methods is influenced by:

- ▷ how formulated, the learning outcomes are described (what operative verb is used, e.g. summarizes, assembles, analyzes, explains, prepares) and
- ▷ what the learning outcomes concern, the achievement of which will be checked during the verification (what activities, what thematic area, what knowledge, skills or social competences).

The basic principle of good methods is that practical methods are used for practical effects (e.g. preparing, assembling, making). It should be remembered that when checking the ability to perform a specific activity, you need to provide appropriate space and tools. However, for theoretical effects (e.g. lists, describes, characterizes) it is worth using methods involving oral expression, e.g. conversation. Yet another challenge is the verification of universal skills or social competences. Often then, innovative methods and a flexible approach are needed, perhaps involving experimental methods.

There is no single, universal and closed catalog of methods of verification of learning outcomes. The most frequently used methods are: observation in real conditions, observation in simulated conditions, test of practical skills, knowledge test, interview, debate, presentation, analysis of evidence and declarations. To confirm that an individual has achieved certain learning outcomes, it is usually possible to use more than one verification method.

Good selection of the verification method is extremely important, because a transparent and reliable process of verification of learning outcomes motivates students to learn and develop and facilitates the work of teachers and examiners.

The verification criteria are helpful in the verification. It is recommended that the formulated learning outcomes are to be supplemented with criteria of verification. They are used to clarify the effects. The criteria help to better understand a given learning outcome, but also a given set and the whole qualification. The criteria should clearly indicate what needs to be checked to conclude that the learning outcome has been achieved. They should indicate what is observable and / or measurable evidence of having specific knowledge, skills and social competences.

Criteria can relate to steps in a process or results of activities. They should be detailed enough to make it clear what is behind the effect – what type and scope of knowledge, skills and social competences are expected. However, they should not be too detailed so as not to hamper the understanding of the unit of learning outcomes and to leave some room for flexibility. It is not possible to define in advance how many verification criteria should be assigned to a single learning outcome. This number depends on the complexity and scope of the set / qualification concerned.

Criteria are very helpful for learners by explaining exactly what they should learn and what will be required of them during the verification. They are also a valuable source of information for those responsible for planning and carrying out the verification process.

The criteria are widely used in many countries. In Poland, they have been used in vocational education and training since 2019, when the basis for vocational education was modernized. Since the entry into force of the Act on the Integrated Qualifications System, they are also used in market qualifications included in the Integrated Qualification System (IQS). Examples of effects and criteria can be found in the qualification descriptions available in the Integrated Qualifications Register.

Examples of learning outcomes detailed by verification criteria applied in learning mobility projects can be found in the publication: Learning outcomes and their verification in learning mobility projects. Catalog of examples (Foundation for the Development of the Education System, 2018).

4.3 Example for Certificate

	Funded by the Erasmus+ Programme of the European Union	
<h1>CERTIFICATE</h1>		
This is to certify that		
Name Surname		
born on dd.mm.yyyy, in place of birth		
took part in the training program		
“InMEDIATE. International Mediators Trained in Europe”		
and successfully completed the		
International Mediators` Training		
in the period March 28 th , 2022 to September 22 nd , 2022 through 114 hours of e-learning activities and face-to-face practice in Leipzig (Germany) and Warsaw (Poland).		
<i>The course has been realized in the framework of the InMEDIATE Project funded by the Erasmus+ KA2 Program of the European Union.</i>		
Warsaw, September 22 th , 2022		
Jonathan Barth Project Coordinator Steinbeis Beratungszentrum Wirtschaftsmediation Leipzig (Germany)	Dr. Agata Gójska Partner Coordinator Mediatorzy.pl sp. z o. o. Warsaw (Poland)	Avv. Cristiana Marucci Partner Coordinator RESOLUTIA Gestione delle Controversie Perugia (Italy)
 Steinbeis-Beratungszentrum Wirtschaftsmediation Leipzig - Stuttgart - Wien - Budapest	 mediatorzy.pl	 RESOLUTIA Gestione delle controversie
 UNIVERSYTET SWPS	 Prodos	 UNIVERSITA' DEGLI STUDI FIRENZE DSO CENTRO EUROPEO DI RICERCA E FORMAZIONE
 Steinbeis HOCHSCHULE		



Funded by
the Erasmus+ Programme
of the European Union



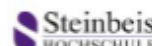
International Mediators` Training Learning Outcomes

Be able to:

- demonstrate knowledge and understanding of the EU Legal Framework on ADR and Mediation,
- analyse conflict assessment in intercultural settings and conduct stakeholder analysis,
- understand the ethical standards in mediation and different mediation styles,
- identify and solve problems in intercultural communication,
- organize the mediation process taking into account the international context and manage it,
- recognize and deal with cultural stereotypes in mediation and conflict management,
- communicate with representatives of various population groups in the national and international context,
- apply a broad set of mediation techniques in international context,
- work with alternatives and optimal limits agreement,
- develop reflexivity in reaction to the techniques that they apply,
- demonstrate emotional intelligence skills,
- motivate the mediation parties to move towards a common goal,
- cooperate with mediators for the benefit of mediation process


To know:

- the main aspects of the nature of the conflict and the types of behaviour in the conflict,
- the basics of a four-stage mediation process,
- the mediation procedure algorithm and mediation styles,
- the principles of ODR,
- the approaches of BATNA, WATNA, ZOPA,
- the main aspects of cross-cultural communication and of mediation in intercultural disputes
- The specific issues related to international co-mediation and main techniques of team-building in co-mediation




5. List of existing OERs (selection)


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