

UNESCO/APC MULTIMEDIA TRAINING KIT

Trainers' notes: Cooperative Problem Solving Using Standards and Generating Options

Developed by: Search for Common Ground

Introduction	Unit message: there are certain techniques available that can make it easier to develop agreements. One of them is using standards.
Timing/Duration	15 minutes
Content outline and main topics covered	Guided discussion of using standards and generating options.
Target audience	General.
Prerequisite skills/Knowledge	None. Units 1-8 recommended.
Unit objectives/expected outcomes	Upon completion, participants should be able to: <ul style="list-style-type: none">o Understand and use the concept of a “framework agreement”o Understand the principles involved in writing or not writing an agreemento Understand what should be in a good written agreemento Understand the function of standards in cooperative problem solving
Pre-workshop activities	-
Notes on using exercises	See expanded outline below.
Resources included with unit	<ul style="list-style-type: none">o Trainers' noteso Overheadso Copyright statement <p>Use the general CPS Guide with this unit.</p>
Additional trainer resources	Read Chapter 9 of the CPS Guide.
Equipment needed	<ul style="list-style-type: none">o Blackboard/whiteboard and chalk/dry erase markers or flipchart, markers, and tapeo Arrange for breakout rooms, if possibleo “Definitions” poster (made from overhead included with this unit)o “Map” poster (made from overhead included with this unit)
Comments	-

<p>Expanded outline</p>	<ol style="list-style-type: none"> 1. Introduction: If you have been successful in discovering interests and generating options, the process of developing an agreement is often the easiest part of CPS. We will review some tips that can help you. 2. Guided Discussion (15 minutes): <ul style="list-style-type: none"> o "Framework agreement" approach o To Write or Not to Write (CPS Guide p. 23; overhead included with this unit) o What Should be in a Good Written Agreement (CPS Guide p. 24; overhead included with this unit) o Standards: <ol style="list-style-type: none"> i. What are standards? (See Glossary) ii. Examples (Same period last year, other organizations' practices, other official guidelines/documents, etc.). iii. "Process" standards - Useful when a fair process is the issue. Brainstorm examples (CPS Guide page 24). iv. Standards are not required, but they can be useful when fairness is an issue or people are stuck. v. [If the participants have generated a personal scenario as part of Unit 2, "Introduction to CPS"]: Question: Are there any standards that might be useful in your personal scenario? 3. Evaluation: If you are presenting this unit separately (not as part of the whole Cooperative Problem Solving workshop), please refer to Unit 14, "Workshop Evaluation," for guidance on how to conduct an evaluation of an individual unit. 4. Conclusion: <ul style="list-style-type: none"> o Review the major points covered in this unit. o If the entire module is being taught, introduce the next unit, "Being a Peacemaker."
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