



# SIMULATION GAMES IN CIVIC EDUCATION

# INTRODUCTION

Dear readers,

the method of simulation gaming proves to be of great benefit for educational purposes. It is very suitable to get complex issues across and to experience how politics work and interactions societies. Experienced-based learning combined with the gaming aspect makes the newly gained knowledge extraordinarily sustainable. Likewise the risk-free environment serves to think outside the box and to reflect on the way of looking at problems. All in all, this helps the participants to get a more comprehensive understanding of the world they are living in.

As cooperation is one of the key components of simulation games, they offer a good opportunity to get quickly in contact with people of different backgrounds. Furthermore, working together on a common problem facilitates the development of a group feeling. Through this process, a strong basis for further cooperation emerges. All this makes the method very valuable for intercultural and inter-sectoral learning environments.

Furthermore the change of perspective, inherent to all our simulation games, allows the participants to step into someone else's shoes and to discover new points of view. This supports the participants to distance themselves from their own position, and to create empathy for different opinions.

We design simulation games on political and social conflicts since 2008. Our simulation games can be compared to a political laboratory, in which even complicated interrelations and dependencies become apparent. Hence the method encourages participants to try out and test alternative problem-solving approaches.

Our range of activities is manifold: from scenarios on the local level, like in a village, to regional or even international conflicts. Depending on the overall goal and the target group, the main focus may be decision-making processes, policy developments, actor constellations, or behavioral and conflict dynamics. The corresponding format varies from simple simulations of negotiations or conferences, to complex simulations with up to 40 actors, lasting several days.

On the following pages we present you a selection of the simulation games we have developed to this day. All of them have been carried out several times and are instantly applicable to new challenges.



Florian Dunkel



Andreas Muckenfuß

# THE METHOD



## SIMULATION GAMING AS A LEARNING METHOD

A simulation game replicates a model of reality. Within a given scenario the participants are challenged to deal with political and social problems by taking over the role of a stakeholder in the respective conflict. Our simulation games cover a wide variety of issues. We are specialized in political and social conflicts and seek to develop adequate simulation games for local needs

Important for us is to show different possibilities for civil society to influence the political processes. Our goal is to promote an active and critical citizenry. Our simulation games highlight different aspects, depending on the overall learning goal and the target group: from the dynamics of decision-making-processes, strategy development and actors mappings, to experiencing personal conflict behaviour in stressful situations. From the course of communal politics and civic participation to decision-making processes in parliaments, the functioning of the EU to international negotiations and conferences, violent conflicts and other crisis with a focus on actors' behaviour and conflict dynamics, our simulation games cover a wide variety of issues according to authentic and complex problem situations.

Simulation games transform participants into stakeholders and let them experience the roots and dynamics of a given conflict. The method is a great tool to improve social skills in general. Further, simulation games foster a deeper understanding of the given topic. They improve empathy and help to stimulate self-reflection processes. By that, they also promote critical thinking.

### BENEFITS

- experienced based learning
- understanding complex problems
- new perspectives
- testing alternative solutions
- riskfree environment
- raising mutual understanding

### DIDACTIC CONCEPT

CRISP focuses on an experienceoriented learning approach, and we see ourselves as moderators of transformation processes. In our workshops we encourage our participants in conceptual involvement and responsible action. Our main target group is young people active in the field of civil society. They can transmit the knowledge and experience of our projects back into their society.

In order to reach the greatest learning effect, the method of simulation gaming is usually embedded in a bigger context. It can be used as an introduction to a topic, or used to apply and test skills, that were learned before. In general, simulation games are a part of a workshop or a seminar

## WHAT WE OFFER

We have remarkable experience in working together with other organizations from different fields and different regions. We have a large variety of simulation games that cover different topics - please check our website. We also develop simulation games that fit exactly your needs.



### > WORKSHOPS & SEMINARS

We develop complete workshops from one day to several days, as well as one-week seminars or summer-schools. Besides the method of simulation games, we have a wide set of further methods at our disposal. For this purpose, you just have to get in contact with us and name the topic you would like to tackle and we will submit a proposal.

### > SIMULATION GAMES

Furthermore, our simulation games can be included in already existing formats. Just let us know the overall learning goal you want to achieve and we get back to you with a suitable simulation game. In addition, you can also assign us to develop a particular simulation game that fits your expectations.

### > TRAINING-OF-TRAINERS

We facilitate training-of-trainers for other trainers, teachers or civil society organizations. We give you an introduction to the method in general including how to design the preparation, the implementation and the evaluation of a simulation game. Of course, we also assist you in developing new simulation games based on your needs.

#### CONTACT

If you are interested in our method, please don't hesitate to get in touch with us.

**Tel / Fax:** +49 (0)30-63413376

**Email:** [board@crisp-berlin.org](mailto:board@crisp-berlin.org)

**Web:** [crisp-berlin.org](http://crisp-berlin.org)

#### FORMATS

- seminars
- workshops
- training-of-trainers
- summer-schools



# QUO VADIS, EUROPEAN UNION?

## European Integration, Future Scenario Development



*Many questions the EU is currently facing are included. Furthermore the difficulty to find common ground among the members states becomes comprehensible*

### DESCRIPTION

The simulation game covers the debate on the future of European Union in the context of the recent challenges to the integration project. In the scenario, the participants approach the topic by discussing and negotiating two core issues: A future vision for the EU and the policy to states applying for membership. The main objective is to familiarize the participants with the different visions for Europe and to engage in a debate on its values and core ideas.

### SCENARIO & PROCEDURE

The scenario places the participants slightly in the future. A fictitious state wants to join the European Union. Before, however, the member states want to agree on a future vision for the EU. This will give them a clearer outlook and will make it easier to integrate a new member state. The participants will take the roles of member state representatives and participate in special summit on the topic. The conferences will develop a road map which outlines the vision for the EU and afterwards decide on the application.

### BACKGROUND

The European Union is facing difficult times: The aftermath of the Euro crisis is still impacting several members, in many countries populism and euro-skepticisms are rising, the refugee situation is revealing the limits of solidarity in the Union and Brexit has shown that an ever deeper integration among members is not predestinated. Several proposals on how to react to those challenges are on the table, ranging from establishing a EU of different speeds to a United States of Europe. The opinions on how to reform the EU are highly controversial, the only thing which is clear is that inaction will lead to a further worsening of the situation. In order to survive the European project needs a clear vision and ultimately reform.



*Participants develop their own ideas about a possible future structure and organization of the European Union.*

#### Learning targets:

- To get to know and form an opinion on the future of the European Union
- Engage with the values and core ideas of European integration
- To learn about the different political interests in the European member-states

**Target-Group:** actors in political educational work and persons, students, age 18 and above

**Participants:** 15 to 30

**Duration:** 1 day

**Type:** semi-realistic; actors centred

**Languages:** German and English

# BRIBANIA

Fighting Corruption (Strategies + Initiatives), Basic Democratic Principles



*The representatives of the European Commission negotiate with the government of Bribrania to implement more efficient measures to fight corruption*

## SCENARIO & PROCEDURE

Within the framework of the simulation game the participants can develop their own ideas without any particular guidelines. The different actors then try to promote their ideas and convince the representatives of the Task-Force. The simulated actors have different approaches and preferences regarding the fight of corruption. As a matter of fact, it can even be in their interest that no actions are decided upon. In the end of the simulation game, the Task-Force decides which ideas are in-cooperated in the overall strategy. The efficiency and the transferability of the possible actions is discussed during the evaluation. Moreover, the complexity of the negotiation process and its influence on the overall strategy is also debated during the analysis of the simulation.

## OBJECTIVES

The simulation game rises awareness for the subject of corruption, particularly regarding the difficulties of its control. Furthermore, during the various rounds of negotiations, actors are required to create innovative win-win situations or deal with the consequences of failure.

## DESCRIPTION

In this simulation game different approaches how to fight corruption are discussed. The setting is a fictitious island, where massive corruption scandals took place in the past years. It is the task of the participants to identify the causes and based on that design initiatives that limit corrupt behaviour in the future. Furthermore they also have to assign people or bodies responsible for its implementation. Therefore the participants step into the roles of national and international stakeholders and develop their own strategies to fight corruption. Actors to be simulated include, but are not limited to, national government, opposition, press, judiciary and civil society actors.



*Here the participants discuss which are the most promising measures to tackle corruption*

### Learning targets:

- Overview on different aspect and approaches of fighting of corruption
- Developing innovative initiatives and alternative problem-solving approaches
- Insights into the difficulties of creating a holistic and effective anti-corruption-strategy
- Insights into the conflicts that arise while creating an integrated anti corruption strategy

**Target-Group:** Starting from approx. 18 years, previous knowledge is not compulsory, yet, a similar standard of knowledge is beneficial.

**Participants:** 8 to 20

**Duration:** 4 hours up to 1 day

**Type:** fictious

**Languages:** English, German, Russian and Arabic

# KODORI - PEACE TALKS

Conflict Transformation, Peace-Negotiations, International Law



*A separatist movement seeks for independence and causes a humanitarian crisis...*

re-build national economy, etc. Now, the main stakeholders come together again, to re-negotiate and adjust the previous roadmap.

## SCENARIO & PROCEDURE

The simulation game consists of two parts. During the first part, a conference to develop a roadmap for the future of Kodori, chaired by the UN, will be held in Kaudus, the capital of Kodori. The goal of the conference is to sign a roadmap in order to design the conflict transformation process for the next five years. The second part of the game takes place six months after the conference ended and shows some effects of the first results. After actors discuss about events that occurred in the meantime, they will adjust the roadmap and present the results of the final agreement at a press conference.

## OBJECTIVES

This simulation game is modelled after real conflict situations and refers to the diverse causes for conflict. The participants realize how complex such conflict situations can be and that resolutions should be as comprehensive as possible. The simulation game shows the dynamic nature of conflicts, and provides a base to discuss questions like how to treat spoilers, how to deal with hidden agendas, and what are first steps to a sustainable peace agreement. The fictional scenario is a helpful way of discussing the possible solutions in an experimental environment.

## DESCRIPTION

This simulation game deals with a post conflict situation. After years of growing tensions between the Beelinians and the central government in Gavarush, an armed group the “Kodori Liberation Army” (KLA) started its fight for independence with attacks on Gavarushian governmental institutions and infrastructure. The success of the KLA led to a breakdown of governmental control over parts of the region and resulted in a humanitarian crisis as thousands of people had to flee. After tough negotiations under the lead of international actors, the warring parties agreed to a cease-fire and a provisional Peace Treaty. However, many questions were left unanswered, such as power sharing, how to deal with IDP's, how to



*...so the international community feels forced to intervene and starts peace negotiations...*

### Learning targets:

- Understanding the dynamic nature of conflict and the capacities of the international community to resolve them.
- Understanding the challenges, chances and obstacles when it comes to set up a sustainable conflict transformation process.
- Develop and test alternative problem-solving approaches when it comes to negotiating peace agreements.

**Target-Group:** 20 to 40 years old, professionals of the field of conflict-management, students

**Participants:** 12 to 30

**Duration:** 1 day up to 2 day(s)

**Type:** fictitious

**Languages:** English and German



# DEAR MR. PRESIDENT

International Cooperation, Climate Policies, Disarmament



*For an international conference with special Importance, the participants must prepare themselves similarly to state leaders*

## SCENARIO & PROCEDURE

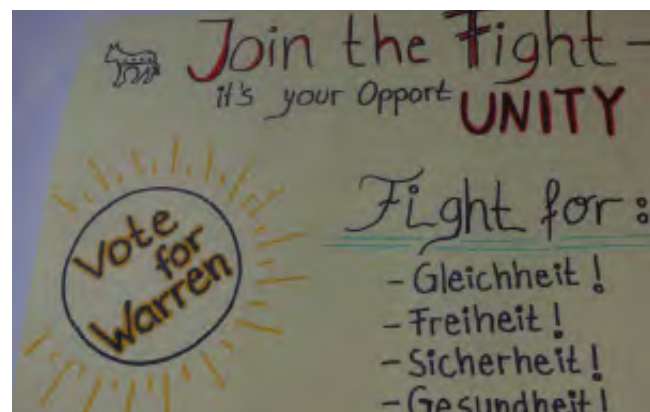
The simulation game presents a fictitious conference of the United Nations: „One planet. One Future. „ The participants will take over the roles of heads of states and foreign minister of 10 countries that will come together to discuss and work on concrete proposals for the two proposed topics. Split into two groups, the heads of state will discuss plans for disarmament and the foreign ministers will examine measures for climate protection. The actors will need to seek strategic partnerships with other countries to be able to implement their proposals, elaborate on suggestions to the topics and negotiate over the details of the proposition. This proposition will be presented to the UN Secretary General in the following plenum.

## OBJECTIVES

The participants will learn more about how negotiation processes work on an international level. Additionally, they will learn how authoritarian state leaders influence the international system and learn to discuss ways of dealing with them. Moreover, this simulation game includes a sensibilization for the topics disarmament and climate policy and sheds light on the resulting social and political conflicts. The specific aim of this simulation game is to increase the conscious view on similarities and a necessity for cooperation on an international scale.

## DESCRIPTION

After the US withdrew from the Paris Climate Agreement 2017 and the INF Disarmament Treaty 2019, the clarity of how these important issues will be dealt with in the upcoming future is shaking. Therefore, the UN convened an international conference to discuss the next steps and aim towards the adoption of a new agreement or agreement. The overarching problem appears to be that there is a growing attitude that more and more states seemingly only pursue their national interests and many heads of states simply have their own advantage in mind. The question remains how under these conditions, any agreement can be reached, and how does one deal with such personalities on an international level?



*The simulation game has an optional first part: a fictional election campaign explains the emergence of autocratic government structures*

### Learning targets:

- Contemporary global developments regarding climate policies and disarmament
- Insights into the decision making processes in the frame of international conferences
- Learning to deal with authoritarian tendencies in an international context

**Target-Group:** Between 16 and 30 years old.

**Participants:** 25 to 35

**Duration:** 1 day

**Type:** semi-fictitious

**Languages:** English and German



# NISIA - CLIMATE INDUCED CRISES

Climate Change, Democratic Principles, Citizen Participation



*The consequences of climate change are serious for the people of Nisia. They try to find arguments how to raise awareness and get support from others.*

## SCENARIO & PROCEDURE

A recent study has revealed the manifold challenges that Nisia might face as a consequence of climate change. Currently Nisia is discussing a strategic, long-term development plan (roadmap) that is supposed to come to conclusions in the following topics: Relocation of the population from outer islands, protection against impacts of climate change and economic development.

The simulation game consists of two parts. During the first part, the participants discuss the most crucial issues regarding future political, social and economic developments. The second part begins 6 months after the development of the roadmap. The situation in Nisia has developed according to the effects and the overall impact of the different steps of the roadmap from part 1. Now, the actors have to react to the new status quo and subsequently adjust their personal and the overall strategy.

## OBJECTIVES

The goal is for the participants to understand the complexity of the problems developing states are facing due to climate change and to find ways on how to come to solutions in a more efficient manner. A special emphasis is put on understanding the perspectives of actors from various fields, including politics, economy and civil society.

## DESCRIPTION

The simulation game Nisia deals with the complex challenges that developing states are confronted with as consequences of climate change. It is set on the fictional island state of *Nisia*, which is already facing severe problems such as a poor economic development, poverty and rapid urbanization. Slowly changing patterns in the climate as well as acute impacts of extreme weather make the situation even more challenging and while affecting many of the existing difficulties they are likely to create new ones. The simulation game therefore embeds the topic of climate induced problems in the wider debate of challenges, which developing states are facing today.



*During free negotiation rounds the actors try to lobby for their different policy approaches and to find support from others*

### Learning targets:

- Understanding the broader effects that emerge through climate change and how they relate to other development challenges
- Understanding the pros and cons of concrete measures and possibilities to tackle those effects
- Identifying ways of coming to sustainable solutions, which are inclusive to various interest groups

**Target-Group:** Students and Professionals

**Participants:** 10 to 20

**Duration:** 1 day up to 2 day(s)

**Type:** Fictitious

**Languages:** English and German

# FIT FOR LIFE

## Vocational Training



*During the simulation game the participants experience three months of real life...*

### SCENARIO & PROCEDURE

During the simulation game, the participants move between six different positions to model their individual career. By this, they simulate their personal transition from school to job. They have to plan the first steps of their career and put them into practices. On their way the participants are confronted with different problem situations of real life institutions and learn to deal with them. In the end, the experiences of the simulations game are connected to their personal biography. By this, Individual chances, risks and challenges are identified.

### OBJECTIVES

The goal of this simulation game is to provide the participants with a framework within which the participants can take risk free decisions. They are confronted with the consequences of their decisions, and learn to deal with them. By this, the simulation game raises awareness for their personal strengths and weaknesses, and provide a base to reflect on their career plan. The assignment with real life representatives makes sure, that the participants take the process serious. By getting in direct contact with these representatives, constraints and prejudices against real life institutions are reduced, and self-confidence is improved.

### DESCRIPTION

The transition from school to job life poses a challenge for many youngsters. The simulation game “fit for life” models the period after finishing school. The participants can choose to either apply for an apprenticeship, to earn money with simple jobs, do internships or try to get a higher school degree. They have to contract insurances, open bank accounts and deal with strokes of fate. So, the participants can experiment with real life situations in a safe environment. To make the setting even closer to their life, the different positions (bank, employer, insurance company, school, job center) are assigned by real representatives of these institutions.



*Participants try to find out their own interests and priorities and think about their career entries*

#### Learning targets:

- Raise awareness among the participants for the period after school
- Preparing participants for the challenges after school

**Target-Group:** Students of secondary school, minimum age 14.

**Participants:** 15 to 25

**Duration:** 3h up to 1 day

**Type:** realistic

**Languages:** English and German

# MIDDLETON

Civic Participation, Urban Development



*Citizens of Middleton and the local administration discuss possible solution for the fallow land in the centre of the city*

## SCENARIO & PROCEDURE

In the middle of the fictional city of Middleton is an abandoned site of an old waving mill. During the simulation an open council meeting takes place, where the different residents discuss, what should be build on this abandoned site. The players step into the roles of architects, investors, journalists, and residents. There is also high opposition against the existing plans. So, very different demands and interests are represented and the participants have to discuss these diverse ideas.

## OBJECTIVES

The main goal is to raise awareness for alternative approaches to urban development within the target group of municipality employees. Furthermore, new approaches of how to increase civic participation will be explored and evaluated. By experiencing what is behind the diverging interests of the city's inhabitants, the participant will be empowered to plan adequately to their needs. This in the end should lead to a more efficient and democratic urban development.

## DESCRIPTION

This simulation shows the diverging interests of the city's inhabitants when it comes to participation processes in urban developments. It simulates an open council meeting where the further use of an abandoned area within the city is discussed. The interests of the group of investors, the city administration and the various townspeople ranges from building town houses on the premises to keeping the area as a free space in the town centre. The goal is not necessarily to reach a consensus, but rather to encourage the participants to engage with questions of citizen participation and communication in town development from a new perspective.



*What should be the guidelines for the future development of Middleton*

### Learning targets:

- The participants will be empowered to plan adequately to the needs of the residents
- More efficient and democratic urban development
- Re-designing procedure of civic participation

**Target-Group:** municipality staff, professionals working in urban development

**Participants:** 15 to 25

**Duration:** 4 hours up to 1 day

**Type:** semi-realistic

**Languages:** English and German



# QUO VADIS UKRAINE?

Conflict Management, Scenario-Building, Awareness Raising



*What should be priority of the different stakeholders in Ukraine these days?*

## SCENARIO & PROCEDURE

The simulation game starts at the status quo and simulates the upcoming twelve months. The participants slip into the roles of key actors of the conflict. The actors selected correspond to the real ones, dispose of the same resources, and have the same objectives. During the simulation game the participants try to identify the different interests and arrange them in order to eventually create a roadmap that describes a possible future scenario for Ukraine. The simulation game is based on multiple rounds meaning that in case there is no decision or consensus at the end, the simulation finishes with the last developments of negotiations.

## OBJECTIVES

The simulation game not only clarifies the interests and objectives of the different actors in Ukraine, but also makes the conflict dynamics come alive. By playing their roles the participants can discover new aspects of the conflict and thus gather new ideas on conflict resolution. During evaluation the course of the simulation can be analyzed and the decisive factors for de-escalation are determined. Based on those results the participants can then create the vision of a possible future Ukraine.

## DESCRIPTION

The efforts of stopping violent clashes in eastern Ukraine haven't been successful so far. The current situation is still fragile and further combats remain probable. Moreover, the question of possible future scenarios for Ukraine has to be raised: What would a viable agreement look like that receives sufficient support and at the same time establishes sustainable structures which enable Ukrainians a peaceful coexistence? What sort of accord can be made regarding Crimea and does a federal system pose a chance or a risk? The simulation game deals with those and further questions.



*Today Ukraine is a highly militarized area. How can the challenges of the citizens be addressed in a setting like this?*

### Learning targets:

- Creating a future scenarios for Ukraine
- Discovering and handling conflict dynamics
- Identifying the different actors' options in the conflict in Ukraine

**Target-Group:** Professionals + students, age 16 and above

**Participants:** 15 to 30

**Duration:** 1 to 2 day(s)

**Type:** semi-realistic; actors centred

**Languages:** German, English, Russian, Ukrainian



# UNO 2.0 - SECURITY COUNCIL REFORM

Global Order, Security Policy, Politics of Peace and Conflict



*The most powerful body of international security lost its impact over the years - how to make it more effective?*

## DESCRIPTION

This simulation game covers the interests and ideas of the most powerful international institution to ensure world peace: The United Nations Security Council. In this simulation, participants discuss possible reforms of the council, which original purpose was to prevent disasters as the Second World War from happening again. In the role of representatives of members and non-members states of the Security Council the participants discuss changes of the council to make it more reflective of current world politics. The main objective is to re-think the international security architecture and the role of the Security Council. On a concrete example, the participants shall develop ideas for reforms of the Security Council, as well as identify the chances for their implementation, by experiencing the negotiation process among the central actors.

## SCENARIO & PROCEDURE

In the scenario, the participants simulate an international group of elderly tasked by the Security Council to develop a draft reform for the council. The primary aim of the group is to think freely about changing the international security architecture and to develop a promising proposal. Unlike in the UN, formal procedures and strict mandates do not restrict the participants. Instead, the simulation game is about developing ideas while keeping in mind the different interests of international actors, e.g. permanent members of the Security Council and newly emerging powers.

## BACKGROUND

The United Nations Security Council is a product of the Second World War and reflects the distribution of power at this time. However, much has changed since that time. The world has become less euro-centric due to decolonization and the rise of emerging countries. Moreover, instead of a handful an increasing number of powerful states shape international politics. The transition from G7 to G20 as the most important international forum reflects this change. In the world of security policy, this has not happened yet. However, various governments, including the German one, have pushed for a more representative and more effective Security Council.



*Once ideas for reform are on the table, there's still the challenge how to create respective majorities and implement reform?*

### Learning targets:

- Increased understanding of international politics, in particular security policy
- Developing ideas how to organize the international community
- To get to know key conflict prevention, management and settlement mechanisms

**Target-Group:** pupils and students interested in international politics, age 18 and above

**Participants:** 15 to 30

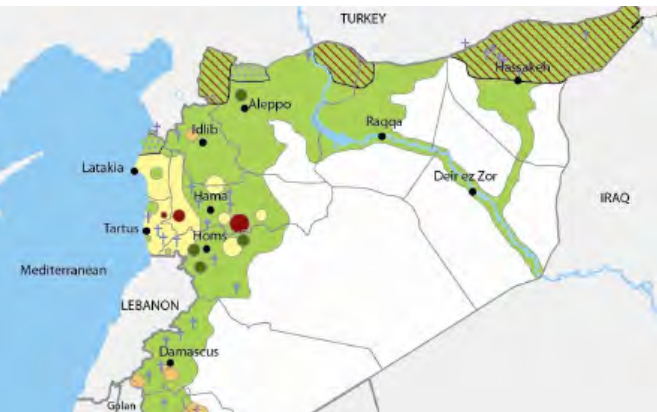
**Duration:** 1 day

**Type:** semi-fictional

**Languages:** German and English

# THE SYRIAN CONFLICT

Conflict Management, Awareness Raising, Future Scenarios



*The participants face the challenging task to analyse the relevant stakeholders involved in the conflict and their respective interests.*

## DESCRIPTION

The simulation game is about conflict dynamics and a possible peace agreement in the ongoing Syrian civil war. The participants simulate peace talks regarding a fictitious region of Syria. The main objective is to create a better understanding for the conflict as such and to give the participants the chance to explore different options for stopping the violence in Syria.

## SCENARIO & PROCEDURE

The scenario is highly actors-centered. The participants take over the roles of state and non-state actors, armed groups and civil society. Thereby they get familiarized with the existing positions and interests. During the negotiation-rounds, the participants then try to find common ground for an agreement that facilitates ceasefires and outlines a possible transition.

In the end, the participants will have developed a roadmap to peace. In order to picture concrete future scenarios for Syria, they share and discuss all used strategies after the simulation game.

## BACKGROUND

Different conflict lines and numerous actors with changing and contradicting interests characterize the situation in Syria. Since the start of hostilities in 2011, the conflict has evolved into a complex situation, which is a black box for many.

This is in particular true as the direct consequence of the war, the arrival of refugees, is dominating the public debate and the actual causes of the situation only receive limited attention. This is even more the case for possible solutions. They are hardly discussed, even though they are desperately needed to improve the situation.



*At the beginning the participants try to find out the interests and needs of the other actors for further negotiations.*

### Learning targets:

- Develop a better understanding of the conflict in Syria
- Get sensitized for the political context of Syrians affected by the conflict
- Identifying the options of actors in Syria and learn about chances of peaceful conflict settlement

**Target-Group:** Peacebuilders, Diplomats, Civil Society Actors, Administration-Staff, Students

**Participants:** 15-25

**Duration:** 2 to 3 days

**Type:** realistic

**Languages:** German and English

# TRANSOLVIA

Civil Society, Cooperation (win-win-situations), Basic Democratic Principles



*Many times civil society is mentioned to be the key actor to overcome social conflicts. But what's the actual role of civil society?*

## SCENARIO & PROCEDURE

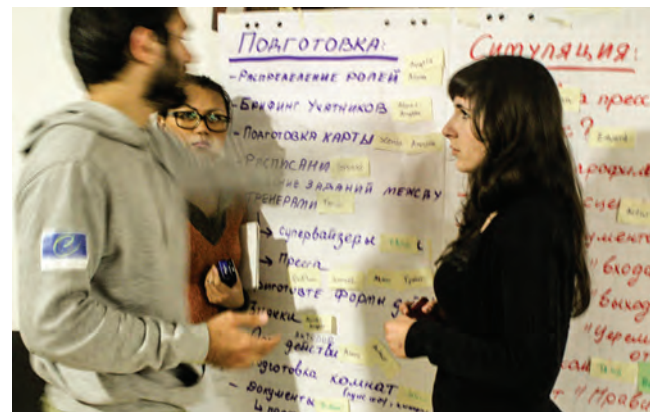
The EU has also established a Trust for democracy and stability in the country of Transolvia. The participants step into the roles of different civil society actors. Their task is to find a way for cooperating and through this to help and contribute to the goal that the trust has set; both democracy and stability. Through discussing and goal setting the actors must conclude to a common ground and at the end agree on an interests' strategy that can be really beneficial for the country. By the evaluation procedure the progress of cooperating is estimated, as well as the decisions made. The effects on society created through this method and practice are being observed and thoroughly discussed.

## OBJECTIVES

The overall goal is to learn about the diversity among civil society actors and although they have similar general goals, they also are competing for limited funds. How to identify common goals and to build coalitions beyond organizational differences.

## DESCRIPTION

This simulation focuses on the role of the civil society and on the way it can reform and be reformed as a basic part of a contemporary society. The scenario takes place on the fictional Mediterranean island named Transolvia. Recently local politics have been heavily influenced by two developments. First the EU has established a trust to support democracy and stability in Transolvia, second since some months a grassroots movement called BASTA, that is organizing public protests and are quite well received by the population of Transolvia. So should the actors cooperate with BASTA and endanger their bargaining position towards the government?



*One of the questions discussed within the simulation game: How to create incentives for civil society to cooperate more closely?*

### Learning targets:

- Insight in the conflictive interests that appear through various civil society members.
- Experience the issue of combining conflicting interests and fighting against division inside the civil society.
- Insight into the process of forming coalitions and how can this be achieved.

**Target-Group:** NGO-Staff, Administration, students, starting from approx. 18 years

**Participants:** 15 to 30

**Duration:** 1 up to 2 day(s)

**Type:** semi-realistic

**Languages:** English, German and Russian



# ANOPOLIS

Urban Development, Basic Democratic Principles



*At the end of the simulation game: the participants managed to agree on three construction projects.*

## SCENARIO & PROCEDURE

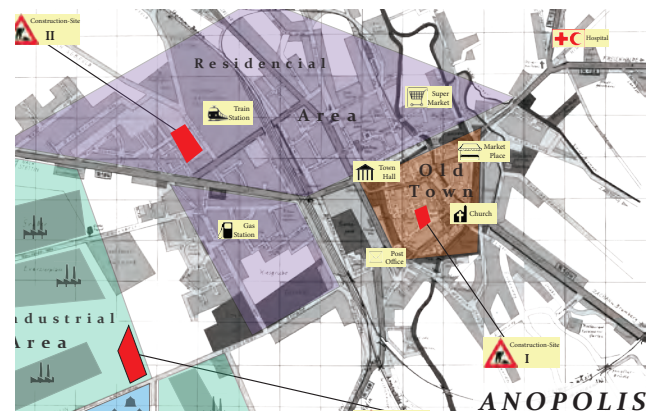
Through town council meetings and negotiation rounds, the actors will have to make decisions in order to find a compromise between the interests of the different groups. Particularly, in the end of the simulation game the members of the town council will vote on a land development plan. Additionally to the negotiations about the construction proposals, actors can also make agreements about other things they want to trade, exchange or give to somebody. Actors not represented in the town council and without voting power have certain possibilities to influence the process, such as initiating referendum for further construction proposals. Lobbying and bargaining are essential in order to organize an adequate number of votes.

## OBJECTIVES

The overall goal is to come to a compromise between all represented groups and to approve the different construction proposals by a majority of votes. All actors share the same goal, but have differing interests on the future of Anopolis. Thus good teamwork and coherent argumentation are needed in order to convince others and to organize a majority.

## DESCRIPTION

In Anopolis live different ethnic minorities and the its citizens have very different interests. The situation in town is stressed, as people are facing different problems, such as a bad economical situation, unemployment, tensions between the groups and a flow of refugees. But the town council got access to some external funds - now, in cooperation with civil society groups, they have to come to an agreement on how to spend the money. The list of proposals is long and it is now up to the actors to discuss their priorities and to come to a conclusion. In the end of the simulation game Anopolis will have some new buildings, but in which part of the city?



*Map of Anopolis: Here you see the three construction sites that are available for building new venues*

### Learning targets:

- Teamwork within the respective interest groups and between larger coalitions.
- Creating win-win-situations between different interest groups.
- Personal negotiations skills in order to persuade others and to organize majorities

**Target-Group:** young adults between 18 and 25 years. Previous knowledge is not required.

**Participants:** 20 to 30

**Duration:** 0,5 up to 1,5 days

**Type:** fictitious

**Languages:** English and German



# PRACTICE PEACE IN BELFAST

Conflict Transformation, Discrimination, Religious Conflicts



*The different stakeholders are discussing possible measures how to deal with the most urgent topics in Belfast*

## SCENARIO & PROCEDURE

This simulation is split into two parts. The first starts at the status-quo, the second takes place in the near future. Within the plenary sessions, the participants have to agree on measures for different topics (inter community relations and reconciliation; education, culture and economy; security and local Government). These measures are discussed during the negotiation phase and developed by the participants themselves. Six months later, based on an evaluation report of the European Commission (game supervisors), the participants have to deal with consequences of the approved measures and adjust them due to the unintended effects.

## OBJECTIVES

The overall goal is to come to a compromise between the members of the different parties and communities. The participants have to come up with their own ideas, how the reconciliation process in Belfast could be fostered. Thus, they are called to be innovative and convincing on the same time, in order to organize the required majorities.

## DESCRIPTION

This simulation game is dealing with discrimination and its consequences. The simulation game takes place in Belfast and it starts at the current status-quo, based on all former agreements, such as the Good Friday Agreement for instance. Until today, there is still a high level of segregation in Belfast, due to which a considerable number of neighborhoods are very homogeneous concerning religious affiliation. The simulation sets an Action Plan that has to be developed by the participants themselves, acting as politicians of the Belfast City Council and civil society representatives. The Action Plan has to include measures in the fields of culture, language, security and aims at overcoming the segregation.



*Before the plenary-session: The participants get an overview of the measures developed during the previous negotiation-rounds*

### Learning targets:

- Development of own ideas, on how to support reconciliation processes
- Teamwork among members with different interests and religious views
- Use and development of personal negotiations skills to persuade others and organize majorities.

**Target-Group:** Students between 16-25 years. Basic previous knowledge of the Northern Ireland conflict is required.

**Participants:** 15 to 30

**Duration:** 1 to 2 day(s)

**Type:** realistic

**Languages:** English and German

# FIGHTING RIGHT-WING POPULISM IN EUROPE

Right-wing populism, Minority Issues, Democratic principles



Participants in discussions about the effectiveness of different tools to fight right-wing populism.

## SCENARIO & PROCEDURE

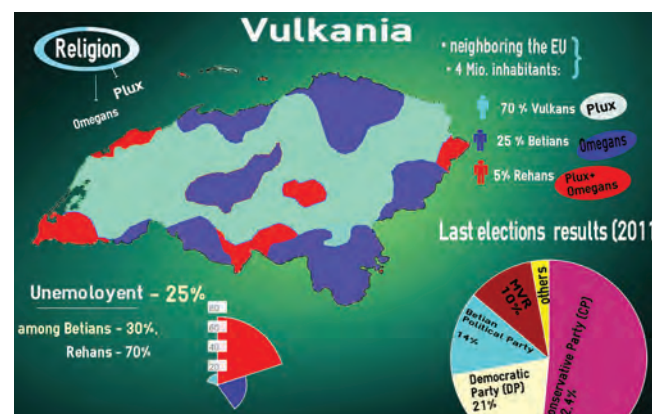
As elections are coming up and the country drives more and more into a deep crisis, the conservative government is trying to gain support by inviting all political actors to a conference. In the end, the government proposes an action plan for an education and security reform which addresses the current issues in Vulkania. Within conferences and open negotiation panels the actors try to enforce their interests while pressing their opponents to give in on theirs. In this context the established parties shall accommodate all different interests. In regard to the current events and the increasing dissatisfaction in the population, this task poses a particular challenge.

## OBJECTIVES

The overall objective of this simulation game is to help participants identifying the characteristics of right-wing populism, especially, it focus on the demonstration of the ability of right-wing populist parties and movements, to exploit existing crises and conflict lines within societies. It also puts an emphasize on the question in how far the mere existence of a right-wing populist party influences the political culture as such.

## DESCRIPTION

This simulation game highlights the sources and characteristics of right-wing movements and parties in the European Union. In addition to analysing the conditions of success of right-wing populism, it offers a platform to think about strategies to deal with this issue. The setting is a fictional country called “Vulkania” in which the three ethnic groups, Vulkansians, Betians and Rehans are living. Due to a rough phase in Vulkania’s economy ethnic tensions have increased and a new political party, the Movement for Vulkania’s Rebirth, has emerged and is gaining support by provoking a threat on the Vulkanian nation and blaming minorities for the lack of jobs and an increase in crime.



These are the country-facts of Vulkania. Right-Wing-Groups and parties are on the rise.

### Learning targets:

- Possible tools to fight right-wing populism; personal negotiation skills; forming of coalitions
- To acquire first-hand and personal experience of the functioning of right-wing populist parties
- To understand the complexity of negotiation processes in politics and policy-making and the need for compromises in democratic societies

**Target-Group:** age 16 and above.

**Participants:** 10 to 20

**Duration:** 0,5 to 2 days

**Type:** fictious

**Languages:** English and German

# TANDERA

Secession-Conflict, Conflict-Transformation, International Law



*The disputed area between Aponia and Betunia is called Tanderia*

The different actors have to discuss the future of Tanderia and to possibly agree on a peace treaty. Matters of debate are intended to be: territorial integrity vs. the right to self-determination, economic interests, security, refugees and IDPs as well as minority rights.

## SCENARIO & PROCEDURE

The actors in the simulation game are representatives of governments and non-recognized territories, civil society organizations, armed groups, third countries and international organizations. The aim of the conference is to find a peaceful solution to the conflict. However, especially with the escalation of the conflict in terms of violence and, moreover, the economic potentialities close to the Tanderian coast, positions have radicalized and each actor has his or her own objectives s/he tries to reach.

## OBJECTIVES

This simulation game is modelled after real conflict situations and refers to the diverse causes for conflict. The participants realize how complex such conflict situations can be and that resolutions should be as comprehensive as possible. The fictional scenario is a helpful way of discussing the possible solutions in an experimental environment.

## DESCRIPTION

The simulation game focuses on the dynamics that evolve around a secessionist's conflict. The setting is the fictional island of Darun, which consists of two states: Aponia and Betunia, which are respectively for the most part inhabited by one ethnicity. However, Tanderia, a region located in Aponia, is, nonetheless, mainly populated by Betunians. Yet, Aponians are dominating the political and public administration as well as the business sector. For a long time Betunians have demanded independence, but only recently tried to achieve this goal by violent means, including a rebel army. This had led to an escalation of the situation. The simulation game takes place in the framework of an international peace conference.



*Participants discussing possible solutions to the different conflicts*

### Learning targets:

- Understanding the dynamics and the capacities of the international community to resolve violent internal conflicts
- Develop and test alternative problem-solving approaches
- Transfer the experiences from the game into new approaches in reality

**Target-Group:** Professionals of the field of conflict-management, students, between 20 and 40 years old

**Participants:** 12 to 30

**Duration:** 1 up to 2 days

**Type:** fictitious

**Languages:** English and German



# DIVINI

Religious Extremism, Project-Planning, Secularism, Democratic Principles



*Participants are discussing the causes of the Religious Extremism and possible countermeasures*

## SCENARIO & PROCEDURE

Within the scenario the head of the regional government is coming to Divini with a fund for measures to fight and prevent radicalization, especially among the young population. The citizens of the town are therefore asked to work on convincing proposals, which either focus on measures of prevention or enforcement. The players take the roles of different societal groups, such as representatives of different Islamic denominations, state actors, civil society representatives or a lecturer from the academic field. Participants will need to think of effective countermeasures and to set their priorities, e.g. between measures of prevention which tackle the root causes of religious extremism and enforcement measures, which are repressive laws and policies to abide by. The players furthermore need to form alliances with members who share similar interests in order to reach their goals

## OBJECTIVES

The simulation game lets the participants understand a variety of possibilities to tackle the problem of radicalization and to experience positions, which are usually unfamiliar to them. They will get a deeper insight of conflict lines between different interest groups and possible dilemmas, which they face while coming up with effective countermeasures. It furthermore supports the creativity of participants to come up with ideas to prevent religious extremism and to think about possible root causes.

## DESCRIPTION

The Simulation Game „Divini” highlights the diverging interests and potential conflicts regarding causes and countermeasures towards religious extremism. In the fictional town of Divini the spread of religiously motivated radicalization has become a prominent issue. A significant number of young people have left to fight for extremists’ groups and rumors appeared that some of the fighters might be returning soon. A wide range of actors from different social spheres are therefore coming together to discuss their ideas on how to deal with this situation and to try to convince the authorities to give funding to their proposals.



*Here participants are preparing the final project-proposals and discuss the details of their countermeasures*

### Learning targets:

- To reflect about causes of religious extremism
- To understand the main lines of conflict and dilemmas when it comes to establish countermeasures towards religious extremism
- To reflect on different ways of tackling the problem and the main concerns of actors involved in this sphere
- Creating a basis for discussions of countermeasures in the real living context of participants

**Target-Group:** Civil Society, Administration, students, scholars, from 18 years.

**Participants:** 15 - 20

**Duration:** 1 up to 1,5 day(s)

**Type:** Semi-realistic

**Languages:** English, German and Kyrgyz



# RIGHTS AND DUTIES IN LOCAL POLITICS

Democratic Principles, Citizen Participation, Rule of Law



*Which are the priorities the local Development Plan should primarily focus on?*

decision making processes. The simulation game addresses the issue of accountability on a local level, in order to provide the target group with concrete entry points connected to their day-to-day life.

## SCENARIO & PROCEDURE

The simulation game takes place in a fictional community in a typical transition country. The town faces many challenges (water and electricity supply, no adequate provision of health services, poor waste management, bad infrastructure, low economic development etc.). The population is unsatisfied with the situation and has taken its demands to the streets. In light of these demonstrations local politicians have decided to act and come up with a development plan that ought to improve the situation. In the very center of this simulation game are the negotiations about a new Development Plan. Here the participants have to find adequate ideas and convince the Town Council Members.

## OBJECTIVES

The main goal of this simulation game is to raise the participants' awareness about their rights when it comes to local decision making processes. By helping to understand how local politics work and identify the duties of local politicians the simulation game helps to effectively control them and thus leads to more transparency. During the evaluation we also reflect on why democratic rules are often not put into practice and what could be individual entry points to change this. Doing so, we also strengthen the commitment to get involved into political processes, which is then again a key condition to sustainably implement a system of checks and balances.

## DESCRIPTION

The question of how to hold politicians accountable is crucial when it comes to establishing democratic culture. In many transition countries, but not only there, the political practice doesn't match written law. Power sharing, rule of law and transparent decision making processes exist on paper, but the citizens' lack of awareness and knowledge about their rights, nepotism, the absence of effective prosecution and a weak civil society prevent them from coming into effect. Improving accountability will not only reduce corruption, make administration more effective, and increase the efficiency of public spending, but will also increase the trust in politics and in the long run lead to more democratic and participatory



*In the simulation game citizens have the chance to submit petitions, in order to put pressure to act on local politicians*

### Learning targets:

- Understanding local political processes
- Empower the population to address their needs and control politicians more effectively
- Developing innovative initiatives and alternative problem-solving approaches

**Target-Group:** Civil Society Actors, Administration-Staff, Students, Local Politicians. Starting from approx. 18 years

**Participants:** 8 to 20

**Duration:** 1 day up to 2 day(s)

**Type:** fictitious

**Languages:** English and Arabic

# AHL HESSA [THE VILLAGE]

Gender Equality, Democratic Principles, Citizen Participation



*Participants step into the roles of actors of the family and of the village and simulate the manifold local conflicts; trying to find solutions.*

## SCENARIO & PROCEDURE

A village called “Hessa” is deprived of educational, health, environmental and other community needs, that was one of the main reasons that forced many families in the village to go to surrounding villages to get these services. In the village of “Hessa”, according to traditions, men are privileged in most rights such as inheritance, education, age of marriage, and those with power and influence who control various aspects in the village. The conflict in the village of “Hessa” is a historic conflict vested in one of the biggest families in this village. It started when one female grandchild began to study, supported by her father. This young woman’s ambition helped her complete her higher studies until she reached the highest positions and became a member of Parliament. This young woman comes back to the village after her father death and from here different events take place and several actions should be taken.

## OBJECTIVES

The events in the simulation game revolve around the discussion and conflict between the people of the village to the difference of their views on the social problems facing their village especially those related to gender equality and how to find solutions to them. Challenges are represented in community participation and education of women and their right to inheritance and reproductive health. With the passage of events, change occurs among the village residents. The main objective is to highlight the rights and challenges of women and emphasize the importance of social participation and integration of women in the society.

## DESCRIPTION

Women empowerment supports the development of society in many ways, in true sense a society cannot be considered developed if not the both genders contribute in accordance with their potentials. This simulation game is exposing the participants to the concept of gender equality through discussing different topics and rights related to women. The simulation game is challenging the perspectives of the participants and allowing them to put themselves in the shoes of someone else.



*Analyzing the conflict of Ahl Hessa, focussing on the existing power-relations between male and female citizens*

### Learning targets:

- Raising awareness about the importance of Gender Equality through enhancing knowledge about the benefits and importance of equality and its positive impact on individuals, families and community.
- Changing perspectives of the roles of both genders in the society and the misconception of power relations between them.
- Changing the stereotypes of Male’s dominance in the society through demonstrating the challenges that women face. For example: early marriage, women rights in inheritance and women rights to work and to be a change agent in her society

**Target-Group:** youth between 14 and 25, heterogeneous composition desirable

**Participants:** 12 to 18

**Duration:** 0,5 to 1 day

**Type:** semi-realistic

**Languages:** English and Arabic

# EL WASA'AYA

Minority rights, Peaceful living together, Democratic Principles



*Participants are presenting the positions of their actors regarding the future usage of the area at stake.*

model which manifests in the form of a scenario. It then moves on to integrate stakeholders as agents and actors who are later invited to influence the design and dictate the outcome.

## SCENARIO & PROCEDURE

In the midst of all the tribal, sectarian and sectarian conflicts El Wasa'aya, a large foreign investor offered to purchase a unique part of the land which is 4,000 square meters. This was welcomed by the local authority, while the sale of this unique land was met with strong objection by the population. The local authority, however, stipulated that the residents of the city should agree on how to invest this land so that this investment will lead to the development of the city and create an atmosphere of peaceful coexistence that they need very much, provided that they plan the whole project and how to finance it. In case they don't reach any resolution, the state agrees to sell the land to the foreign investor.

## OBJECTIVES

El Wasa'aya has different conflict lines imposed by numerous and different actors with contradicting tendencies and interests, the question is, will the actors find a resolution and be united to protect their land? Will the actors be able to create the peaceful coexistence on their land?

## DESCRIPTION

Al-Wasa'aya is a city located in the center of the country and passes through a river that divides it into two parts, east and west. Due to differences in social levels and the size of families in addition to the existence of minorities and religious communities that is more powerful than others, which led to the emergence of permanent conflicts between most of the population of that city and conflicts sometimes lead to violent exercises, abuse of places of worship and murder sometimes. The game stimulates the actor's decision-making processes and showcases the consequences in relation to existing social systems. This mixed approach allows for part of reality to be represented, simulated and applied as a dynamic



*During the simulation game the participants try to convince each other and to build majorities for the final decision-making.*

### Learning targets:

- Understanding the role and importance of minorities for a democratic system
- Developing a vision for peaceful living together
- Decision Making in groups

**Target-Group:** youth between 14 and 25, heterogeneous composition desirable

**Participants:** 15 to 30

**Duration:** 1 day up to 2 days

**Type:** fictitious

**Languages:** English and Arabic



# EL REHLA [THE JOURNEY]

Democratic Principles, Citizen Participation, Rule of Law



*Very active and emotional negotiations among the participants how to continue the journey.*

During the evaluation phase participant reflect on questions like  
a) What makes a good decision? b) What is needed to make a good decision? c) To what extent individuals participate in political life in Egypt, and what mechanisms do they use?

## SCENARIO & PROCEDURE

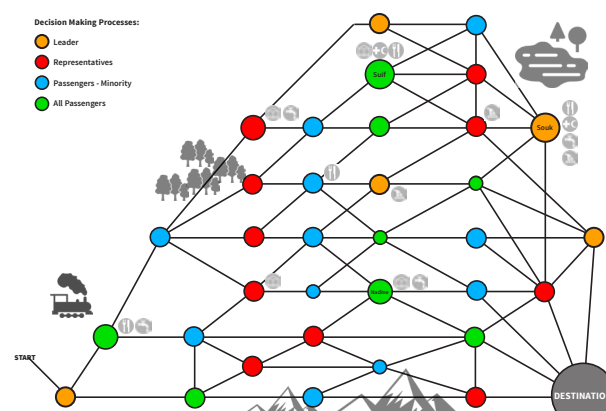
The scenario of the simulation game is a train ride, where the passengers (participants) are distributed over three (3) wagons; each one representing a social stratum. All passengers have to fulfill their different social needs and thus want to pass by different stations. After each stop, after satisfying their needs, the participants have to take a follow-up decision on how to continue the train-ride. At each stop different decision making mechanisms are in place that request action of the participants and make them experience the pros and cons of each mechanism. That way democratic principles can be experienced and are challenged.

## OBJECTIVES

The main objective is to raise the awareness about democratic decision-making mechanisms. In this regard the simulation game shows clearly the importance and value of each single vote in the case of elections. Furthermore, it highlights the crucial function of social and political participation. It also makes participants understand that active citizenship goes beyond criticizing political decisions and governing systems, to include fostering self-education and self-empowerment to become effective agents of change, either through voting, or leading community development initiatives.

## DESCRIPTION

The way a society takes its decisions characterizes it significantly and is directly linked to the realization of the values: humanity, equality, honesty, social justice and especially freedom. This simulation game provides a save space to experiment with different decision making mechanisms. The participants are on a fictitious train-ride during which they have to decide in which direction to continue, at every junction/station. Moreover, it helps the participants to understand the different social needs in their community. This is the third game developed by SimClub members that exposes Egyptian youth in different Egyptian governorates to make informed decisions regarding their participation in political life.



*The railway infrastructure, in which the participants have to find their way.*

### Learning targets:

- Understanding and practicing decision-making in groups
- Conveying the importance of an active citizenry for peaceful living together
- Developing a culture of inclusiveness between different social classes.
- Increasing individual ability to analyze existing conflicts and better expect/accommodate future conflicts.

**Target-Group:** youth between 14 and 25, heterogeneous composition desirable. Starting from approx. 12 years

**Participants:** 10-15

**Duration:** 0,5 to 1 day

**Type:** fictitious

**Languages:** English and Arabic



# ENERGY FOR PEACE

Power supply, Environment, Domestic Conflict



*Different interest groups try to arrange the terms of the referendum....*

## SCENARIO & PROCEDURE

The European Union wants Kalatia to reform its energy sector. The EU is willing to provide funds, if the population of Kalatia is able to provide a plan which is collectively created and will be approved by a referendum. The citizens of Kalatia can decide between the construction of a hydroelectric power plant, a coal power plant or the construction of decentralized renewable energy carriers. Actors within this simulation game are: government, opposition, youth movement, NGO, steel company, labor union, farmers association, and the representative of the ethnic minority. These actors have to take into consideration various issues such as the environmental burden, the control over the electricity supply, employment, and the contribution to conflict prevention when voting on the referendum.

## OBJECTIVES

That the energy supply of a country has an impact on the question of peace or war is more or less uncontroversial. Likewise most people won't argue that renewable energy carriers play an important role in climate protection. This simulation game will shed light on the question if renewable energy carriers can also play an important role in conflict prevention, and if so what kind of role. Additionally, the simulation game will enhance the participants' understanding of the motivations of the actors and how these can be convinced by different position. Furthermore, the simulation game helps the participants to understand how a peaceful future can be pursued within a post-conflict society. It will reveal the obstacles and show possibilities to achieve the goal of a peaceful future for Katalia.

## DESCRIPTION

The fictional country of Kalatia has to deal with various problems since it gained its independence from the fictional Republic of Ragasia. Ethnic unrest, a difficult economic situation, migration, and a high unemployment rate are just some of these problems. In addition, the energy supply of Kalatia is also not guaranteed in various regions of the country. This simulation game is dealing with the relations between energy security, environmental protection and conflict dynamics. A special emphasis is placed on the question whether renewable energy can contribute to conflict prevention in Kalatia and in general.



*Successful negotiations become sealed with a handshake...*

### Learning targets:

- Teamwork within the respective interest groups and between larger coalitions.
- Creating win-win-situations between different interest groups.
- Personal negotiations skills in order to persuade others and to organize majorities

**Target-Group:** young adults between 16-25 years

**Participants:** 16 to 32

**Duration:** 0,5 to 1 day

**Type:** fictitious

**Languages:** English and German

# ENERGY-TRANSITION

Energy Transition, Renewable Energies, Citizen Participation



*Participants try to organize more effective opportunities for citizens to participate in the decision-making-process*

## SCENARIO & PROCEDURE

In many cases the network operators or the local residents are held responsible for the congestion of network expansion. But what are their exact interests and how can those be reconciled? The participants take on the roles of key actors and need to deal with close to reality conflicts with the aid of an exemplary municipality. Should the German Energy Agency (dena) take care of the expansion in the first place or should there be public tendering? When can underground cables be laid and what kind of impact do they have on the price of electricity? What are “super grids” and where can they be used? How can decentralized energy suppliers be networked and how can innovative storage technologies be utilized? And above all: how can planning be carried out in a more transparent way and how can a sufficient citizen participation be created?

## OBJECTIVES

The participants learn technical terms and options related to the network expansion in Germany. In addition, in the simulation game the conflicts in network expansion become clearer and innovative approaches can be tested. Furthermore the possibilities of a European Network Organization and a cross-border network balancing are discussed. At the end the participants have an increased expertise and ideas, how a better citizen participation and more transparency in the network extension could look like, are developed

## DESCRIPTION

The energy revolution in Germany poses big challenges for society. A comprehensive re-organisation of the network infrastructure is required and the ways of energy production are changing rapidly. For many citizens the current policies do not always appear clear and comprehensible, which is leading to resistance. But the networks are clogged, too inflexible and prevent an intelligent distribution of locally generated electricity. This way even the feed-in of wind energy has to be partially interrupted. So which are the concrete difficulties and how can network expansion and citizen participation be simultaneously advanced? These are the issues of this simulation game.



*How can the current issues regarding the energy transition in Germany be actively influenced?*

### Learning targets:

- Understanding of the network management in Germany
- Sustainable development of power generation, which total costs incur for the respective types of production
- What makes a fast expansion of power grids fail and how can the expansion be supported

**Target-Group:** Administrative staff, university students, pupils, from the age of approx. 18 years

**Participants:** 15 to 30

**Duration:** 0,5 up to 1,5 day

**Type:** Semi-realistic

**Languages:** English and German

# FINANCIAL MARKETS

Financial Markets, Banking-System, Economy + Ethics



*Different financial products are presented and discussed*

## SCENARIO & PROCEDURE

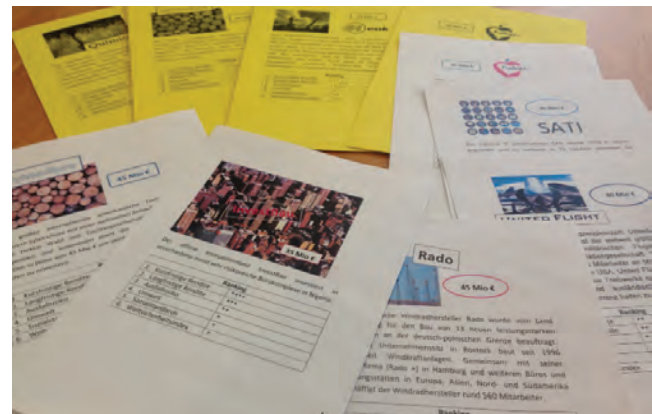
In the first step the four board members discuss the next investment of the bank. There are 20 different products available, from which they can select 12. and the participants compete for the most lucrative ones. Here applies the principle “first come, first serve”, which puts the board members under additional time pressure. In the next stage the market is closed and no more investments can be done. Both groups of actors are now preparing for the general meeting, where they present their decisions to the respective other group. After having presented them internally, the chairman of the board and of the supervisory board do a mutual presentation for all participants.

## OBJECTIVES

The focus of the simulation game is mainly to convey the basic mechanisms of financial markets in order to give the participants a sense for the global and complex relationships in the financial markets and to show how they are interdependent. Furthermore the topics ethics and profit-oriented economy, limits to growth and the working methods of a bank are illustrated. In addition the simulation game demonstrates the dynamics of capital market oriented action.

## DESCRIPTION

The simulation game illustrates the basic mechanisms affecting the decision making of banks. This way, the dynamics of the financial markets, which increasingly seem to have become opaque and intertwined, should be brought closer to the participants. Two different banks compete for various financial products. At the same time they need to agree on new ethical guidelines until the next general meeting. In the wake of the financial crisis both banks had to face losses in capital, as well as in trust; both are to be recovered in their new business plan. Especially their private customers are upset since the crisis, as their deposits were used to bail for serious losses of risky bankers.



*Different financial products have different effects*

### Learning targets:

- Development of a fundamental understanding of the mechanisms in the financial markets
- General understanding of how the global banking system works
- Critical discussion of topics of the financial and banking world

**Target-Group:** Minimum age 15 years, a similar level of knowledge is beneficial.

**Participants:** 18 to 36

**Duration:** 1 day

**Type:** semi-realistic

**Languages:** English and German



# GREENCITY

Religious-Secular Conflict, Democratic Principles, Measures for Peace



*Citizens of Greencity assemble to discuss causes for the tensions between religious and secular groups.*

## SCENARIO & PROCEDURE

Greencity is one of the youngest cities of Evergreenia. It was formed in 1975 at the place where large coal reserves were found in 1960. Evergreenia is considered a democratic and secular country, however as the number of believers is increasing, Islam has begun to play an important role in the society. Lately, the notion of secularity becomes one of the most controversial questions. An act of vandalism has stirred up dispute in Greencity recently and, in order to tackle the debate, the mayor has invited representatives from the civil society, religious and human rights organizations to a meeting. The goal of this encounter is to exchange views and decide what joint activities they could undertake to prevent such disagreements and conflicts from occurring in the future.

## OBJECTIVES

The focus of the simulation game is to convey an understanding of the conflict-dynamics between religious and secular groups in a society that is divided in that matter. The game explores the specific topics where a conflict might manifest between persons with different beliefs and encourages inclusive, solution-oriented thinking.

## DESCRIPTION

The simulation game, Greencity, highlights the complexity of the conflict between religious and secular groups and the possible points of manifestation of the conflict on a local level. In the fictional town of Greencity a wide range of actors from different social and political spheres come together to discuss the recently occurred act of vandalism that had a religious connotation. Though the culprit is not yet identified, the citizens are urged to find the appropriate deescalating measures.



*Within the simulation game the participants develop their own ideas for deescalating measures.*

### Learning targets:

- Understanding the dynamics of the conflict between the religious and secular groups in society
- Develop and test alternative problem-solving approaches
- Strengthen negotiation skills

**Target-Group:** Youth activists and Youth-Workers, age 18 and above

**Participants:** 12 to 25

**Duration:** 1 day

**Type:** fictitious

**Languages:** English, Kyrgyz and Russian

# KRAPOWA

Sustainable urban development, structural transformation



*The participants are discussing what is important for living together in a city like Krapowa and on that account what should be done...*

## SCENARIO & PROCEDURE

The politicians won't be able to solve the problems on their own. That is why the mayor encourages all residents to be active and to get involved in finding creative solutions to end the crisis. But to find common grounds is not that easy, as there are various contradicting interests due to different stakeholders. Activists, businessmen, and politicians, all residents have their own perspective of how the future of Krapowa should look like. Additionally, the elections for the new town council are soon to happen, which makes the situation even more tense. The simulation game will show if actors can agree on a common vision of a sustainable future of Krapowa.

## OBJECTIVES

For at least 40 years the "limits of growth" are a big issue in public debates. But still, it is widely disputed how to organize a society which is not based on the principle of growth. Especially when it comes to the question, who should reduce his or hers living standard, things become difficult. Within the simulation game, these abstract questions are linked to the all day life of a small town. Through the negotiation process, participants will realize the importance of using a holistic approach that includes environmental, cultural, social, and political aspects to ensure an inclusion of all actors and therefore an optimum utilization of the available resources. By this, the participants are encouraged to reflect on sustainable development, and act in order to improve the situations in their own village, town or region.

## DESCRIPTION

After being an important spot on the industrial map, the town of Krapowa is facing major problems. During the last years, many factories and plants had to shut down, leading to high unemployment rates, depopulation, and tight budget situations. In addition to the economic crisis, the town also faces environmental issues, the educational facilities are outdated, and other social and cultural institutions are not able to withstand the economic difficulties. The town is in need of new concepts and creative approaches in order to sustainably revive their town. Therefore, the residents of Krapowa are challenged to re-organize the city resources.



*Lively discussions, in order to give direction to the final the decision*

### Learning targets:

- Insights on the limits of permanent growth
- Possibilities of structural change and the difficulties in implementing it
- What does sustainable growth actually mean and how it can be introduced on local level

**Target-Group:** Administration, students, civil society, between 16 and 30 years

**Participants:** 15 to 25

**Duration:** 1 to 1,5 day(s)

**Type:** fictitious

**Languages:** English, German and Polish

# NIDAL'S STRUGGLE

Value-based Decision-Making, Democratic Principles, Citizen Participation



*The participants will increase their awareness of value-based decision-making.*

## SCENARIO & PROCEDURE

In order to tackle the five values mentioned above, the scenario focuses on the personal level. Therefore, we created a fictitious scenario in a small village, with the community leader (Nidal) in the very centre. While suffering from a serious sickness, Nidal reflects about his life and the crucial decision he took. At that stage, he decides to tell his family members his lifelong secret: an ancient, extremely valuable artefact is buried in the backyard of his house. However, the information spreads rapidly among the villagers and different interests collide. Now, participants have to negotiate with other actors in order to develop a proposal that is supported by as many actors as possible. The goal to find a majority, to please the last wish of Mr. Nidal and to contribute to the welfare of the village.

## OBJECTIVES

This simulation game is modelled after real conflict situations and refers to the diverse causes for conflict. The participants realize how complex such conflict situations can be and that resolutions should be as comprehensive as possible. The simulation game shows the dynamic nature of conflicts, and provides a base to discuss questions like how to still follow their values even in challenging situations and what are first steps to a sustainable peace agreement. The fictional scenario is a helpful way of discussing the possible solutions in an experimental environment.

## DESCRIPTION

This simulation game focuses on promoting the universal values of Humanity, Equality, Honesty, Justice and Freedom. The participants will increase their awareness of value-based decision-making. During the evaluation-phase the participants try to anticipate challenges in applying value-based decision-making in their real lives. The simulation game explicitly highlights the differences between short-term and long-term effects of decisions and stresses the importance of using values as a guiding reference while taking decisions. However, during the evaluation questions like why should we follow values in our lives and how prioritize among values will be discussed.



*The simulation game encourages participants to take decisions, even if they are not easy.*

### Learning targets:

- Reflecting about values and why we should follow values in our lives.
- Teamwork within the respective interest groups and between larger coalitions.
- Personal negotiations skills in order to persuade others and to organize majorities
- Develop and test alternative problem-solving approaches when it comes to negotiating agreements.

**Target-Group:** Teenagers, students, between 14 and 25 years old

**Participants:** 10 to 20

**Duration:** 1 day up to 2 day(s)

**Type:** Fictitious

**Languages:** German, English and Arabic



# NON-VIOLENT RESISTANCE / TO THROW OR NOT TO THROW A STONE

Violence Prevention, Conflict Management, Awareness Raising



*During the simulation game the participants take-over roles of protesters and plan a demonstration*

## DESCRIPTION

The simulation game deals with the motivations and convictions behind the choice of protest forms and the role of communication between different stakeholders before demonstrations. In the scenario, participants plan a large-scale protest by taking the roles of protesters and representatives of state authorities. The aim of the simulation is to understand the dynamics behind the choice of protest form and to reflect on role of communication in the context of protest preparation.

## SCENARIO & PROCEDURE

In the scenario, the participants prepare a large protest event, which had a history of violent incidences in the past. The participants take over the roles of different fractions of the protest organizers and the public officials tasked with managing the protest. The roles do not only differ in their position on the protest topics, but also on their views of legitimate protest forms and the willingness to cooperate with the other side. The simulation game follows a two-stage procedure: First, both the organizers and the public officials meet internally to discuss and find a joint approach to the protest. In the second phase both sides meet and discuss common pillars for the protest event.

## BACKGROUND

Protests are a delicate topic: They are an essential part of a lively and functioning democracy but they also raise worries and fears among many citizens once they turn violent. This was, for example, the case during the G20 protest in Hamburg 2017. The events triggered a broad debate on means of protest and its consequences. What dynamics lead to the choice of violence and non-violence means of protest, however, remains for most people in the dark.



*When does a protest turn violent and how this can be prevented?*

### Learning targets:

- Develop a better understanding of the dynamics behind protest forms
- Get sensitized for the influence of communication in context of protest
- Identify chances for violence prevention and escalation management

**Target-Group:** actors in political educational work and persons, students, age 16 and above

**Participants:** 15 to 30

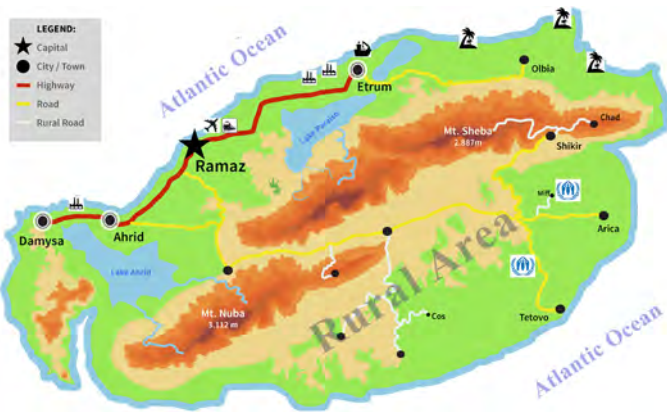
**Duration:** 1 day

**Type:** fictitious

**Languages:** German and English

# NATIONAL YOUTH POLICY

Policy-Making, Democratic Principles, Citizen Participation



*The fictitious country of Shebania started the process of designing and implementing a new National Youth Policy*

## SCENARIO & PROCEDURE

The scenario takes place on the fictional island in Atlantic Ocean named Shebania. The one third of the whole population of Shebania are youth. According to the analysis *The Needs and Challenges of Youth*, conducted by the Ministry of Youth, there is a high level of potential brain-drain among youth caused by youth exclusion from economic, social and political participation.

During the simulation game, the actors will discuss the new National Youth Policy for Shebania. The actors have different positions (policy-makers, youth-serving, youth-led organisations and average citizens) and follow different interests regarding the new NYP. Thus, during the negotiation rounds they have to convince others, in order to gain their support and to make sure that the actors' interests are reflected in the Guiding Principles and in the Recommendations for the Framework of the NYP to the greatest possible extent.

## OBJECTIVES

The overall goal is to better understand about policy making processes and its implementation. Participants will gain general knowledge about designing and negotiating a National Youth Policy (NYP) and the procedures for its implementation. This way participants become familiar with the respective state bodies involved, as well as with the interests, capacities and challenges of civil society actors. As different actors from various sectors, the participants will learn how to identify common goals, reach the agreement (consensus, majority vote, etc.) and outline the results in the NYP, embedding youth considerations in key governance areas, such as public financial management, local governance and gender equality.

## DESCRIPTION

In many countries youth participation in the public life is a serious challenge. Many countries have approved a National Youth Policy that is supposed to overcome the most urgent issues. The simulation game focuses on the design of a National Youth Policy (NYP) in four areas: Economic Participation, Education, Political Participation and Social Cohesion. It is divided into two phases: while during phase one the participants aim to agree on general guiding principles for each area, they discuss a beneficial and feasible framework during phase two. From the finding inside the simulation game valuable lessons learned can be reached that provide an ideal basis for further concrete planning in reality.



*During the Final Press-Conference the results of the previous negotiations are presented.*

### Learning targets:

- Increased understanding of policy-making processes. Better understanding what policy-makers can do and what are their limitations
- Overcoming the prevailing mistrust between civil society actors and government/Local Authorities (increase mutual empathy between youth and youth-serving organizations, and policy makers)
- How to design and establish a structured dialogue between different actors (youth, policy-makers, civil societies).

**Target-Group:** Policy-Makers, Civil Society Actors, Youth Workers, Youth, starting from approx. 18 years

**Participants:** 18 to 60

**Duration:** 1,5 up to 3 day(s)

**Type:** fictitious

**Languages:** English, German and Arabic

# OMARIA

Regional Integration, Democratic Standards, Freedom of Movement, Climate Change



*The representatives of different countries discuss the future of the Regional Organization ORIO.*

future of the organization and it seems clear that the member states are willing to tackle several controversial topics to mark a clear pathway for future development.

## SCENARIO & PROCEDURE

The participants step into roles as member state delegates to the regional organization. Their task is to discuss three topics: freedom of movement (A), democratic standards and supranational institutions (B) and climate change (C). Regarding freedom of movement, the delegates discuss the effectiveness of current agreements and the possibility of revision. Whether mandatory democratic standards should be devised and supranational institutions built, and concurrently, whether violations of democratic standards should be sanctioned is the second topic. Lastly, the delegates discuss the formation of an agency for climate change within the organization.

The simulation game starts with the status quo and simulates the annual summit 2018. During the simulation game the participants try to identify the different interests and arrange them in order to eventually create a roadmap that describes a possible future scenario for OMARIA.

## OBJECTIVES

The simulation allows participants to explore the decision-making process within a regional organization. The simulation game not only clarifies the interests and objectives of the different member states of ORIO, but also makes the conflict dynamics come alive. By playing their roles the participants can discover new aspects of regional issues and thus gather new ideas on conflict resolution. During evaluation the course of the simulation can be analyzed and the decisive factors for compromise are determined.

## DESCRIPTION

This simulation game focuses on regional socio-economic and political integration and deals with the complex challenges that a regional organization is confronted with. The setting is the yearly summit of a fictitious regional organization in a fictitious region. In the course of the organization's existence, the wish for an advanced integration in certain thematic fields occurred and initial agreements were reached concerning the adherence to democratic principles, the freedom of movement and the wish for an increased cooperation concerning common challenges such as adaptation to climate change. This year's summit is therefore considered by many observers and political analysts as a decisive point for the



*Participants try to create sufficient leverage for their own views and to convince others at the negotiation table.*

### Learning targets:

- insights into the workings of a regional organization
- developing innovative initiatives and problem solving approaches
- gaining experience in combining conflicting interests and viewpoints while reaching for a common goal
- To learn about the different political interests of developing countries

**Target-Group:** diplomats, government representatives, NGO workers interested in regional integration, starting from 18 years of age

**Participants:** 16 to 25

**Duration:** 1 day up to 2 day(s)

**Type:** semi-realistic

**Languages:** English and German



# SAVANIA

Religious radicalism, secularism, religion and state



*How should the new law on Religious Freedom look like?*

## SCENARIO & PROCEDURE

The actors of the simulation game are representatives of the government, of the opposition, of civil society, of minorities, of religious institutions and organizations and external state actors. Altogether face the very challenging task to develop a new law on religious freedom for Savania. Thus the participants have to find answers on issues like practicing religion in public, rights for minorities, religious education and the secularity of the state in general. Furthermore the actors should come up with ideas how to prevent religious extremism.

## OBJECTIVES

The simulation game is modelled after real conflict situations and refers to the most essential issues. This gives space for the participants to reflect on the diverse causes for conflict and to think about possible solutions. The fictitious scenario is a helpful way perceive the conflict from different angles. Moreover it gives space to the participants to develop innovative ideas and actions how to tackle extremism.

## DESCRIPTION

This simulation game focuses on the role of religion as a driving force for conflicts. Since its independence in 1991, the country of Savania is searching for a sustainable solution how to stay a secular state and at the same time assure religious freedoms. The situation got even tenser, as last year several hundreds of young men from Savania were joining terrorist groups in Syria, Iraq and Afghanistan. Different actors with different view points are involved in the developments in Savania. Within this framework the participants in the role of secular organized government are instructed to create a new law on religious freedom that maintains the secular state model and guarantees the practice of faith.



*In Savania external actors and the linceses to extract raw materials play also an important role*

### Learning targets:

- Understanding the dynamics and causes of religious conflicts, religious radicalism and the role and responsibility of the government
- Develop and test alternative problem-solving approaches
- Transfer the experiences from the game into new approaches in reality

**Target-Group:** Experts and students, starting at 20. Similar level of knowledge is beneficial.

**Participants:** 20 to 30

**Duration:** 1 up to 2 days

**Type:** semi-realistic

**Languages:** English, German, Russian, Kyrgyz

# CIVIL-MILITARY COOPERATION

Conflict Transformation, Civil Society, International Law



*Within the framework of the forum, the actors are dealing with the question of when they will be ready for a stronger engagement in civil-military cooperation?*

## SCENARIO & PROCEDURE

The simulation SIMIC deals with these questions in a fictional scenario. There has been a decade-long civil war in Sikrusi which was finally ended by the intervention of an international Coalition. In the north, there are the 5.000 soldiers of the State of Metriopa, which are responsible for the compliance of the ceasefire agreement. They should work and cooperate increasingly with civilian actors. In the simulation, military players and civil society actors are meeting, as well as representatives of the local administration to decide about a reconstruction plan for the region.

## OBJECTIVES

The simulation is primarily targeting actors who are confronted with CIMIC in their daily work life. It is also suitable for gaining general knowledge about CIMIC or deepen it and to be able to answer the given questions. The participants dive into a debate about CIMIC and understand the lines of argumentation. In the simulation, the participants are confronted with a conflict-dynamic environment and the concrete challenges that are coming with it. At this point, the participants are learning about the perspectives of the local people regarding the mentioned questions.

## DESCRIPTION

The complex challenge of handling violent conflicts requires the cooperation of various actors on different levels. Within the approach of the Networked Security there should be the resources of the military and police Security forces, civil peace forces, diplomacy and development cooperation at a national, international level and local level. There are many challenges and open questions associated with, such as: In which areas can you work more together? Moreover, when does a clear demarcation make sense? How can the different logics of action be combined? How can it be locally handed that there is a non-uniform access to information, different legal requirements and cultural differences of the organizations involved?



*Discussing details about a reconstruction plan and who can guarantee the necessary safety during the realization.*

### Learning targets:

- Improve cooperation between Military and civilian actors of conflict transformation
- Better understanding of conflict dynamics
- Tools for conflict Transformation

**Target-Group:** Civil and Military Experts in Conflict Transformation and interested persons, starting from age 20

**Participants:** 15 to 20

**Duration:** 1,5 to 2 days

**Type:** fictitious

**Languages:** English and German

# SIMIGRATION

## Migration, Integration, EU-System



*There were several proposals regarding Re-Patriation, border-controls, Asylum-seekers, etc.*

### SCENARIO & PROCEDURE

During the simulation game, the participants will have to react to an acute refugee crisis. In the first instance, they will participate in a fictional conference on European level. Here, the participants will try to agree on measures to counteract the precarious humanitarian situation. However, besides from humanitarian aspects, the decision making process is substantially influenced by economical and political interests as well. In the following second part, the participants will slip into the role of local actors living on a small island in the Mediterranean. As members of the municipality, labor union, local non-governmental organizations, chamber of commerce a.o. they will try to implement the decisions made beforehand.

### OBJECTIVES

In the first instance, the simulation game will cause a sensitization regarding the issue of migration and the social and political conflicts inherent to it. The simulation game particularly focuses on raising awareness regarding the need and possibilities of cooperation to find a solution for social and political problems outside a single state perspective.

### DESCRIPTION

This simulation game analyzes the current European migration policy. It shows institutional mechanisms of decision making processes within the European Union. Furthermore, the simulation game highlights the impact of such decisions on local communities. The preparation phase sets focus on the causes for migration (so called „push“ and „pull“ factors). During the simulation game, fundamental social conditions will be debated. Topics are self- and external perception, the idea of walling-off and problems of integration as well as questions concerning political regulations on transnational migration. Using this experience based learning method, participants will be able to conceive the complex of problems concerning migration in its entity.



*Voting on EU-level on the actions that should be implemented*

#### Learning targets:

- Overall insights into the topic of migration (push- and pull factors, skills shortage, aging of societies, xenophobia, a. o.)
- European Union Decision-Making-Process and migration policies
- Insights into the complexity of planning and decision-making on local level

**Target-Group:** Practitioners, students, NGO-Staff, between 16 und 30 years. Previous knowledge on migration and on EU-System is not required.

**Participants:** 15 to 35

**Duration:** 1,5 up to 2 days

**Type:** semi-fictional

**Languages:** German and English



# SIMVISION

Conflict Transformation, International Law, Future Scenarios



*The second summit of the South Caucasian Union brings together different stakeholders*

## SCENARIO & PROCEDURE

The actors in the simulation game are representatives of national governments, of NGOs and of non-recognized territories. The aim of the summit is an attempt to improve relations between the three South Caucasian States and ensure peaceful living conditions. During the first “Forum on a South Caucasian Union”, the actors should prepare common guidelines and policy recommendations in a final agreement which won’t be binding but will serve as a starting point for further discussions on the South Caucasian Union. At the same time, there will be a forum on the Nagorno Karabakh conflict since this conflict is seen as crucial for a peaceful development of the whole region.

## OBJECTIVES

The territorial conflicts in this simulation game have a long history in the South Caucasus region. The fictional scenario is a helpful for the participants to distance themselves from their pre-defined mindsets and thus paves the way for discussing possible scenarios in an experimental environment.

## DESCRIPTION

This simulation game concentrates on the opportunities of solving regional conflicts and territorial issues, taking the South Caucasus as an example. The plot is based on a possible future of the region in 2025, where national states (Georgia, Armenia and Azerbaijan) plan to increase their collaboration in a joint “South Caucasian Union”. This Union holds its second summit in June 2025. During this summit the actors will have to agree on certain topics as “Human Dimensions, Economic cooperation, Security, Reconciliation, IDPs, and the implementation of the “Madrid Principles” for the Nagorno Karabakh (NK) conflict and a continuation of the South Caucasian Union.



*The participants have the chance to carry out different actions during the negotiations*

### Learning targets:

- Increasing the mutual understanding and confidence among the participants from the different countries
- Develop and test alternative problem-solving approaches
- Create a common vision for the future of the South Caucasus

**Target-Group:** Administration, students, civil society, starting from approx. 20 years

**Participants:** 20 to 30

**Duration:** 1 up to 2,5 day(s)

**Type:** fictitious

**Languages:** English, German, Georgian + Russian

# TRANSOLVIA - ELECTIONS

Election-Campaigning, Voter Apathy, Democratic Principles



*Strategic planning of the next steps of their campaign. What are the crucial topics and what to do where?*

## SCENARIO & PROCEDURE

The actors in this simulation game are mostly politicians, as well as members of the national youth movement and the press, which is playing a crucial role. During the game, the representatives of the different parties have to agree on a party program and further build a strategy for the upcoming months of campaigning in order to win the general elections in the end of the game.

## OBJECTIVES

The aim of the simulation game is to cooperate in teams and here to agree on a coherent argumentation. Moreover participants will be sensibilized for processes which take place around elections and the crucial role of the media. Furthermore the impacts of an election campaign on voters is shown.

## DESCRIPTION

This simulation game is set six months before general elections, on the fictional island called Transolvia. Although authoritarian rule has been overcome for years, the country still has problems with its democratic culture. Furthermore, minority rights, clientelism and patronage are still present issues. The New Alliance party has the absolute majority in the parliament, but support of the population is decreasing, while the opposition is on the rise. Recently, a wave of demonstrations has swept across the country to protest against the poor education system and the large unemployment rate. The country also aims for closer relations with the European Union, but it has been difficult to carry out the necessary reforms in the past.



*How to organize a campaign tour is just one of the plenty of challenging questions of this simulation game*

### Learning targets:

- Teamwork within the respective interest groups and coalitions
- Insight into the dynamics of an election campaign
- Interactions between media, social groups and political parties and their impact on the awareness of the electorate

**Target-Group:** Starting from approx. 18 years, previous knowledge is not compulsory, yet, a similar level of knowledge is beneficial.

**Participants:** 18 to 25

**Duration:** 1 to 2 days

**Type:** fictitious

**Languages:** English, German and Russian

# NEXT US-PRESIDENT

## Electoral Systems, Democratic Culture



*All candidates have different resources and have to think carefully how they want to use them.*

### SCENARIO & PROCEDURE

The primaries of the Democrats and Republicans are simulated for different US-states and the game ends with the election of a new president. In order to win those primaries and to eventually maybe even become the US' next president the participants have to hold campaign speeches on specific issues. Additionally, it is possible to use other means: gather donations, launch online campaigns, organize campaign events etc. For those actions they need different resources such as money, time, and/or know how, which have to be gained during the simulation. Moreover, there is a press group that tries to maintain a well-balanced coverage of the events.

### OBJECTIVES

The most crucial mechanisms of the US-elections are imparted to the participants. They not only get to know the peculiarities of the US-electoral law (primaries, caucuses, Super-PACs etc.) but also get involved with current political issues that play a role in the elections. Also, the simulation deals with the general dynamics of election campaigns in the US. Apart from specific issues put on the table charisma, money, and momentum play a central role. It becomes clear why even outsider candidates quite often get the chance of becoming a presidential candidate. During the evaluation the pros and cons of the US-model are discussed.

### DESCRIPTION

The simulation focuses on the functioning of the election campaign preceding the US-Presidential Elections. The situation in the USA is characterized by an increasing political apathy and insecurity on the part of the electorate. At the center of debate there are questions concerning migration, climate change, terrorism, as well as family policy and economy. In order to become nominated as the party's official candidate the participants have to rally for votes and win elections in different US-states. Therefore, good coordination with the campaign advisors, the party leadership and a cunning handling of the media are required. Also, good financial preparation and moving campaign speeches are indispensable.



*The members of the candidates team discuss their overall strategy, as well as their plans how to win single states and the Super-Tuesday*

#### Learning targets:

- Election system of the US
- Understanding democracy
- Team work and media competency

**Target-Group:** Approx. 15 years and above, previous thematic knowledge not required, similar level of knowledge beneficial.

**Participants:** 15 to 30

**Duration:** 1 to 1,5 day(s)

**Type:** semi-realistic; actor-centered

**Languages:** German and English




# WHO WE ARE

CRISP is based in Berlin. Since 2007 we have been working in the fields of civic education and civil conflict management. Through our projects we aim to promote a critical democratic culture.

With our work, we pursue our aims of promoting international and intercultural understanding, tolerance and democratic values, especially in conflict affected areas and regions. Through this, we support a non-violent conflict management culture. Our activities focus on educational seminars and trainings on conflict management and civic education. With the use of simulation games enriched by role-play elements,

CRISP aims to promote a self organizing, holistic, and highly hands-on learning culture. CRISP's main target group are young people and civil society organisations interested in interactive, experience-based methods of learning.

A map of Europe, the Middle East, and North Africa. Several countries are highlighted in blue, indicating project locations. These include Germany, France, Spain, Italy, Greece, Turkey, and various countries in the Balkans, the Caucasus, and the Middle East. Black location pins are scattered across these highlighted areas.

*The map shows a selection of our previous projects. Our main target regions are the Western Balkans, the Caucasus and the Middle East. Moreover we are also implementing activities in Germany, as well as in the European Union.*

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