

A Meeting of Perspectives

A Simulation for Youth and Adult Education in Local Governance

Complete Manual with Role Cards and Guidelines for Facilitators

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In memory of Margaret Molinari

1945 – 2012

The inspiration behind this project,

A two-time Returned Peace Corps Volunteer,

A mentor to countless Moldovans, Guatemalans, Mexicans, and Americans,

And above all, a passionate educator.

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Introduction and Acknowledgments

"Tell me, I will forget.

Show me, I may remember.

Involve me, and I will understand."

These words, often attributed to the Chinese philosopher Confucius, for many reflect most fundamental ideas underlying modern education. Yet involving learners in the educational process is no easy task. The field of civics education is no exception. Facing cynicism, corruption, transition and alternating between crisis and stagnation, young adults in today's world confront a staggering array of forces opposed to the idealistic messages of liberal democracy that inspire modern civics curricula. The challenges are no less for foreign partners who seek to collaborate in the development process, but often find themselves struggling to appreciate the nuances of the host society.

In this context, pedagogical simulation activities offer an innovative approach through which learners become co-facilitators of their own educational process. This act brings them up close to political and social processes that would otherwise be experienced only through textbooks and news reports, thereby better preparing them to be active contributors in society.

It was with this motivation that an international group of academics, civil society leaders, educators, and Peace Corps Volunteers gathered in Chişinău, Moldova, in March 2012 at the conference *Simulation Games for Teaching Human Rights and Active Citizenship in Post-Soviet Moldova*. The simulation contained in this manual is one of two developed at this conference.* Together, these manuals introduce the simulation methodology to Moldovan civics education programs as well as cross-cultural trainings for international partners. As such, these works represent the first simulation materials that are specific to the Moldovan context.

* The companion simulation is available under the title, *Thawing the Freeze: A Simulation for Youth and Adult Education in Frozen Conflicts*, Humanity In Action: 2012.

1. About Simulation Exercises*

A simulation learning exercise is "... a methodically organized activity in which many participants separated into small groups interact with each other based on proscribed roles. Competition is generated through participation of many groups," (Manfred Geuting).

Simulations stand in the tradition of *active learning methods* as opposed to passive methods such as lecture and reading. Active learning modes go beyond familiar ways of receiving information to include methods of building meaning. Active learning implies that participants learn through personal experience by applying and reflecting upon what they have learned from textbooks and teachers.

While simulation exercises are methodologically similar to role plays – another active learning method – it is important to distinguish between the two. Role plays usually present real-life situations to be solved at the individual level, *i.e.* participants play alone. Simulations, on the other hand, involve participants acting in interest groups to address problems at the societal/political level, and tend to require a longer period of time.

Simulation games as modes of active learning also promote empathy for other ideas and perspectives and encourages a critical reflection of one's own position: Every participant must take on an unfamiliar role, represent the character's interests convincingly and aim to make them prevail in negotiations – whether or not it matches the person's actual opinion on the issue.

By interacting with the other actor groups, participants experience how complex a decision-making process is and how difficult it can be to come to agreements in groups with widely varying interests. Participants concretely experience how interests can change through interaction with other opinions and ideas.

* The methodological material presented in this section is derived from PlanPolitik, *Designing Simulation Games: A Didactic Manual* (available in English and German). Find more at <http://www.planpolitik.de/>

They will also learn that negotiations are often difficult, that not all goals can be achieved, and that everyone must show a certain degree of willingness to compromise.

Just as important is the social aspect of simulation games. The participants make decisions under time pressure, order priorities, and develop strategies. While the intra-group cooperative work promotes teamwork skills, the inter-group discussions enhance negotiation capabilities, as well as the ability to compromise and to discuss difficult topics.

All of this happens ideally “along the way,” because during the game, participants often don’t even notice that they are learning. One major advantage: As the actions taken in simulation games have no real consequences, simulations are an ideal setting to test oneself.

As such, simulation games have enormous potential in education to promote the acquisition of universal competences. Simulations are particularly adept at forming competences of:

- Communication (argumentation in real-life situations)
- Strategic action (contemplating distinct actions and final results, proposing solutions to problems)
- Implementing interpersonal, civic, and moral values (ability to collaborate in groups/teams, to prevent conflict situations, respect the opinions of peers)
- Self-appreciation and realization (critical thinking, adapting to new conditions and situations)

In sum, due to the active approach, the learning effect is more reflective, sustainable and holistic – and in the best of cases it’s fun and exciting, too.

2. Guidelines for Facilitators and Hosts

2.1 Introduction

This is a fictitious simulation set in the context of a Moldovan community trying to reach agreement on a small project. Such a setting naturally includes multiple opinions, agendas, and project ideas. These project ideas are based on actual community proposals from Moldova. While the people are fictitious, their cultural beliefs, traditions, relationships and attitudes are based on reality.

The overall goal of the simulation is to provide participants with a greater understanding of community-level political processes and to help develop their skills to live and work effectively as community members. The game is designed to be useful in the education both of Moldovan youth and international workers who lack previous experience in Moldova or the post-Soviet space.

2.2 Learning Objectives

By the end of this simulation activity, participants will:

1. Demonstrate increased appreciation for and sensitivity to the dynamics of a Moldovan community, with specific attention to the role of different social groups (ethnic, linguistic, religious, and gender);
2. Analyze local resources and needs (human and physical) that enable or impede community action;
3. Moderate communication and negotiate compromise more effectively in situations of strongly divergent opinions;
4. Communicate persuasively with regards to community actors in order to motivate community members, and facilitate community action;
5. Examine specific social legacies of communism as they pertain to community action (unwillingness to volunteer, expectation for public entities to resolve problems for citizens, passive citizens, lack of trust in formal processes, corruption, and misunderstanding of civil society's role).

These are the basic learning objectives for which this simulation is designed. A variety of additional objectives can be added without altering the content of the simulation in order to suit the educational needs of the context. For a discussion of educational competences specific to the Moldovan curriculum, see *Appendix A*.

2.3 Timeline

Overall duration:	3 hours
Introduction:	5 minutes
	Introduction of participants
	Introduction of activity and overview of village
Participant Preparation:	15 minutes (conducted by facilitators)
	Individual reading
	Strategy development
Informal Conversations:	30 minutes
	Pre-meeting conversations (forming alliances)
Community Meeting:	70 minutes (moderated by Mayor)
Debriefing:	60 minutes (conducted by facilitators)

2.4 Materials and Manual Contents

2.4.1 Required Materials

This manual, consisting of:

- *Guidelines for Simulation Facilitators;*
- *General information for all participants* (the simulation scenario and background information);
- *Information for individual participants* (role cards).

Additional materials, provided by the facilitators/hosts:

- One room to hold all participants comfortably;
- Chairs for all participants (see procedure for initial setup);
- Pieces of paper for voting;
- Pens;
- A box for votes;
- Flip chart or board for mayor (during simulation), debriefing, and agenda;
- Name tags.

2.4.2 The Three Roles

It is important to distinguish between 3 different roles:

1. Facilitators

The facilitators act as game instructors (ideally 2 persons). They do not receive role cards, do not represent an interest group and have no stake in the activities

involved. The facilitators take a leading role in the introduction and the debriefing phase, and ensure that activity runs smoothly during the simulation phase.

2. Moderator (The Mayor)

The mayor acts as moderator of the negotiations. This moderating role should not be confused with the simulation facilitators. The moderator is part of the game and represents a specific interest group. As such, he/she is not necessarily a neutral party, but does have special responsibilities that significantly impact simulation flow. Facilitators should make sure that the moderator understands his/her role well prior to beginning the simulation.

3. Interest groups / Stakeholders

The material for the interest groups / stakeholders consists of 14 role cards for 11 to 16 participants. The ideal number of players is 13. The game could potentially be played with more than 16 participants by adding additional members to certain roles, thus making them into teams.

2.4.3 List of Stakeholders (participants)

The first 11 stakeholders are required for the simulation to function:

1. Mayor (moderator)
2. Head of the Cultural Center
3. Social Assistant
4. Agriculture Business Owner
5. Bar Owner
6. NGO Director
7. Roma Leader
8. Old Widow ("Baba Olea")
9. Vocal Mothers (2 players)
10. Active Teenagers (2 players)
11. Peace Corps Volunteer

If there are more than 13 participants, these additional roles can be added:

12. Kindergarten Director
13. School Director
14. Young Adult

2.5 Preparation

1. Review all materials in this guidebook to become familiar with different interest groups, game procedure, the timeline, and role of the facilitator.
2. Prepare participant role cards, including background and scenario.
3. Setup the room to reflect a town meeting hall and arrange materials (board, role cards, nametags, etc.) for easy access.
4. Post a flipchart-sized version of the timeline in a visible location.

2.6 Procedure

Introduction: 5 minutes

Facilitators begin by introducing themselves and very briefly explaining what a simulation is. The learning objectives should not be shared at this time, as this may bias participants' later actions. The facilitators should then *briefly* introduce the village and its neighborhoods using the map (see section 2.9), making sure to explain the location of the key buildings. Ensure that the participants understand the basic orientation of the village.

After this introduction, facilitators distribute players' materials:

- 1) The Scenario;
- 2) Background Information;
- 3) Role Card for each player.

* Some players should receive supplementary information (see contents).

The role cards are secret; players may discuss the details but should not show the cards themselves to one another.

Participant Preparation: 15 minutes total

After distributing materials, participants have **10 minutes** to read this information carefully. If something is unclear to participants, facilitators may, at this time, privately respond to questions in order to *clarify*, but should strictly avoid giving advice on how to play specific roles.

After reading, facilitators inform participants that they should take **5 minutes** to decide what project they *initially* favor and formulate a *preliminary* negotiating strategy. Participants should also make a nametag reflecting their role.

Facilitators should ensure the mayor understands the aspects of his/her role:

- Serving as moderator and timekeeper;
- Calling for the coffee break (mandatory);
- The 70 minute meeting includes voting.

Informal Conversations: 30 minutes

Each participant should briefly stand to mention only their character's name and title. Facilitators then explain the procedure for the informal conversations round, mentioning that this stage is meant to replicate a series of telephone calls community members might make to one another prior to an important town meeting.

After ensuring that this procedure is clear, participants put on their nametags. The simulation is now considered started. Facilitators should take a minimal role, limiting themselves to ensuring that the simulation stays on time and follows the procedures set forth in this section. It is critical that facilitators not micromanage the players, even if facilitators feel a player has misinterpreted his/her role. Facilitators emphasize the following points:

- From this point on, participants should address each other by their simulation name only and seek to "stay in character."
- It is in participants' interest to talk to every character during this time.

Community Meeting: 70 minutes

The community meeting is a discussion open to all community members, but moderated by the mayor. The mayor opens the meeting, goes through the agenda, moderates discussion, and is also responsible for calling a coffee break midway through. The mayor has a significant influence on the meeting format and simulation flow, and it is critical for this player to understand his/her role.

At the end of the meeting an anonymous majority vote will determine which problem the community is going to address, where the cash contributions will come from for this project, and who will be collecting them.

Debriefing: 60 minutes

After the mayor concludes the meeting, the simulation segment of the activity is over and the facilitators step back in to conduct a **60 minute** debriefing. It is often difficult for participants to conclude the game. The facilitators can mitigate this problem by provide time warnings, but if the mayor cannot conclude the meeting on time, it may be necessary for facilitators to cut off discussion. Otherwise, there is a risk of an abbreviated debriefing, which is highly detrimental to the learning experience.

2.7 Debrief

The facilitators lead this discussion in which they attempt to elicit reflective learning from participants. This is the most important part of the simulation experience, because it heavily impacts whether the activity is a learning experience or merely a game. Below are the questions and order in which facilitators should ask them. The goal is for the participants themselves to draw the conclusions, with the facilitator merely helping participants to formulate their conclusions and connect these conclusions with prior knowledge. This may require great patience on the part of the facilitator, as well as allowing for “awkward silences”.

1. Everyone discloses their roles and their interests, including any secrets.
 - Who were you and how you did you feel playing this role? (1-2 minutes per participant/team)
2. Removal of nametags:
 - Facilitators ask all participants to remove their nametags.
 - This is an important symbolic step as it is the moment when participants “step out” of the game and back into reality. This step quiets the atmosphere and lessens emotions before discussion. If the mood is particularly tense or the facilitator is working with a younger group, it may be necessary to take a minute of quiet time.
3. Analysis (intuitive):
 - What happened during the game and why?
 - How did you feel in your role?
 - As facilitator, try to draw out what participants experienced with regards to community power dynamics and political processes,

ethno-linguistic and gender differences, and the attitudes of community members regarding civic projects.

4. Reflection (distancing):

- How can you explain the course of the game?
- Was it easy to find a solution? Why?
- Did the solution coincide with the initial objectives? If not, why?
- Try to engage discussion regarding why community members took the role they did, both constructive and non-constructive roles, as well as the historical factors shaping some of these roles.

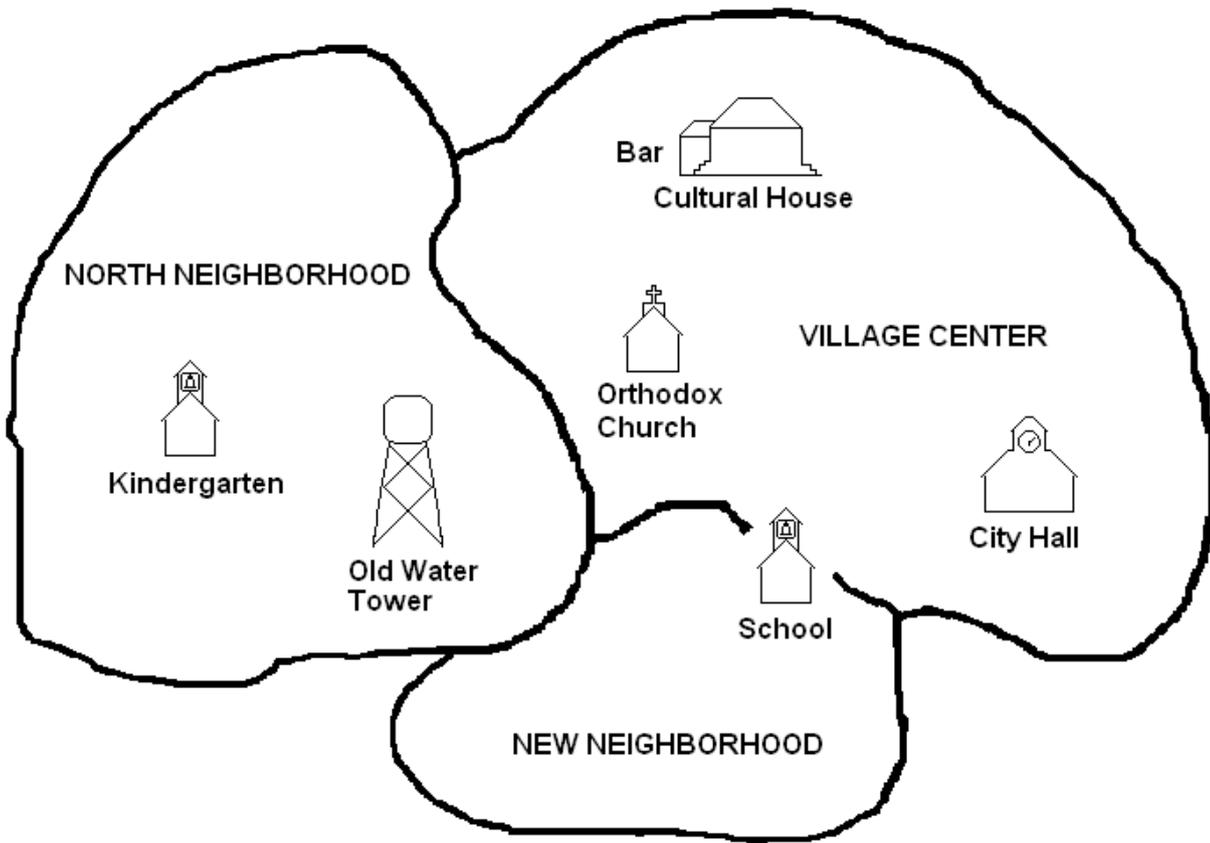
5. Transfer and learning:

- What did you learn?
- Does this transfer to the real world? Why?
- What are the strengths of a game?
- What are the limitations?
- Try to elicit both similarities and differences in order to show that while simplified, there are still many transferable lessons.
- Disclose the learning objectives.

6. Simulation feedback:

- Give each participant a sheet of paper.
- On one side they should draw a happy face and list all the things they enjoyed/liked about the game.
- On the other side they should draw an unhappy face and list all the things they disliked or things that should be improved.

2.8 Map of Satul Vechi



3. Information for All Participants

3.1 Scenario

The Peace Corps Volunteer and Mayor have located a donor willing to support one project in the community given that it meets two conditions:

1. It must have community-wide support of formal and informal leaders;
2. The community must provide a 20% cash contribution, collected by the grant deadline in three months.

The Mayor has called community leaders to his/her office for an open discussion. The meeting will conclude with an anonymous majority vote to determine which problem the community is going to address, where the cash contributions will come from for this project, and who will be collecting them. The donor will only fund one project. The community members have gathered to choose between two proposals:

Repairing the old water tower:

While the town center has safe, running water, the New Neighborhood and North Neighborhood water is very unsafe.

- ✧ One old water tower serves the North Neighborhood. It sits on the property of the Old Widow ("Baba Olea"), 50 meters from the New Neighborhood. Extensive corrosion on the water tower collapsed the roof, which allows contaminants — dirt, bird feather, insects, algae and rust — to enter the water supply. It goes, unfiltered, to the households and kindergarten leading many community members to contract waterborne illnesses, such as hepatitis and dysentery.
- ✧ The New Neighborhood doesn't have access to a water tower, so its residents must draw water from local wells. The frequent leaking from the tower creates stagnant ponds around the foundation, which is a breeding ground for bacteria. This polluted ground water contaminates the shallow

reservoirs underneath, making some nearby well water unfit for consumption.

A local initiative group, led by the Agricultural Business Owner and two Vocal Mothers, has come together in the hopes of replacing the water tower with a new one, which will bring fresh, potable water to the North Neighborhood.

Project Cost: \$6,000 (20% must come from community cash contributions).

Optional Extension: Including pipes that would reach the New Neighborhood would cost an additional \$500, however, the donor will not cover this cost.

Creating a youth center:

The difficult economic situation has had a devastating effect on youth. Financial stress and feelings of hopelessness have led to increasing alcoholism. Due to the scarce job opportunities and low wages, many residents have left to find work abroad. Often times, families are torn apart and children are left behind.

The lack of parental supervision and after-school activities for youth has led many of the youth to act out through violence, destruction of property, and drinking. Recently, a group of young boys broke into the bar within the Cultural Center, destroying the main door and its cultural depictions carved into wood, breaking several windows, and stealing thousands of lei worth of liquor and cigarettes. It is still unknown who exactly committed this crime.

To help solve this problem, a local NGO director has partnered with the head of the Cultural Center to advocate for creating a youth center. The center would provide healthy activities for village youth in two unused rooms at the Cultural Center.

Project Cost: \$4,000 (20% must come from community cash contributions).

3.2 Background Information

Community Description:

Village Name: Satul Vechi, founded in the 14th century

Population: 3,000

Demographics: 60% Romanian speaking, 25%, Russian speaking, 15% Roma.

Satul Vechi was founded by Moldavian settlers in a valley that now makes up the Village Center neighborhood. During Soviet times, many ethnic Russians settled up the hill in the North Neighborhood. About 50 years ago, several Roma families moved to the village creating the New Neighborhood (see community map). The ethnic groups have mostly remained in the neighborhoods they settled. Despite this diversity, Satul Vechi considers all neighborhoods to be one single community, governed by the mayor's office and with all children attending the same schools.

Key community institutions:

Village Center

- Mayor's office
- Cultural Center
- Orthodox Church
- Post Office
- Medical Center
- 2 small shops

North Neighborhood

- 1 small shop
- Kindergarten

The school lies on the border of the Village Center and the New Neighborhood.

Additional Information:

- The Mayor is just beginning his second term in which he narrowly won against the current NGO Director.
- The Peace Corps Volunteer has worked with the Mayor's office for 3 months. His/her official partner is the Social Assistant.

4. Role Cards for Individual Participants

4.1 Role Card: Mayor

- Female Player: Doamna Pamela / Male Player: Domnul Andrei
- You are in your late 50s.
- You are currently one year into your second term as mayor after winning a narrow victory against the current NGO director. You view him/her as a potential threat.
- You made a lot of promises about improving the conditions for youth in your election campaign and it is now part of the mayoral strategy to develop youth activities and help vulnerable children.
 - If villagers see this as achieving an election promise, it could be a big boost for you.
- The clean water is a very visible sign of development and a “modern village”. The agricultural business owner also holds great influence.
 - If villagers see this project as a major improvement, it could greatly improve your prestige.
- You can be convinced towards either project, but above all, your top priority is to do what’s best for you politically. This means you want to be seen as a strong leader and get as many people behind the project you choose as possible. You start the simulation open to both projects, but after you make a decision as to which project you support, you will pursue it vigorously.
- You will act as the moderator of the meeting: start the meeting, run the agenda, call the break, moderate discussion, and call the vote at the end.
 - This job also involves writing the names of each grant on a board so all can see, as well as the cost of each grant and where the 20% community contributions can/will come from.
 - Before discussions begin you will invite the Agricultural Business Owner to step forward and present the Water Project and the NGO Director to present on the Youth Center Proposal.
- The mayor’s office only has \$100 for the rest of the year to contribute to initiatives. The town council’s approval is needed to spend this money.

- You yourself are rich by village standards as you have relatives abroad sending money which has allowed you to build an extra story on your house and install a washing machine. You live in Village Center.

Relationship with other community members:

- You like having the Volunteer in the village and expect initiative from him/her, but are too busy to give him/her a lot a lot of your time.
 - However, for both projects you must depend on the Volunteer because he/she will control the grant's finances.
- You like the Active Youth, but don't take them very seriously because they don't vote and have no money. You think their participation is nice, but since they are kids they cannot do much.
 - Since this is an informal community meeting, the Active Youth that are present at the meeting can vote if you let them.
- The Bar Owner is on the town council from a party opposed to you.
- Doamna Irina, one of the Active Mothers, is on the town council as an independent.
- ➔ The town council normally follows the mayor and village's consensus, but if Doamna Irina and the Bar Owner are united in opposition to you, they could sway the council. Alone, one of them is probably not enough.

Note:

After 30 minutes of discussion you will call a 10 minute coffee break.

Note:

You have a very close friend who owns a construction company in the nearby district center. You plan on recommending his construction company for whatever project wins the village's approval.

Note:

After the informal conversations stage (right before the community meeting), take a few moments to formulate your position. Think about what might persuade you one way or the other, and how you might want to negotiate and build consensus for the project you want to see implemented.

4.2 Role Card: Director of the Cultural Center

- Female Player: Doamna Victoria / Male Player: Domnul Victor
- You are the 42 year old head of the Cultural Center who lives in Village Center.
- You have been working with youth for several years but have only been in your current job position for the past year.
- You have partnered with the NGO Director to get the Youth Center off the ground if the project is chosen.
- You are very active in the community, widely known as a self-starter and an excellent organizer. For the past several years you have organized the village saint day (Hram), part of which entails bringing youth together to perform musical and dance routines in front of the community.
- You are always very motivated to help the youth in the village, but struggle with a lack of resources.
- You have made it known that if the village decides to construct a youth center, you want to start drama and art clubs for the youth.
- You know the Volunteer and have talked several times. You know that the Volunteer likes to work with youth so you have asked him/her to think about some after-school activities to facilitate at the Cultural Center.
- You are friends with the Bar Owner, even though you don't always agree on local politics. You know he has a brother-in-law who does household construction projects similar to the proposed youth center repairs.

Note:

After the first round of informal conversations (right before the community meeting), take a few moments to formulate your position. You may find it most efficient to form a team to do this. Think about how you might want to negotiate and build consensus for what project you want to see implemented in the village. Individually, consider what, if anything, might persuade you towards the other project.

4.3. Role Card: Social Assistant

- Female Player: Doamna Pasha / Male Player: Domnul Sergio.
- You are a 55 year old social assistant who lives in Village Center.
- Your cousin is the wife of the Agricultural Business Owner. As family, he has extra influence with you.
- You are passionate about your job and care deeply about the well-being of the children in your village.
- The village has a lot of problems with vulnerable youth. Consequently, you have a hectic life due to the fact that you are always over-worked.
- You have 3 children at home and your husband is currently living abroad to help provide for the family. This leaves you to take care of the children and the house, which in itself is a full time job.
- You do not have extra time to volunteer.
- You work directly with the Mayor and have a negative opinion about him. You think he is all talk and that he failed to accomplish youth initiatives in his first term. Nevertheless, he is your boss and your job depends on him. You are hesitant to publicly disagree with him, but might do so in private.
- As social assistant, you are responsible for taking care of all community members, in particular vulnerable youth and elderly. You have been in your position for 15 years and have helped advise and teach new mayors.
- You are assigned as the primary work partner for the Peace Corps Volunteer.
- You like the Volunteer and you communicate well with one another, but you often feel he/she is another responsibility on your plate.
- Since you are a trusted member of the community, you will tally the final votes.

Note:

After the first round of informal conversations (right before the community meeting), take a few moments to formulate your position regarding the two proposals. Think about what might persuade you one way or the other, and how you might want to negotiate and build consensus for the project you want to see implemented in the village.

4.4 Role Card: Agriculture Business Owner

- Female Player: Diana / Male Player: Ion
- You are a young entrepreneur in your early 30s who runs a successful agro-business.
- You are from a Russian-speaking family, but married into a Moldovan-speaking family. The Social Assistant is your spouse's cousin, and thus considered family.
- You have two young children who will go to the kindergarten next year.
- You lead the water project initiative group to supply North Neighborhood with drinking water.
- You know the Volunteer exists, but have never met the Volunteer and don't know how he/she can help.
- You don't want to include capacity-building or educational components into the water tower grant application because this is extra work.
- The Mayor will be calling on you to present the water project at the beginning of the meeting.

Secret:

- You plan to extend your business by opening a few greenhouses that require a steady water supply (this would mean you would take a lot of the water that is supposed to be used for the whole community in order to make a profit).
- You are afraid that if the Roma neighborhood is connected it would decrease the water pressure for you and increase the total project cost.

Note:

After the first round of informal conversations (right before the community meeting), take a few moments to formulate your position. You may find it most efficient to work in a team. Think about how you might want to negotiate and build consensus for your project. Individually, consider your position on the optional extension to the Roma neighborhood and any proposed capacity-building aspect of the water project. Determine what, if anything, might persuade you towards the other project.

4.5 Role Card: Bar Owner

- Female Player: Tatiana / Male Player: Vadim
- You are in your late 30s and came back from Italy to put all your savings into your small bar in the Cultural Center. You are keen to maximize profit.
- You live in North Neighborhood and have a child who will attend the kindergarten next year.
- You strongly believe that the youth who broke into your bar are Roma.
- If the youth center is opened you would be required to not sell alcohol and cigarettes when youth activities are taking place.
- You have thought about just closing your bar all together and starting a different business venture if the youth center project wins.
- You are hesitant to pay any community contributions. This is what the taxes you already pay as a business owner are for.
- You are a town council member from a party opposed to the mayor. The town council's approval is needed to expend any public funds.
 - Doamna Irina (a Vocal Mother) is an independent council member.
- You communicate well with the Volunteer, but are upset with him/her since he/she refused to write a business plan with you for a sauna.
- Your brother-in-law does household construction and you're always looking to support family. You're also friends with the Cultural Center Director.

Note 1: After the informal conversations (right before the community meeting), take a few moments to formulate your position. Think about what might persuade you towards a different position, and how you might want to negotiate and build consensus for what project you want to see implemented in the village.

Note 2: You have multiple potential positions. Besides supporting a particular project, you can also decide how strongly to oppose a project. You can be neutral, oppose in negotiations, or if you decide, actively oppose/undermine a project through your vote on the town council. Alone, you probably aren't enough to sway the council, but together with Doamna Irina, you can probably convince the council to oppose the Mayor and block the use of public funds. Consider what arguments might sway you in your various options.

4.6 Role Card: NGO Director

- Female Player: Doamna Madalina / Male Player: Domnul Kristof
- You are 45 years old and live in Village Center.
- You are the director of a local NGO, Speranta, which does not have an office. Your projects mostly involve working with youth at the local school.
- You founded the NGO and it has been running for 10 years. You have won and implemented several grants that have helped to improve the community. The NGO has been very successful but you run the entire operation all by yourself and have never had an employee.
- You are very well-respected within the community, having come in second place in the last mayoral election. You decided to run against the current mayor in the last election because you thought that he/she did not live up to a lot of his/her previous campaign promises and you think you could do a much better job.
- There still remains some animosity between yourself and the Mayor, but you always strive to do what is best for the community.
- If the grant for the Youth Center is won, you will work directly with the mayor's office and the head of the Cultural Center to implement it.
- Additionally, you have a close friend, a Baptist, who is willing to contribute \$400 of the community contribution to the Youth Center. This could cause problems as many people in the village are wary of Baptists.
- You and the Volunteer can easily understand one another in conversation. You like working with the Volunteer and want to work with him/her on grants, but are annoyed with all the organizational development questions that he/she is constantly pestering you with.
- The Mayor will call on you to present the Youth Center project.

Note:

You may find it most efficient to work in a team. Think about how you might want to negotiate and build consensus for your project. Individually, consider what might persuade you towards the other project.

4.7 Role Card: Roma Leader

- Female Player: Doamna Svetlana / Male Player: Domnul Ianuș.
- You are 56 years old.
- You do not have any formal education, but are the “spokesman” for the Roma community in the village.
- You have excellent leadership skills and can mobilize your people for a cause, however, you are constantly frustrated with people outside of your neighborhood always brushing you off and not taking anything you say seriously.
- You have secured a lot of humanitarian aid for your people in the past.
- You support the water initiative with a condition that the New Neighborhood (the Roma area) gets connected to the same water tower.
- You are aware that the Roma won't be able to pay any contribution, because they are so poor already.
- You have enough authority to mobilize your people to help supply the manual labor, which could reduce the project cost by 5%.
- You have reached out to the Volunteer and expect him/her to bring money and humanitarian aid.
- You want water for your people because they need to be healthy, especially the children. This is your first priority. After they are healthy they will then be able to attend school with regular attendance and participate in youth activities.

Note:

After the round of informal conversations (right before the community meeting), take a few moments to formulate your position. Think about what might persuade you one way or the other, and how you might want to negotiate and build consensus for the project you want to see implemented.

4.8 Role Card: Old Widow (“Baba Olea”)

- You are a widower in her 80s, commonly known as “Baba Olea.”
- You live off a very small pension.
- You used to be the Secretary of the Communist Party in the village, meaning your opinions really counted.
- You live in the Village Center.
- You also own the land in North Neighborhood where the old water tower is located.
- You are tough-minded and don’t trust anyone or anything.
- You have a “what's in it for me” attitude.
- You have reservations about all the tractors, workers, and trenches going through your land.
- You are a faithful Orthodox Christian and are anti-Baptist.
- You want stability and do not like changes.
- You are the Volunteer’s host and are fluent in both Romanian and Russian, but don’t speak English. You have a good relationship with the Volunteer.

Note:

After the round of informal conversations (right before the community meeting), take a few moments to formulate your position. Think about what might persuade you one way or the other, and how you might want to negotiate and build consensus for what project you want to see implemented in the village.

4.9.1 Role Card: Vocal Mother 1 (Maria)

- You are Doamna Maria. You are in your late 30s and a single mother of 3 children. One goes to the kindergarten and the other two are in high school.
- You are a member of the initiative group for the water tower along with the other Vocal Mother, Doamna Irina. As such, you are on a team.
 - You both live in North Neighborhood.
 - Both of you are really angry, and have the attitude that someone else needs to solve this problem – neither of you want to contribute any money to the problem, but insist that it must be fixed by public authorities.
 - Both of you can influence other mothers in your neighborhood as you are seen as influential people among the other mothers in your area.
 - Both of you have children sick from the water. (Doamna Irina has 2 children, both at the kindergarten.)
- You work at the post office and bring pension payments to retired people. You therefore have a lot of interaction with community members on a daily basis.
- Doamna Irina is a member of the village council. She is an independent council member, but very passionate and vocal at meetings.
- Neither you nor Doamna Irina know the Volunteer.

Note:

After the round of informal conversations (right before the community meeting), take a few moments to formulate your position together with Doamna Irina. Think about how you might want to negotiate and build consensus for your project. Privately, consider what – if anything – might sway you to the youth center project.

4.9.2 Role Card: Vocal Mother 2 (Irina)

- You are Doamna Irina, a mother of 2 children who go to the kindergarten.
- You are a member of the initiative group for the water tower along with the other Vocal Mother, Doamna Maria. As such, you are on a team.
 - You both live in North Neighborhood.
 - Both of you are really angry, and have the attitude that someone else needs to solve this problem – neither of you want to contribute any money to the problem, but insist that it must be fixed by public authorities.
 - Both of you can influence other mothers in the neighborhood, as you are influential people among the other mothers in your area.
 - Both of you have children sick from the water. (Doamna Maria has 3 children, 1 at the kindergarten and 2 at the high school.)
- Doamna Maria works at the post office, and brings the pension payments to retired people, and thus has a lot of interaction with other villagers.
- You are an independent member of the town council who is very passionate and vocal at meetings. The council's approval is needed to expend any public funds.
 - The Bar Owner is also a member of the council, but from a party opposed to the mayor.

Note 1: After the informal conversations, each of you take a few moments to formulate your position together. Think about what might persuade you one way or the other, and how you might want to negotiate and build consensus for what project you want to see implemented in the village. Confer with your colleague.

Note 2: You have multiple potential positions. Besides supporting your project, you can also decide how strongly to oppose the other project. You can be neutral, oppose in negotiations, or if you decide, actively oppose/undermine a project through your vote on the town council. Alone, you probably aren't enough to sway the council, but together with the Bar Owner, you can probably convince the council to oppose the Mayor and block the use of public funds. Consider what arguments might sway you in your various options.

4.10.1 Role Card: Active Teenager 1 (Lenuța/Catalin)

- You are either Lenuța (Female) or Catalin (Male), an 18 year old who lives in North Neighborhood, and are in your last year of school. You hope to go the State University in Chișinău next year and help out as much as you can in the community not only because you like it, but additionally, you like adding projects to your resume.
- You are part of a group representing local youth, along with your friend Nastia (Female) or Ion (Male). As such, you are part of a team for this meeting.
- Both you and your friend Nastia/Ion:
 - Are very creative and good students.
 - Help to motivate other students to help their community.
 - Have graduated from a community development and leadership program and are ready to become youth leaders in your village.
 - Are close with the Volunteer and enjoy going to the Volunteer's English club.
- The teenagers in the village like dancing, art and sports and want to create clubs for all of these activities.
- Since this is an informal meeting, you should both be allowed to vote.

Note:

After the round of informal conversations (right before the community meeting), take a few moments to formulate your position. Think about what might persuade you one way or the other, and how you might want to negotiate and build consensus for the project you want to see implemented in the village. Confer with your colleague.

4.10.2 Role Card: Active Teenager 2 (Nastia/Ion)

- You are either Nastia (Female) or Ion (Male), a 17 year old who lives in Village Center and are entering your last year of high school. You would like to help implement youth activities during your last year as a student at the local school.
- You are part of a group representing local youth, along with your friend Lenuța (Female) or Catalin (Male). As such, you are part of a team for this meeting.
- Both you and your friend Lenuța /Catalin:
 - Are very creative and good students.
 - Help to motivate other students to help their community.
 - Have graduated from a community development and leadership program and are ready to become youth leaders in your village.
 - Are close with the Volunteer and enjoy going to the Volunteer's English club.
- The teenagers in the village like dancing, art and sports and want to create clubs for all of these activities.
- Since this is an informal meeting, you should both be allowed to vote.

Note:

After the round of informal conversations (right before the community meeting), take a few moments to formulate your position. Think about what might persuade you one way or the other, and how you might want to negotiate and build consensus for what project you want to see implemented in the village. Confer with your colleague.

4.11 Role Card: Peace Corps Volunteer

- You choose your name.
- You are assigned to work with the Social Assistant in the mayor's office.
- You have been in Moldova for a total of 6 months, (3 months in training and 3 months in the village) and are naive about Moldovan culture.
- You worked a lot with youth and fundraisers in the US.
- You want to demonstrate your skills implementing whichever project the community chooses.
- You believe the youth project team has more skilled, committed people for implementation.
- You speak intermediate Romanian and don't know any Russian, but you are comfortable speaking publicly. You're able to get your ideas across.
- You have started an English club. A lot of the youth in the village are members of your club.
- You are a strong advocate of capacity building and sustainability, not mere infrastructure improvements.
- You are optimistic, energetic, and active in the community.
- You have a hard time saying "no".
- You have the sole responsibility for final project reporting (both financial and narrative).
- As a volunteer, you abstain from voting on which project will be implemented.

Your personal relationships with the community members are as follows:

- You and the **NGO Director** can easily understand one another in conversation, and you look forward to working with him/her on future projects. However, you are somewhat annoyed that he/she is ignoring all of your organizational development suggestions.
- You and the **Head of the Cultural Center** know each other and have talked several times. You know that the he/she likes to work with youth, and he/she has approached you about starting some after school activities for kids at the Cultural Center.

- The **Social Assistant** has been assigned as your work partner in the mayor's office. You communicate well with one another but he/she is overworked and very busy. You have discussed possible future projects, but you realize that you will have to work hard to get him/her to focus on collaborative projects due to his/her hectic schedule.
- You do not know the **Agricultural Business Owner**, and have never heard of his business pursuits in the village.
- You know the **Bar Owner**, who at one time early in your service approached you about writing a business plan for a sauna in the center of town. You politely refused the offer, which might have offended him.
- You see the **Mayor** frequently because you work in the Mayor's office with the Social Assistant. You chat a little each day, and you want to work with him/her more directly, but you are frustrated that he/she has so little time for you.
- The **Roma Leader** has reached out to you several times; he/she is under the assumption that you will easily be able to bring aid to his/her people.
- **Baba Olea** is your host mom. You have a good relationship with her and appreciate all work she puts into practicing the language with you and preparing your meals.
- You don't know the **Vocal Parents**, but have heard their names before.
- You and the **Active Teenagers** are close. They are very active in your English club and you often talk with them about positive changes people can make in the community.
- You know the **Kindergarten Director**, who has been very friendly towards you and has requested that you come and spend some time at the kindergarten.
- You have met the **School Director**, but every time you have met you can tell that he/she seems a little perplexed as to what you are doing in Moldova and doubts you can actually help.
- You know the **Young Adult**, who has recently moved back to the village after studying abroad. He/she regularly attends your English club and you have talked about working with him/her on possible projects.

4.12 Role Card: Kindergarten Director

- Female Player: Doamna Zinaida / Male Player: Domnul Dimitru
- You are 40 years old and the Director of the Kindergarten.
- You live in North Neighborhood.
- Because of unsafe water, children at the kindergarten are frequently sick and miss school.
- You are passionate about your job and you are constantly looking to improve both the infrastructure and the quality of education at the kindergarten.
- You know about the local community initiative group for the water tower but you are not a part of it.
- You are very friendly towards the Volunteer and have had preliminary discussions about working together in some form at the kindergarten.

Note:

After the initial round of informal conversations (right before the community meeting), take a few moments to formulate your position. Think about what might persuade you one way or the other, and how you might want to negotiate and build consensus for the project you want to see implemented.

4.13 Role Card: School Director

- Female Player: Doamna Alexandra / Male Player: Domnul Vitalie
- You are the 58 year old School Director.
- You live in North Neighborhood and have 4 kids, two of which are in the 11th form.
- You are concerned that the youth in the village don't have many things to do outside of the school.
- You are also affected by the water situation, and members in your family have gotten sick from the water.
- You are a strong voice in the community and are active in local politics.
- You are motivated to be part of as many community projects as you can before you retire, which will be within the next couple of years.
- You know the Peace Corps Volunteer, but are a little skeptical of what he/she can do to make positive changes in the community.

Note:

After the initial round of informal conversations (right before the community meeting), take a few moments to formulate your position. Think about what might persuade you one way or the other, and how you might want to negotiate and build consensus for the project you want to see implemented in the village.

4.14 Role Card: Young Adult

- Female Player: Violeta / Male Player: Nicolae
- You are a 23 year old teacher who has recently come back to the village from studying overseas.
- You teach physical education, and are very interested in promoting health initiatives for youth. It is your first year of teaching.
- You went abroad during college, and now you are back in Moldova and you want to make a positive contribution to your community.
- You live in North Neighborhood. Your parents identify as Russians, but you speak both languages, Romanian and Russian.
- You do not have a family, so your main goal is to facilitate youth development in order to raise a healthy generation.
- You speak Romanian, Russian, and English.
- You are determined to be a positive influence for the youth in the village and you are eager to start projects in that contribute to youth education and development.
- At the same time, you are not naive about local politics and do not want to risk your job by openly disagreeing with either the Mayor or the School Director in public. In private, you may still do so.
- You know the Volunteer and are excited about the prospect of working with him/her in the future. You attend the Volunteer's English club every week and you often talk about possible project ideas.

Note:

After the initial round of informal conversations (right before the community meeting), take a few moments to formulate your position. Think about what might persuade you one way or the other, and how you might want to negotiate and build consensus for the project you want to see implemented in the village.

Supplement 1: Water Tower Project Information

(For Agricultural Business Owner and Volunteer's eyes only)

Donor Requirements:

- Run educational health seminars at the school and kindergarten for people living in affected areas (satisfies capacity building requirement).
- Mandatory yearly water analysis and maintenance of water tower.
- 20% community cash contribution.

Process:

The new water tower must be located directly on the site of the old water tower. This makes it possible to connect to the reservoir underground and the existing village water pipes, keeping the project costs limited to the current budget.

The entire process will take one month. During this time, access to running water for affected community members will be shut off.

With the help of a crane, its operator and laborers, the old tower, the pump and its piping will be disassembled and disposed of. The team will determine if any parts remain salvageable. The location must then be cleared of any debris and leveled. A cement and gravel foundation must be installed. Once dry, three walls will need to be erected over the foundation to support the water tank, which will hold 16 tons of water.

This structure must dry for 10 days. During this time laborers must construct housing for the power stations and arrange electric poles and cables to connect to the tower. This station will provide electricity to the float valve which will regulate the water level in the tower. In addition, during this time the water pump, float valve, electric meter and power box must all be purchased.

After 10 days, the new water tank will be cleaned, sanitized, mounted and soldered upon the support walls. Once in place it will then need to be painted to prevent rusting. Next, piping must be laid to reach the reservoir 70 meters

below ground and the exposed pipelines wrapped in insulation to prevent freezing during the winter.

During the fourth week, a fence will be erected around the water tower and power station. Finally, an electrician will direct the installation of the water pump, float valve, electric meter and power box to activate the water tower.

Supplies:

Pipes

Electric Poles and Cables

Water Pump

Float Valve

Paint

Insulation Wool

Water Tower

Power box

Electric Meter

Materials for New Fence and Power Station

Transportation of Supplies

Crane and Operator to remove old water tower

Total Cost: \$6,000

Optional Extension: Including pipes that would reach the New Neighborhood would cost an additional **\$500**, however, the donor will not cover this cost because \$6,000 is the maximum amount for grants in this program.

Supplement 2: Youth Center Project Information

(for NGO Director and Volunteer's eyes only)

Donor Requirements:

- Conduct capacity-building activities within the NGO.
- Implement three educational programs/activities within the center.
- 20% community cash contribution.

Process:

It will take approximately 30 days to make all the necessary repairs and buy the new furniture.

Supplies:

New Door

Hinges

New Windows

Paint

6 Tables

20 Chairs

Storage Cabinet

3 Computers

Stereo System

Labor for Repairs needed

Transportation of Furniture

Total Cost: \$4,000

Note:

Much of the repair work is fairly simple. Recruiting local volunteers to do some this work and provide the transportation could decrease the total cost to **\$3,500**, but you must identify the volunteers ahead of time.

Appendix A: Relation to Competences of Civics Education Curriculum

In addition to the universal competences detailed in *Section 1* that all simulations help foment, this particular simulation contributes to the acquisition of all four of the competences specific to the *Moldovan Civics Education Curriculum of 2010* (page 6). It is particularly useful in formulating the third competence:

- Solving individual, group and community problems.

This simulation further contributes directly to the formation of several sub-competences spanning X-XII grades. Specific examples include:

Class X:

- designing actions for the maintenance of durable interpersonal relationships;
- Solving problems of civil rights through the legal prism.

Class XI:

- Formulating value-based judgments with reference to the importance of constructive communication and of collaboration in family and community;
- Exercising the right to association and vote.

Class XII:

- Proposing suggestions/modalities for the exercise of the qualities of a citizen;
- Identification of solutions for healthy lifestyle based on respect for the law and moral norms of the community;
- Exercising the right to property and free initiative.

The effectiveness of simulation activities can be heightened when they build upon previous lessons, thereby requiring learners to apply and reflect upon what they

have already learned from textbooks and teachers. Prior civics lessons upon which this simulation could build include:

- Interpersonal relationships;
- Exercising the qualities of citizenship;
- Methods of preventing discrimination;
- Axiological criteria of civic behavior;
- Civil society, right to association, citizen initiatives and organization;
- Constructive communication;
- Proactive citizenship;
- Local public administration and decision-making.