

FACILITATOR'S GUIDE

BUILDING INCLUSIVE DIALOGUE IN DANAAN *Exploring opportunities for women in peacemaking*

This guide is intended to provide advice, guidance, and grounding for individuals facilitating the “Building Inclusive Dialogue in Danaan” simulation. The guide is organized into four sections:

- **Part I: Overview** provides important background information about the simulation
- **Part II: Preparation** describes the requirements (e.g., participants, space, time) needed to run the simulation and includes guidance and tips on how to adjust the simulation to different audiences
- **Part III: Simulation Day** features advice and guidance on how to run a successful simulation
- **Annex** includes sample handouts and other resources needed for the simulation.

The Annex includes sample facilitator checklists, draft emails, and other tools for facilitating the simulation.

Part I: Overview

Building Inclusive Dialogue in Danaan is a multi-party peace process simulation that allows participants to explore opportunities for engagement and participation in peace talks. The simulation centers around the war-torn country of Danaan, which has recently begun a tenuous peace process. Participants will represent a range of local and international actors, each with his/her own interests and objectives at stake.

The simulation is designed as a day-long exercise for individuals interested in learning more about the challenges and opportunities for women’s inclusion in peace processes.

Target audience

The simulation is intended for graduate students and professionals - broadly, individuals who have some familiarity with armed conflict and peace processes generally. Participants will get the most value out of the simulation if they possess some knowledge of negotiation/mediation strategies (e.g., the difference between positions and interests) and some familiarity with women, peace, and security (particularly for participants playing civil society roles).

Learning Objectives

The purpose of the simulation is to promote and support experiential learning at the intersection of peace negotiations and women’s inclusion. In addition to learning about the nature and practice of

peace negotiations, participants will develop a nuanced understanding of the challenges that women and civil society advocates often face when seeking access to high-level peace and security processes. Not only are women and civil society often excluded, they must also overcome a number of obstacles to have their voices heard. Participants in all roles will have an opportunity to test their negotiation skills and political savvy; select roles will additionally build experience in mediation, advocacy, and coalition building.

The learning objectives for this simulation include:

- Participants begin to understand the complex and multi-faceted nature of peace processes.
- Participants become familiar with the challenges that advocates for women's inclusion face and strategies for overcoming those challenges.
- Participants strengthen their interest-based negotiation and/or mediation skills.
- (For civil society roles) Participants understand the challenges and opportunities that coalition building for advocacy can present.

Participants may also learn about their own communication styles and how they respond to conflict situations.

Materials

The materials for the simulation have been organized into three categories:

1. **Materials for all participants:** All participants should receive these materials prior to the simulation.
 - Backgrounder that describes the history and current situation in Danaan
 - Preparation worksheet to help participants organize their strategy prior to the simulation
2. **Materials for each individual participant:** The simulation includes 21 roles and the materials have been organized by role. In addition to the Backgrounder and the Preparation Worksheet, each participant should receive the following individualized, confidential materials:
 - A role description
 - A role agenda (one agenda per group of roles)
 - And some roles will additionally receive a Draft Peace Agreement and/or a Models for Inclusion Addendum (*see Role Assignments Worksheet in the annex for additional details*)
3. **Materials for the facilitator:** In addition to this Facilitator's Guide, this includes all preparatory materials and materials for the day of the simulation. All of these materials are located in the annex.
 - One-page overview of the simulation
 - Role Assignments Worksheet
 - Sample Introductory Email
 - Sample Facilitator Agendas
 - Sample Participant Agenda

- Sample Evaluation

Simulation Roles

UN-ROEI Joint Mediation Team is responsible for leading the mediation process. This group includes three roles: **ROEI Lead Mediator**; **UN Senior Mediation Expert**; and **ROEI Special Advisor**. The Senior Mediation Expert and the Special Advisor provide support the Lead Mediator and each has their own view of what should be prioritized. The UN Senior Mediation Expert is a champion for women's inclusion.

Government of Danaan Negotiation Delegation represents one side of the conflict. This group includes two roles: **Minister of Interior** (Lead Negotiator) and **Minister of Defense**. These roles should work together to achieve what is best for their party and the President. The role descriptions note that they need permission from the President before making any binding commitments – one of the facilitators should play the role of the President as needed.

Alliance for Freedom and Democracy Negotiation Delegation represents the other side of the conflict. This group includes two roles: **Commander General** (Lead Negotiator) and **Lieutenant Commander**. These roles should work together to achieve what is best for their interests and the interests of their constituents.

International Contact Group includes representatives from foreign governments who are funding and sponsoring the peace talks. This group includes four roles: **UK Special Envoy to Danaan**; **US Special Envoy to Danaan**; **Minister of Foreign Affairs for Trumont**; and **Senior Political Advisor**. The Senior Political Advisor's role is to support the Contact Group and to help its members achieve their overarching aim – to bring peace to Danaan. She is also an advocate for women's inclusion. The two special Envoys have differing and sometimes opposing priorities and the Trumonian representative may choose which side to support.

Local Civil Society Organizations and International NGOs represent a diverse set of interests, yet all are interested in making the peace process more inclusive. These organizations are divided into five groups:

- **Danaan Interfaith Dialogue Group** and **Danaan Peace Action Group**: These two groups are interested in broadening participation and representation in the peace process. They are not necessarily pushing for women's inclusion, but inclusion more broadly. The leader of the Danaan Interfaith Dialogue Group is a well-known and widely respected Muslim leader and has clout among many of the players present in the simulation.
- **4Peace** and **Women United International**: 4Peace is a local organization being supported by Women United International (an international NGO). Their primary goal is women's inclusion and the 4Peace Executive Director is primarily interested in herself playing a role in the peace talks. The 4Peace Executive Director holds some animosity toward the Danaan Women's Unity

League and the ROEI Commission on Gender – this should create some obstacles to coalition building among the civil society organizations.

- **Danaan Women's Unity League:** Similar to 4Peace, the Danaan Women's Unity League wants to promote women's inclusion as well as a range of other issues. The President of the League is very young and is relatively new to this type of work. She sees 4Peace as a competitor.
- **ROEI Commission on Gender:** The primary aim of the Commission is to make sure that women's interests and needs are considered in the peace talks; this is somewhat distinct from women's inclusion, since the Commission wants to lead the process and put forward its own position paper. The Commission prioritizes the voices of elite women, which should create some friction on whether to engage and include the Women's Peace Committee leader.
- **Women's Peace Committee and Open Hands International:** The Women's Peace Committee is a grassroots organization originating from one of the IDP camps. The Women's Peace Committee Leader is the only voice pushing IDP/refugee in the simulation. Open Hands International is an international NGO supporting the Women's Peace Committee. These roles have the least number of connections to others in the simulation and must be proactive in order to make any gains.

Part II: Preparation

Assigning roles

The recommended size for the simulation is 21 participants. If there are individuals participants with little to no familiarity or background in peace and conflict, you may consider pairing them with more experienced participants. Doubling roles may also be useful with simulation groups that may need more support (see below for additional guidance on doubling roles).

For a simulation with **more than 21 participants (max. 27 participants)**: All 21 roles should be used and the remaining participants should play doubled roles. There are multiple ways for participants in a doubled role to interact. They may operate independently of one another, making their own decisions and interpreting their role in their own way. Alternatively, they may work completely in tandem, deciding ahead of time how they want to negotiate and express their interests – this may even mean having one spokesperson, and one participant playing an assistant or support role (e.g., Deputy Minister of the Interior). The recommended roles to double (in suggested order of importance) are as follows:

- Government of Danaan – Minister of Defense
- Alliance for Freedom and Democracy – Lieutenant Commander
- Women United International Director
- Danaan Women's Unity League Vice President
- ROEI Commission on Gender Advisor
- Open Hands International Director

For a simulation with **less than 21 participants (min. 16 participants)**: If needed, the following roles can be removed and should not impact the content of the simulation. Note that removing these roles means that some participants will be working alone, which can be challenging. Make sure to choose strong participants for these solo roles and check in regularly to ensure they have sufficient support.

- Minister of Foreign Affairs for Trumont
- Danaan Interfaith Dialogue Group Representative*
- Danaan Peace Action Group Representative*
- Danaan Women's Unity League Vice President
- ROEI Commission on Gender Advisor

**Note: If you are going to remove the DIDG or Peace Action Group role, you must remove both roles since they are designed to work together.*

Suggested Structures

The simulation can be run in a variety of ways, depending on the number of participants, the amount of time allotted for the simulation, and the learning objectives. The simulation is also malleable, as changing the agenda for each group can allow for different learning objectives to be achieved.

Changing the structure of the simulation is relatively straightforward: you can use the same background briefer and roles. Simply change the agenda and use appropriate injects as necessary. This guide includes 3 sets of facilitator agendas for a half-day version, a one-day version, or a two-day version of the simulation. The facilitator agendas assume that all 21 roles are included.

With regards to time, typically participants will find ways to fill the time; however, with a longer simulation (one or two days), you will want to make sure to have several injects prepared and ready in order to make sure everyone is engaged at all times.

Preparing for the Simulation

Facilitator responsibilities

- Determine the number of participants and assign roles.
- Prepare a participant agenda with room assignments. (*See annex for sample participant agenda.*)
- Adjust role agendas (included in each individualized role) to make sure timing is correct.
- Send participants their materials at least 3-4 days in advance. (*See annex for sample introductory email.*)
- Prepare nametags (including participant name, their role, and gender of the role, if needed) and room signs for the day of the simulation.

When sending out the materials, you may want to emphasize the following points:

1. Confidentiality of roles – If a participant shares their role description with another participant, the simulation and learning process may be compromised.
2. Full participation – Discourage last minute drop outs! Every participant has been assigned a specific role to play and each role is vital to the success of the simulation. So, full participation for the full duration of the simulation is required.
3. Preparation - Participants will get the most out of the simulation if they are familiar with the context and, most importantly, their role. The Preparation Worksheet can help participants digest their role and the details in the Backgrounder. You may also want to include guiding questions in your introductory email.

Space and Set-Up

Before the event, make sure the space is conducive to the simulation. Because the groups will be working often in their private groups, make sure that each group has its own room or a space that's separate enough from the other groups to give some semblance of privacy. You'll want to print out the signs that indicate room assignments and post them clearly ahead of the start of the simulation. If possible, give participants a map or write the room numbers the participant agenda. To mimic the dynamics of a peace process, you may consider assigning meeting space for civil society/international NGOs far away from the formal parties to the negotiation.

Additionally, extra space or empty rooms are helpful for participants to move around and engage in private and back channel negotiations. Furthermore, make sure to have sufficient extra copies of roles and backgrounds.

During the simulation

Introducing the simulation

You'll want to allow for at least 30-45 minutes before the simulation officially commences to convene as a group to go over guidelines, give participants an idea of the schedule/timing, and answer any questions. Ideally you can use the first 15 minutes to go over logistical issues and the remaining time to conduct a short conflict analysis to help ground the participants in the simulation.

After the introduction, we recommend giving participants at least 30 minutes to work in their small groups. Once the simulation begins, you will likely find some participants still reading or quietly processing the materials. This is normal, and as the facilitator, you should give them space to do so. Some participants need longer to prepare themselves mentally for the simulation, and it is important that they have the space and time for this.

Observation

Depending on the size of the group, you may need between two to three facilitators to facilitate and observe. Often participants like to step away for side-bars or back-channeling, and it is useful to have facilitators paying attention to these valuable moments of negotiation. More observers also means more support for participants who may be new to simulations and possibly uncomfortable getting into their roles. As mentioned before, being familiar with the roles in the simulation is essential. If anything changes during the simulation, such as someone coming late or leaving early, facilitators will be on hand to make on-the-spot decisions and keep the simulation running smoothly. It is important to know which roles can be doubled-up and which roles require only one participant. During the simulation, you can take notes about turning points during the negotiations and meetings and observe the different working groups. With many eyes on the exercise, more questions and observations will be generated and will provide rich insight for the debrief at the end of the simulation.

Be prepared to face challenges such as wary participants who struggle to take their roles seriously or “get into character.” Think in advance about how you will engage participants and respond to potential problems. Another potential problem may be that participants are too quick to reach a solution. One tip is that if you see participants amicably and unrealistically moving towards agreement too fast, you can privately whisper to or approach individuals and ask them “is this what your role would really do?” Or, “are you really achieving your interests and/or goals?” You could alternatively use an inject.

It is important for the facilitation team to work together to determine when it is necessary to intervene or give participants guidance. Make sure that you as a facilitation team determine ahead of the simulation how you will communicate with one another. If you have the space, it can be useful to set up a “control room” where you can convene in private to discuss next steps or how to address potential issues.

Wrapping Up

There does not have to be an agreement of any kind when you finish the simulation. You may find yourself at the end of the allotted time and need to bring the exercise to an end before you move to the debrief. This might be the case although a group might be very close to an agreement. It depends on you whether you will provide the extra five or ten minutes which could allow your participants to reach an agreement. You should have told your participants at the start of the simulation how much time they have, so the conclusion should not come as a surprise.

Post-simulation

Debrief

After the simulation exercise, one of the most important parts of the session takes place: the debrief. It is essentially a guided discussion and reflection which summarizes the progression of the simulation. The most important skill for debriefing is knowing how to ask thought provoking questions and then provide a listening and learning safe space. Debriefing is more of an art than a

science. Provide space for people to process out-loud their experiences with the simulation. Ask questions without imposing answers and allow participants the space to struggle, debate, and process the experience. The debrief is where most of the learning from the simulation happens as people have time to reflect and absorb their experience, and learn from their peers.

A good way to start off the debrief is to reflect on what happened during the simulation. You can ask one participant of each working group to share their group's experience and outcome with everyone. If you have enough time you can also dig deeper and allow more the participants to tell in brief their own experiences throughout the simulation, particularly hone in on turning points. You may consider recording the outcomes and some of the key points from their comments on a flip chart, whiteboard, or a projector via your laptop.

After the reflection on the content and the outcome, the process can be discussed. Depending on the specific objectives of the simulation, ask specific questions towards different concepts and strategies. If you want to emphasize the negotiation lessons learned, you can try to pull out what type of negotiation style an individual was using, and ask them if they learned anything about their own communication skills. Make sure encourage everyone to contribute.

The following is a list of general debrief questions that facilitators can draw from, though you will likely find that you will think of questions during the simulation and the debrief itself.

- What tactics worked well? What skills worked well?
- What tactics did not work well? What skills did not work well?
- Did you see someone else do something that want to apply to later in negotiations in your own life?
- Were there times when you felt powerless? How did you respond to this feeling? How did power dynamics affect the simulation?
- When did (or didn't) the group work effectively together? What actions would help facilitate more effective work?
- How was stress/conflict dealt with? Would you use those tactics again?
- What is something that you learned today that you didn't know before?
- What is something that you knew before that you now know is not true?
- What are effective negotiation technics? Did you utilize them?
- Did people "play fair"? How did that affect the simulation?
- Did you have all of the information you needed about the other parties? How did your information levels of the other parties affect your tactics? How did they affect the outcome of the simulation?
- Do you think the result you reached is realistic?

Injects

In order to change the direction of simulation, the facilitator may choose to incorporate injects at various points in time. An inject – sometimes referred to as a “newsflash” – is a short piece of information that requires the participant to react or make decisions on. The facilitator may choose to give an inject to just one participant, a small group, or to the whole group of participants, depending on the purpose, as outlined below.

The facilitator might use an inject in a variety of cases. Below are examples of times/reasons to use an inject, as well as an example inject for each case. As the facilitator, you may manipulate these injects to fit your particular case as you see fit.

- **When one participant is making deals too quickly and trying to “win” the game:** An inject can slow the participant down and force him/her to really think through his/her actions and strategies.

Sample Inject #1: *Prime Minister Cameron has expressed concern that you are alienating the UK's allies in these talks. He is putting in a special request to you to try to keep relations amiable, as you will need assistance from your allies in your brave attempts to bring humanitarian aid and peace to Danaan.*

- **When a participant is not participating actively:** More hesitant participants may need an extra push or extra directions to be able to take a more active role. These types of injects often come in the form of a directive from the role's superior (when that role is not represented in the simulation)

Sample Inject #2: *Your president has sent you a private communication indicating that because of international focus on the U.S.'s role in the Danaanian conflict he would like to see more vocal participation by you during the meetings. To this end he has instructed you to immediately address some of the points contained in your brief such as setting a timeline for free and fair elections and working to remove the DPP from the Danaanian government. He has requested that you reach out to the AFD as soon as possible to discuss these points.*

Your president has also pushed you to offer the AFD the possibility of representing their interests in the Contact Group and the greater international community, but at the same time obtaining something in return.

- **When a small group or working group is coming to consensus on major points too quickly:** Due to the nature of the confidential instructions, if this is happening, it usually means that one or more participants are not sticking to their role's interests or agenda closely enough, and may need a reminder to do so. Alternatively, an inject may be given to the entire group, and force them to rethink or renegotiate points they had agreed upon.

Sample Inject #3: *Some of the older women activists in your network are angry about your efforts to connect with Women's United International, as they believe the organization is only supportive of 4Peace, both technically and financially. The activists believe you are wasting your time chasing a funder that is uninterested in your organization. You are*

hearing that some of League's most active members are threatening to cease their support of you unless you secure a guarantee of funding from the WUI.

- **When the simulation hits a lull and many participants are not interacting fully:** This may be because they are waiting on a few participants or because they are not feeling engaged with the simulation. In this case, it may be best to send an inject to all participants to create a scenario that everyone must respond to

A group of Danaanian Army soldiers attacked an IDP (Internally Displaced Persons) camp in the south of the country. ICRC (International Committee of the Red Cross/Red Crescent) reports that more than 20 women were victims of rape and other forms of sexual violence. Since the beginning of the ceasefire, sexual violence has not decreased in frequency, and there are reports of incidents on both sides, possibly in retaliation. The community affected by these events is mobilizing and increasing their calls for the perpetrators to be brought to justice, and security measures in IDP camps and elsewhere to be increased.

Most of the time, the situation determines the content and timing of the injects. This requires the facilitator to keep a close eye on the simulation and assess when a participant needs an extra push or challenge. Once the simulations get started and the facilitator is able to gauge the flow of the talks and the needs of the participants, it may be good to draft a few injects to have ready for later in the simulation.

ANNEX

OVERVIEW OF THE SIMULATION

BUILDING INCLUSIVE DIALOGUE IN DANAAN

Exploring opportunities for women in peacemaking

Building Inclusive Dialogue in Danaan is a one-day, multi-party peace process simulation designed for graduate students interested in mediation, negotiation, and women, peace, and security. The simulation is designed to expose students to the unique challenges and sometimes wrought reality of peacemaking in the twenty-first century.

Context

The simulation takes place in a fictional country, the Republic of Danaan, which is emerging from a bloody 20-year civil war between the government and an armed opposition. The peace process is being jointly mediated by the United Nations and a regional organization, who are supported by a group of foreign governments and their advisors. There are a number of Danaanian civil society organizations interested in feeding in to the peace talks; however, the formal process remains at an elite level with little to no civil society engagement. Many Danaanians feel that the parties to the conflict do not represent their interests and have expressed little hope that lasting peace will be achieved.

Simulation roles

The simulation can accommodate 20-25 participants, each with their own individualized role. The roles in the simulation are organized into five main groups - the mediation team, contact group, negotiating parties, international NGOs, and Danaanian civil society organizations. ***Each student is assigned a specific role to play and each role is vital to the success of the simulation. Students who sign up to participate must commit to attending for the full duration of the program.***

Learning objectives

The purpose of the simulation is to promote and support experiential learning around women, peace, and security. In addition to learning about the nature and practice of peace negotiations, students will develop a nuanced understanding of the challenges that women and civil society advocates often face when seeking access to high-level peace and security processes. Not only are women and civil society often excluded, they must also overcome a number of obstacles to have their voices heard. Students in all roles will have an opportunity to test their negotiation skills and political savvy; select roles will additionally build experience in mediation, advocacy, and coalition building.

Experiential learning on women, peace, and security

After receiving many requests from practitioners and educators, Inclusive Security created *Building Inclusive Dialogue in Danaan* to address the lack of experiential, immersive learning opportunities on women, peace, and security. This simulation is geared towards current and future policymakers at the graduate level, as well as civil society and government leaders seeking to understand the dynamics, opportunities, and challenges involved in making peace and security processes more inclusive.

About Inclusive Security

Inclusive Security is transforming decision making about war and peace. Since 1999, Inclusive Security has equipped decision makers with knowledge, tools, and connections that strengthen their ability to develop inclusive policies and approaches. We also equip women leaders with the skills and knowledge they need to meaningfully and effectively participate in peace and security decision making. Together with these allies, we're making inclusion the rule, not the exception.

Role Assignments

	First Name	Last Name	Email Address	Role Assigned	Materials to send
UN-ROEI Joint Mediation Team					
1				Lead Mediator (M)	Backgrounder, Peace Agreement, Role, Role Agenda
2				UN Senior Mediation Expert (F)	Backgrounder, Peace Agreement, Models of Inclusion, Role, Role Agenda
3				ROEI Special Advisor (M)	Backgrounder, Peace Agreement, Role, Role Agenda
Government of Danaan Delegation					
4				Minister of Interior (Lead Negotiator) (M)	Backgrounder, Peace Agreement, Role, Role Agenda
5				Minister of Defense (M)	Backgrounder, Peace Agreement, Role, Role Agenda
Alliance for Freedom and Democracy (AFD) Delegation					
6				Commander General (Lead Negotiator) (M)	Backgrounder, Peace Agreement, Role, Role Agenda
7				Lieutenant Commander (M)	Backgrounder, Peace Agreement, Role, Role Agenda
International Contact Group					
8				UK Special Envoy to Danaan (F)	Backgrounder, Peace Agreement, Role, Role Agenda
9				US Special Envoy to Danaan (M)	Backgrounder, Peace Agreement, Role, Role Agenda
10				Foreign Minister for Trumont (M)	Backgrounder, Peace Agreement, Role, Role Agenda
11				Senior Political Advisor (F)	Backgrounder, Peace Agreement, Role, Role Agenda

	First Name	Last Name	Email Address	Role Assigned	Materials to send
Local + International Civil Society					
Danaan Interfaith Dialogue Group/Danaan Peace Action Group					
12				Danaan Interfaith Dialogue Group (DIDG) Representative (M)	Backgrounder, Role, Role Agenda
13				Danaan Peace Action Group Representative (M)	Backgrounder, Role, Role Agenda
4Peace / Women United International					
14				4Peace Executive Director (F)	Backgrounder, Role, Role Agenda
15				Women United International Representative (F)	Backgrounder, Models of Inclusion, Role, Role Agenda
Danaan Women's Unity League					
16				Danaan Women's Unity League (DWUL) President (F)	Backgrounder, Role, Role Agenda
17				Danaan Women's Unity League (DWUL) Vice President (F)	Backgrounder, Role, Role Agenda
ROEI Commission on Gender					
18				ROEI Commission on Gender Program Manager (F)	Backgrounder, Role, Role Agenda
19				ROEI Commission on Gender Advisor (M)	Backgrounder, Role, Role Agenda
Women's Peace Committee / Open Hands International					
20				Women's Peace Committee Leader (F)	Backgrounder, Role, Role Agenda
21				Open Hands International Director (F)	Backgrounder, Role, Role Agenda

Sample Introductory Email to Participants

Dear [participant],

Thank you for signing up to take part in our peace process simulation, “Building Inclusive Dialogue in Danaan.” [Facilitator names] will be facilitating the day’s activities; we look forward to introducing you to Danaan and the many challenges and opportunities at the intersection of peace negotiations and women’s inclusion.

The session will begin promptly at [time, location, date]. We will begin by introducing the simulation and sharing a few facts about the ongoing peace process. Lunch will be provided around 12:30pm and the session will run until 5pm. We will provide a more detailed agenda when you arrive.

Please note that each student has been assigned a specific role to play and that each role is vital to the simulation, so your full attendance is necessary. If for any reason you cannot commit to the full day, please let us know as soon as possible. You will be playing the role of **[name of role]**. Attached you will find [number] documents. Please make sure to read through all of the materials before the start of the simulation. You will get the most out of the simulation if you are familiar with the context and, most importantly, your role.

1. Backgrounder on the conflict in Danaan
2. Your role description (this is **confidential** – for your eyes only)
3. Your role agenda (provides you with some guidance for the start of the simulation)
4. *[Draft Peace Agreement – only some roles receive this]*
5. *[Models of Inclusion Addendum – only some roles receive this]*

Tips for a successful simulation

- Read your materials carefully and thoroughly
- Take the time to think about and absorb the context of Danaan – What is it like to live there? What is it like to be a part of this civil war?
- Understand the role you are playing – Who are you? What motivates you? What kind of person are you? How have you been personally affected by the conflict?
- Read between the lines of your role and “get into character” – We encourage you to develop a backstory and persona to really bring your character to life!

We couldn’t be more excited to take you on a day trip to Danaan. Absorb the materials, get to know your roles, and we’ll see you on [date]!

Best regards,
[Facilitator]

Sample Facilitator Agendas

Half Day Session

8:00-8:30am	Welcome and introduction to the simulation; overview of Danaan
8:30-9:00am	Participants get settled in their rooms; read/re-read their briefings
9:00am	Working group meetings (as specified on participant agendas)
10:00am	Participants interact freely: can set own meetings or continue to meet with original group
12:00pm	Bring participants together for debrief
12:00-1:00pm	Debrief and evaluations

Full Day Session

9:00-9:30am	Welcome and introduction to the simulation; overview of Danaan
9:30-10:00am	Participants get settled in their rooms; read/re-read their briefings
10:00am	First set of meetings for most groups (as specified on participant agendas)
11:00am	Participants interact freely: can set own meetings or continue to meet with original group
12:20pm	Give inject to ensure all parties are engaged (especially for civil society roles)
12:30-1:30pm	Lunch (ideally a working lunch)
1:30pm	Simulation resumes with next set of meetings; Danaanian Peace Talks may take place during afternoon session (if the simulation naturally reaches this point)
2:00pm	Use 2 nd all-group inject if necessary
4:00pm	Bring participants together for debrief
4:00-5:00pm	Debrief and evaluations

Two Day session

Day 1	
9:00-9:30am	Welcome and introduction to the simulation; overview of Danaan
9:30-10:00am	Participants get settled in their rooms; read/re-read their briefings
10:00am	First set of meetings for most groups (as specified on participant agendas)
11:00am	Participants interact freely: can set own meetings or continue to meet with original group
12:30-1:30pm	Lunch (ideally a working lunch)
1:30pm	Simulation resumes with next set of meetings; (if the simulation naturally reaches this point)
2:00pm	Use inject if necessary to ensure all parties are engaged (especially for civil society roles)
4:00pm	Optional debrief of day 1
5:00pm	Simulation breaks for the day
Day 2	
9:00am	Simulation resumes with Danaanian Peace Talks; Joint Mediation Team can schedule breaks throughout to give space for sidebar talks and engagement with parties not present at the table
12:30pm	Simulation concludes
12:30-1:30pm	Lunch
1:30-3:30pm	Debrief and evaluations

SAMPLE PARTICIPANT AGENDA
BUILDING INCLUSIVE DIALOGUE IN DANAAN
Exploring opportunities for women in peacemaking

AGENDA

9:00am -9:30am	Welcome, introductions, and Danaan briefing
9:30am-12:30pm	Peace process simulation
12:30pm-1:30pm	(Optional) Working Lunch
1:30pm-3:30/4pm	Peace process simulation (continued)
4pm-5pm	Debrief and closing

ROOM ASSIGNMENTS

Room	Group
	Joint Mediation Team
	Government of Danaan
	Alliance for Freedom and Democracy
	International Contact Group
	4Peace/Women United International
	Danaan Women's Unity League
	ROEI Commission on Gender
	Danaan Interfaith Dialogue Group/Peace Action Group
	Women's Peace Committee/Open Hands



BUILDING INCLUSIVE DIALOGUE IN DANAAN

Exploring opportunities for women in peacemaking

How would you rate your overall experience of the simulation?				
Excellent	Good	Fair	Disappointing	Unacceptable
Please provide more details on your selection:				
Comments on the preparation materials (backgrounder, roles, agenda):				
Comments on the flow, structure, content, etc. of the simulation itself:				

What specific improvements you can recommend to strengthen the simulation?

These questions focus on the learning outcomes we hoped to achieve through this simulation. Please indicate whether the following learning objectives were achieved through the course of the simulation.

After completing the simulation, I have a better understanding of the complexity and multi-faceted nature of peace processes.			
Agree	Somewhat agree	Somewhat disagree	Disagree

Through the simulation I learned about the broad challenges that advocates for women's inclusion often face in peace and security processes.			
Agree	Somewhat agree	Somewhat disagree	Disagree

By participating in the simulation, I strengthened my negotiation and/or mediation skills (effective communication, identifying positions and interests, etc.)			
Agree	Somewhat agree	Somewhat disagree	Disagree

(For civil society/NGO roles only) After completing the simulation, I understand the challenges and opportunities that coalition building can present.			
Agree	Somewhat agree	Somewhat disagree	Disagree

Please provide more details on your selections:

Did this experience align with what you're currently studying? How do you think this might apply to your future work/career?