

S4D4C Training Material for Workshops on Science Diplomacy

Health Diplomacy – Simulation Exercise

<p>Background</p>	<p>This training material is an output of the project</p> <p>S4D4C – Using science for/in diplomacy for addressing global challenges (www.s4d4c.eu). S4D4C has received funding from the European Union’s Horizon 2020 research and innovation programme under grant agreement No 770342.</p> <p>The project S4D4C selected and developed training materials (presentations, methods, exercises, games, etc.) for trainings on science diplomacy for different target groups (mainly diplomats, scientists and science diplomats). These materials are open source under creative commons licences (see below for the applicable license).</p>
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<p>Details on the attribution</p>	<p>Basically, you are free to share and adapt for any purpose with attribution and for non-commercial use (more information about the licence is provided at the end of the document).</p> <p>Creator: S4D4C (Horizon 2020 project 770342) Michaela Told, HumanImpact5 HI5, Geneva, Switzerland @MichaelaTold</p> <p>www.s4d4c.eu</p> <p>We are happy if you drop us a line when re-using the materials to learn about their dissemination: contact@s4d4c.eu</p>
<p>Short description</p>	<p>The simulation game provides an opportunity for trainees to learn about important aspects of consensus-building and negotiations</p>

	<p>through a role play. In a task force meeting at national level, different actors meet together under the chairpersonship of the Ministry of Health and should each defend their respective interests and positions. This game is very interactive and is built on an inductive learning process. In a debriefing session, the different experiences and observations of the trainees will be collected and summarised to extract learnings on negotiation and consensus-building processes.</p>
Learning objectives	<p>Trainees learn about the complexities of consensus building on data sharing and open science in global health emergencies. The simulation game allows gaining insights into the different positions and interests of stakeholders and the many factors influencing decision making. Trainees will gain skills in negotiations but also “learn by doing” about the importance of preparations, chairing, trust- and relationship building and other interpersonal aspects in negotiations.</p>
Material type	<p> <input type="checkbox"/> presentation <input type="checkbox"/> method <input checked="" type="checkbox"/> simulation game <input type="checkbox"/> exercise <input type="checkbox"/> other: _____ . </p>
Overall content category (if adequate and applicable)	<p> <input type="checkbox"/> What is science diplomacy? <input type="checkbox"/> Who are the science diplomacy stakeholders? <input type="checkbox"/> How does the European Union practice science diplomacy? <input type="checkbox"/> Which thematic and regional approaches of science diplomacy do exist? <input checked="" type="checkbox"/> What set of skills do I need to be a good science diplomat? <input type="checkbox"/> Which are good examples where science diplomacy has proven to be successful? </p>
Target groups (1)	<p> <input type="checkbox"/> Mainly for scientists <input type="checkbox"/> Mainly for diplomats <input checked="" type="checkbox"/> For any of the groups </p>
Target groups (2)	<p> <input type="checkbox"/> Mainly for beginners in science diplomacy <input checked="" type="checkbox"/> Mainly for trainees with basic understanding of science diplomacy <input type="checkbox"/> Mainly for advanced science diplomats <input type="checkbox"/> For any of the groups </p>
Group size	<p> <input type="checkbox"/> For individual learners <input checked="" type="checkbox"/> For small groups (up to 20) <input type="checkbox"/> For large groups (between 20 and 100) <input type="checkbox"/> For any group size </p>
Duration	<p>3 hours</p>
Level of interactivity	<p> <input checked="" type="checkbox"/> high <input type="checkbox"/> medium <input type="checkbox"/> low </p>

<p>Preparation and material needed</p>	<p>The trainer should carefully read the guidance note and familiarise him/herself with the case descriptions and the confidential instructions.</p> <p>Photocopies of the case description, the confidential role instructions and the background material (excerpts of a WHO document) have to be made available to the trainees. More detailed information and all materials are provided in the downloadable guidance note.</p>
<p>Recommended use case and guidance for the trainer</p>	<p>The trainer as facilitator of this game is crucial for the success of the game and for extracting sufficient learnings from it. Therefore, the trainers need to be: experienced in leading groups and extract learning through a group process; knowledgeable about global health and data sharing; and familiar with the dynamics of negotiation and consensus-building processes.</p> <p>The guidance note includes a detailed description of the suggested “fishbowl” methodology. The simulation game is based on inductive learning and requires sufficient time for the trainees to prepare their roles, to play the scene as provided in the case description and then to synthesize the learnings at the end of the session.</p>
<p>Further resources and links</p>	<p>The original version of this presentation in a more elaborated format has been first delivered on 25th November 2019 in Vienna, Austria by Dr Michaela Told as part of the workshop on “S4D4C – Science Diplomacy Workshop: Science Diplomacy Dynamics – Opening Science! Opening Diplomacy!” organised as part of the S4D4C project on “Using Science Diplomacy for Addressing Global Challenges”.</p> <p>Linked to this presentation are two further presentations which can also be downloaded on www.s4d4c.eu as open source materials.</p> <p>Further resources are also provided below as well as in the downloadable version on www.s4d4c.eu.</p>
<p>Evaluation and assessment</p>	<p>An evaluation could be conducted in form of a multiple choice test to extract some of the key learnings; else no specific evaluation is foreseen. However, it would be useful to check-in with trainees after three months of the training to evaluate whether they could apply the skills used. A further training may be appropriate as this only provides some basic introduction.</p>

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