Paolo Rivas

FAENÓN: a 3D quest to understand politics

A board game to help students understand issues of politics and governance

Date of birth
28/08/1989

Gender
Male

Nationality
Peruvian

Occupation
Political Scientist

Country of residence
Peru

Why I fight corruption
What has really changed my perspective on corruption is realizing how “falling to represent” can significantly affect the overall performance of our public institutions, decrease awareness of the importance of fighting corruption and deteriorate the legitimacy of our democratic regimes. “Falling to represent” does not translate immediately in actions of corruption. However, it weakens the relevance of becoming active citizens and the incentives for choosing politicians with contrasted moral fiber and, therefore, increases the possibilities of dealing with corrupt public officers. Dynamic connections and well established links with the general public are extremely important for Transparent and accountable institutions. Focusing only in tackling corrupt actions will not be an efficient strategy in societies where electoral programs are less likely to be supervised by a committed citizenship. We need to re-educate our citizens of the importance of sight seeing their authorities. In order to achieve this goal we will need to give then a new, different and more interactive approach to their understanding of politics.

Your experience
I have considerable experience working for public institutions in a developing country like Peru and I firmly believe that tackling corruption has an efficient outcome in citizen satisfaction with a public service. However, I am also aware that an intricate phenomenon like corruption has multiple variables that are not necessarily promoted from the inside of a public institutions. Especially in a context of low democratic institutionalism, our citizens are most likely to look for parallel alternative to lawful relations with our states when the system does not satisfy their needs. Thinking outside
the box is fundamental for developing alternatives to this complex scenario and I considered myself a prepared professional for finding innovative approaches for a long term solution.

**Title**

“FAENÓN: a 3D quest to understand politics”

**Brief description**

“FAENÓN: a 3D quest to understand politics” is an innovative approach to citizen education through games, board games specifically. It is intended to incentivize high school student to think critically about their own political behavior and the profound difficulties behind the achievement of public good. FAENON will be place in a fictitious country in which a President and his main stake-holders have to deal with national (the president) and private interest (the stakeholders) in conflict. Negotiations will be necessary if any of them would want to succeed in their secret tasks. To win FAENÓN, the most important skill students have to demonstrate is to avoid being politically naïve and unnecessarily unfair. The game would put participants through different situations where every player’s action will seem suspicious. Students shall think strategically and take hard decisions (some of them might be “ethically” questionable) if they want to survive rounds. In addition, they must be extra careful because opponents might use all their resources available to destroy their assets in order to obtain some kind of leverage.

**Context**

Corruption in Peru is considered a widespread phenomenon and characteristic of the local political dynamic. Therefore, is not a surprising fact that Peruvians have one of the lowest trust in their political institutions in Latinamerica. However, the problem is not only our weak institutions or our dishonest public servants. People also face daily scenarios in which cheating the system, in different ways, is a regular practice. And, even though most of citizens might consider those kind of action as cheating, they truly believe those acts do not represent a corruption scenario. The truth is that citizens feel regularly disconnect with their representatives; therefore, they feel their acts do not trigger the same reach or make the same “damage” as the unlawful acts of politicians. Politicians are despicable, regular people are not. Under this context, what this project aims is to create playful learning experience intended to teach valuable lessons on real politics to pre-citizens individuals. The harshness of the scenarios are intended to provide a decision-making simulation that will provide important messages of the relevance of supervising the role of our political stake-hold

**Target**

The game is originally intended for a “pre-citizens” public (between 16 to 17 years old high school students). Students are going to be representing relevant national stake holders and will have to make different individual and collective decision if they want to avoid failure. However, they will have to realize that the more compensating is an individual decision, the more it will affect the collective outcome. Therefore, even if they want to win, they will have to establish some important settlements with their authorities and respect them in order to succeed. We intend to engage the participants by preparing classes related to the actions performed in the game. The content of the classes will be generated after the outcome of a round. For instance, if the game resulted in an absolute abuse of power of the winner, then the importance of institutions
for power distribution will be explained. The same will happen if the game results in a complete paralysis of the system initiated by cheating participants or if there is conflict between individual (private) and collective (public) interests.

**Who will benefit?**

In Peru, according to the Ministry of Education, the high school educational curricula should include some time or obligatory courses (in the case of public institutions) for civic education. However the impact that this course have on the education of the potential citizen is questionable at least not only because of the inefficiency of the methodology of teaching but also because of the mostly irrelevant content of the classes. In order to provide a more valuable experience related to political content, we need to engage student to a new design of “learning by doing”. Interaction and dynamism are fundamental for encouraging participants to think about a complicated and complex field like politics. The success of this project will be beneficial for students living in a current apolitical status in which the only contact with the relevance of being a citizen is the acquisition of a legal status.

**Game Changing Factor**

What makes this project unique is the provision of an adaptive model of learning about corruption as a systemic phenomenon and political behavior under non-institutionalized scenarios. Through simulated experience this projects looks forward to teach students the consequences of individual unlawful acts in a conflicted small community and the complexity decision-making and negotiations that a leader has to take in order to maintain the public interest or what he believe is the best for the community.

**Project partners**

This proposal is a collaborative project made with the economists Italo Raul Orihuela and Giacomo Giorgio Canepa. Italo Orihuela is an officer of the English embassy in Peru while Giacomo Canepa is a strategic ally from the Peruvian Central Bank. The San Ignacio de Loyola University also is assisting in the development of the project providing the technical capability.

**Results**

If the project goes according to our plan we would achieve two things. First, we would be able to successfully implement a new model for teaching awareness on the impact of corruption and political behavior in micro environments. Secondly, we would be able to generate models for researching interesting variables in the game, which might lead us to relevant information on how people make decisions in weak and inefficient simulated governments.

**How will you know when you have achieved these results?**

The short term aim is to develop a functional product that can be easily understand and explore for the intended users. The long term aim is to completely systematize the game in a virtual platform that would make logistically easier and strategically more accessible the game. In addition we intend to use the data generated by the game to explore different variables that have better impact on the goals we are looking for. In addition, we intend to develop quantifiable social experiments for better versions and general improvements and for a comprehensive study on the subject’s political behavior under the circumstances offered by the game.
How do you want to achieve these results?

See Planning Table below

What challenges do you think you will face in implementing your project?

The main challenge would be the followings:
1. Adjusting the theoretical outcomes to observable variables: Beta exercises would be continually done with the support of specialists on game theory and institutional development.
2. Changing paradigms and resistance on a different approach of teaching: Open reunions with relevant allies and focus groups for perceptions of the game are going to be done.
3. Problems with the virtual systematization of the game: An adequate analysis of the viability of virtualizing the game would be done by tech consultants.

How do you plan to make your project results sustainable?

As well as building this project, we intend to organize a department within our organization for monitoring, development of new partnerships and for commercial management of the product. Once the project and the organization are mature enough, scalability would be more than plausible (especially in the Latin-American region).

What is the overall budget of your project in EUR?

7300

Do you have other funding sources for your project? Will you seek other funding sources? Please explain.

We have some strategic alliances with private and public institutions that are willing to fund up a total of 2300 euros of our project. This funding's are not exclusively monetary. We have find support with materials, working spaces or even publicity.

Would your project become a social business? Please explain.

The idea of this Project is to generate an impact on awareness by offering a social entrepreneur product, not generating profits. Our main goal is to have an alternative to traditional approach to public/private education on citizenship. In the long run, this project is intended to be the first step for funding an institution that can provide dynamic educational tools for incentivize a democratic and transparent/accountable political culture from citizens to authorities.

Detailed budget proposal

See Budget Table below
## Planning Table

<table>
<thead>
<tr>
<th>Steps</th>
<th>Justification/Explanation</th>
<th>Proof</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Development of the game plan</td>
<td>It is the base of the whole project. It will state the structure of the game and the procedures for its design.</td>
<td>Our internal schedule will help us measure the development of this part.</td>
<td>One month (December)</td>
</tr>
<tr>
<td>#2 Designment of the first model</td>
<td>This is an essential part because here the whole model is designed. The game strategy, its graphic modeling and its dynamics are developed in order to start its first production.</td>
<td>In this case, the success will be based on the first finished model. We will see if it is playable and easy to use.</td>
<td>One month (January)</td>
</tr>
<tr>
<td>#3 Trial of the first models</td>
<td>Once the first model is ready, it is necessary to develop a serie of trials in order to assess its effectiveness and if there is the need to make further improvements.</td>
<td>The feedback that we receive from the trial subjects, as well as the statistics that we will register. By doing the trial in 6 or more schools, we would have achieved this step.</td>
<td>One month (February)</td>
</tr>
<tr>
<td>#4 Remodeling laboratory</td>
<td>After developing the first trials, according to the results there will be a process of remodeling in order to improve our model.</td>
<td>In this case, the success will be seen upon the reinfrastructure of the project. If the model is successful we will have several positive critics.</td>
<td>One month (March)</td>
</tr>
<tr>
<td>#5 Final product development</td>
<td>Once the improvements have been made, the final concepts in sense of marketing strategy and alliances will be developed. With this, the final model will be produced in order to be delivered.</td>
<td>Final marketing tests in which subjects demonstrate a positive view towards the final model.</td>
<td>One month (April)</td>
</tr>
<tr>
<td>#6 Final assessment of the project</td>
<td>After delivering the final product, we will procede to registry the evolution of its users. This part is essential as it will sum up the effectiveness of our model, providing us with information for developing further projects.</td>
<td>The set of statistics that we will use to evaluate the evolution of the students.</td>
<td>One month (May)</td>
</tr>
</tbody>
</table>
### Budget Table

<table>
<thead>
<tr>
<th>Expenditure Type</th>
<th>Description</th>
<th>Total per expenditure type</th>
<th>IACC SEI Grant</th>
<th>Own fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Internal Salaries</td>
<td>Salaries that include the graphic designer and game producer.</td>
<td>2,300</td>
<td>1,300</td>
<td>1,000</td>
</tr>
<tr>
<td>2. Overheads</td>
<td>Paper, folders and office materials.</td>
<td>200</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>3. Materials</td>
<td>Production costs, recording devices and cameras.</td>
<td>2,100</td>
<td>1,600</td>
<td>500</td>
</tr>
<tr>
<td>3. Honoraria</td>
<td>Expert in politics and public policies.</td>
<td>1,000</td>
<td>800</td>
<td>200</td>
</tr>
<tr>
<td>4. Publication &amp; PR</td>
<td>Publication through webpages, facebook, newspapers and magazines.</td>
<td>1,400</td>
<td>1,000</td>
<td>400</td>
</tr>
<tr>
<td>5. Travel</td>
<td>Workshops and conferences within different universities across the country.</td>
<td>300</td>
<td>200</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL in EUR</strong></td>
<td></td>
<td><strong>7,300</strong></td>
<td><strong>5,000</strong></td>
<td><strong>2,300</strong></td>
</tr>
</tbody>
</table>