EBOLA IN TOWN
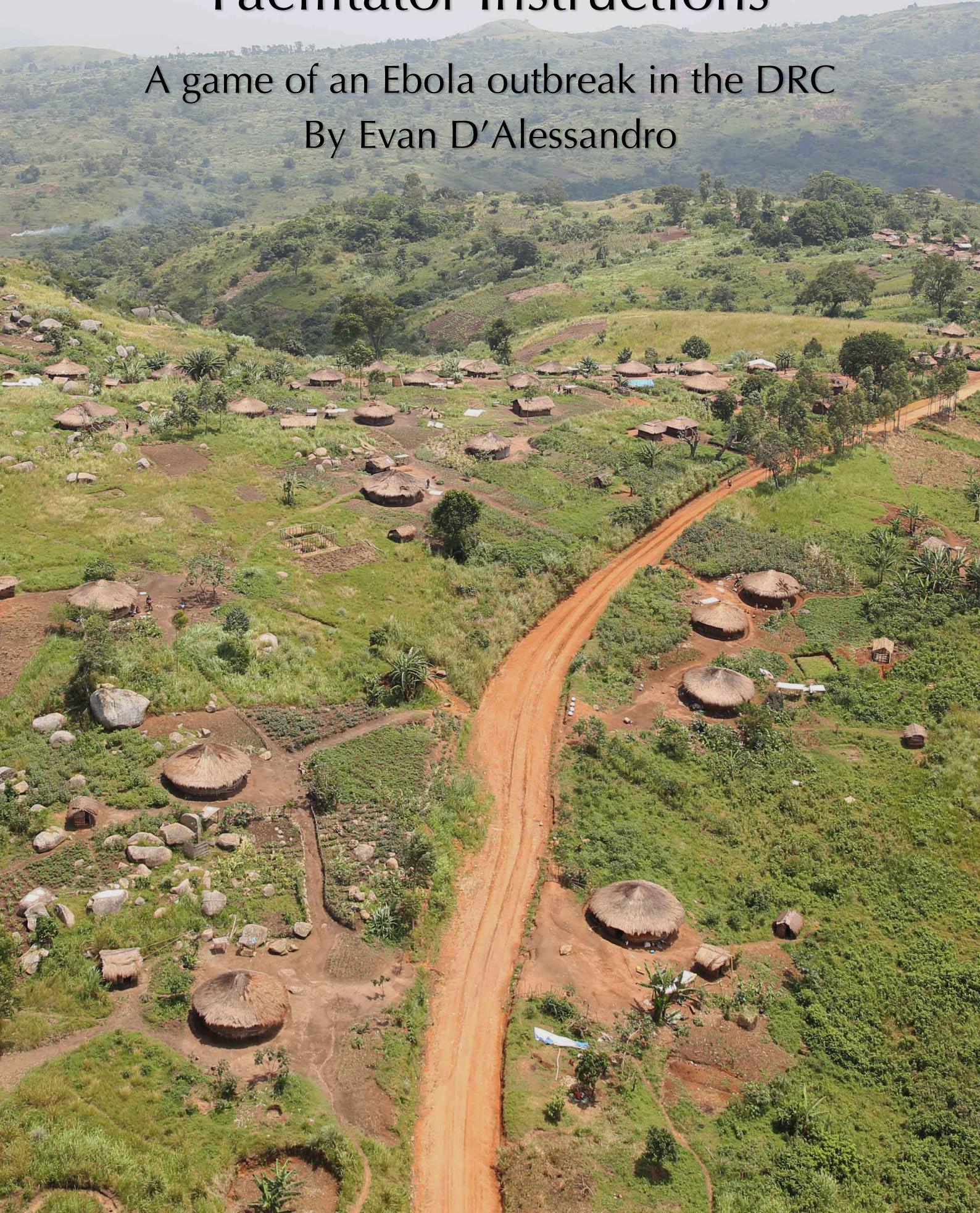
Facilitator Instructions

A game of an Ebola outbreak in the DRC

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EBOLA IN THE DRC

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FACILITATOR INSTRUCTION DOCUMENT

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1 | OVERVIEWS

1.1 | Goal and Structure of this Guide Document

The following document is designed to provide you with an overview of the purpose and format of the game, followed by step-by-step instructions of how to run the game.

The overview will provide you with the information you need to understand the game. The step-by-step instructions will provide you with the information you need to facilitate the game in three phases:

a. Prior to the game (i.e. set up on MS Teams and organize students);
b. During each round (i.e. managing students and adjusting the game board during each round);
c. After each round (i.e. deciding how Ebola will spread before the next round)
d. After completion of the game (i.e. the wrap-up discussion)

Please note: it requires a minimum of two students and one facilitator to play this game. If you only have only one student in attendance in the webinar, then you cannot play the game.

1.2 | Goal of the Game

Ebola in the DRC is an educational wargame intended to illustrate issues of securitization during epidemics. It uses the example of the 2019 Ebola outbreak in the Democratic Republic of the Congo (DRC). As with real life, the game does not have a simple or finite criterion for achieving victory or failure. Instead, it highlights the ways in which the actions of key stakeholders can influence health crises in both positive and negative ways.

1.3 | Overview of the Game

The module tutor acts as the 'facilitator' for the game and the students are the players. At the start of the game, students will be assigned to represent the interests of one or more stakeholders involved in the 2019 Ebola outbreak. There are six different stakeholders represented within the game, each of which must be represented by at least one person (see p. 8-9 on how to allocate students). The stakeholders are as follows:

National Actors	a. Government of the Democratic Republic of the Congo (DRC)
	b. Village Chief(s)
	c. Armed Non-State Group

External Actors	d. World Health Organization (WHO) Regional Office
	e. United Nations Organization Stabilization Mission in the Democratic Republic of the Congo (MONUSCO)
	f. Médecins Sans Frontières (MSF) or Doctors Without Borders

From the start of the game, students will be shown an electronic 'game board' which features:
a. A highly simplified map of the Democratic Republic of the Congo, as well as two of its neighboring countries (Uganda and Rwanda) comprising 6 regions;

    b.   Various interactive game pieces and trackers.

During the game, students will choose one action per round in order to further the interests of their assigned stakeholder. Each action will have a specific impact on the allocation of game pieces and trackers on the game board. Specifically, it will impact upon issues including:

- the spread of Ebola,
- the level of securitization,
- the level of mistrust, and
- the number of calls for security.

1.4 | Overview of the Webinar Structure / Gameplay

The webinar takes place in three parts:

Set Up (5-10 mins)	At the start of the webinar, the facilitator has 5-10 minutes to set up the game on MS Teams.
Main Game (up to 4 rounds, each 10 mins long)	**Part 1 (5 mins)	Deciding on Stakeholder Actions** Students decide which action they wish to take. Each team may take only one action per round. *NB. If there is more than one student representing a stakeholder, they are sent into breakout rooms during these 5 minutes, in order to discuss and decide as a team. They are then brought back into the main room for the second part of the round.* **Part 2 (4 mins)	Implementing Stakeholder Actions** Students state what action they have chosen. They do so in the following order: 1. MSF 2. Village Chief(s) 3. WHO Regional Office 4. DRC Government 5. Armed Non-State Group 6. MONUSCO After each 'stakeholder' states what their action will be, the facilitator adjudicates the outcome of this action immediately by moving the relevant game pieces on the board (see the 'player actions quick reference' table on p.11-12 for instructions on what actions lead to what outcomes). This order of play means that, during each round, the effect of each stakeholder action can be impacted by the outcomes of the previous and following stakeholder actions. **Part 3 (1 min)	Highlighting the Spread of Ebola**

	After all stakeholders have had their action resolved, the facilitator undertakes four separate actions on the board to demonstrate how far Ebola has either been successfully treated or has spread further as a result of the actions undertaken within the round (see the 'player actions quick reference' table on p.11-12 for instructions). **Repeat Parts 1-3 again 3 Times**
End of the Game (10-15 mins)	At the end of the game, there will hopefully be 10-15 minutes available to ask students to reflect upon and discuss the impact of the game.

2 | GAME PREPARATION / SET-UP

2.1 | Set Up your Screen

During the game, you will be required to have three separate items:
1. A game board, which is visible to students but capable of being edited by you.
2. Access to the 'Breakout rooms' controls on MS Teams (so that you can send students into these rooms during each round).
3. This instruction document (particularly the 'player actions quick reference' table, on p.11-12 so that you can update the game board in line with students' decisions in each round).

The easiest way to facilitate this is if you have access to 2 screens during the webinar. You can then place the Powerpoint file of the 'game board' on one of your screens and 'share' this screen with students. You can then view the 'breakout rooms' control panel and the instruction document on the other screen.
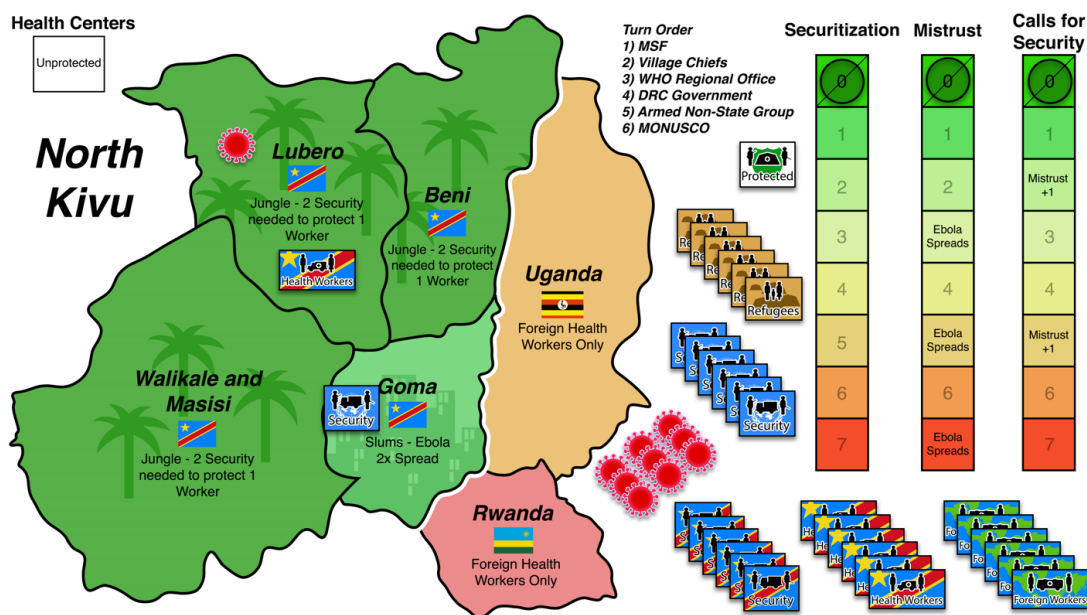
If you don't have access to 2 screens during the webinar, then it is advisable to ensure that you have separate access to the facilitator instruction document (e.g. a print copy or tablet reader). That way, you can share your computer screen featuring the 'game board' and 'breakout rooms', without letting students see your facilitator instructions.
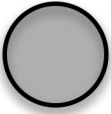
2.2 | Set Up Breakout Rooms

If you have more than 6 students within the webinar (i.e. there will be more than one student per 'role'). Set up breakout rooms on MS Teams, so that you can enable groups of students within each 'role' to discuss their 'next move' within a breakout room. Instructions on how to set up and operate breakout rooms on MS Teams is available in Appendix 1 (p.16-18)

2.3 | Set up the Game Board

The initial setup for the gameboard should be one Ebola marker and one DRC Health Worker marker in Lubero, and one UN security marker in Goma. This means that the game board should look as follows at the start of the game:

The board consists of the following pieces:

	Ebola marker used to indicate an Ebola outbreak.	
	Tracker marker, used to mark the current number on each of the various trackers.	
	Initially Health Centers are unprotected. One they become protected, the protected marker is placed over the "unprotected" space on the top left side of the border indicate the change.	
	Refugees, whose movements help spread Ebola.	
	Security forces of the UN. Movable by MONUSCO.	
	Security forces of the DRC. Movable by the DRC.	
	DRC health workers. Movable by the DRC.	
	Foreign health workers. Movable by the WHO or MSF. Potentially at risk of having to be pulled out of the area if the security situation deteriorates too far.	

2.4 | Read Instructions to the Students

Please read the following instructions to the students:
- This is a roleplaying game examining the securitization of health crises based on the 2019 Ebola outbreak in the Democratic Republic of Congo.
- There are six actors represented by the teams involved in this wargame (the Government of the DRC, the WHO Regional Office, MSF (Médecins Sans Frontières / Doctors Without Borders), MONUSCO (Peacekeepers), Village Chief(s), and an Armed Non-State Group)
- [If more than two students per team] Each team should nominate one person to be the Team Leader. The Team Leader has final say on which action is chosen for the round and is the person who declares their action to the group.
- The game consists of *up to* four rounds each of ten minutes. Five minutes of each round is to decide what action you should take from the options provided on your role sheet. After five minutes you will declare your action and your actions will be resolved before we move to the next round.
- After all of the rounds are done there will be a debrief.
- Any other questions?

2.5 | Allocate Students into different 'roles'

Allocate students into different 'roles' depending on the number of students. The allocation of students should be as follows:

2 Students	1x student takes the role of: - Government of the DRC - MSF (or Doctors Without Borders) 1x student takes the role of: - WHO Regional Office - MONUSCO You will take the role of: - Village Chief(s) - Armed Non-State Group
3 Students	Allocate one (1) student each to the following roles: - Government of the DRC - MSF (or Doctors Without Borders) And one (1) student takes the roles of: - WHO Regional Office - MONUSCO You will take the role of: - Village Chief(s) - Armed Non-State Group
4 Students	Allocate one (1) student each to the following roles: - Government of the DRC - WHO Regional Office

	- MONUSCO - MSF (or Doctors Without Borders) You will take the role of: - Village Chief(s) - Armed Non-State Group
5 Students	Allocate one (1) student each to the following roles: - Government of the DRC - WHO Regional Office - MONUSCO - MSF (or Doctors Without Borders) - Armed Non-State Group You will take the role of: - Village Chief(s)
6+ Students	Allocate at least one student per 'role'. Try to divide students as evenly as possible between various teams. If you have more than 6 students then remember to allocate them based on the breakout rooms to which they have already been automatically assigned (see Stage 2.2). If there is more than one person per team, then one team member should be made the Team Leader. They will have final say on which action is chosen for the round and is the person who declares their action to the group.

2.6 | Reading Time (for students)

Provide students with 5 minutes to re-read the Participant Instructions, paying particular attention to the 'role' that they have been allocated. This will give you the opportunity to finalise the set up of the game.

3 | DURING EACH ROUND

3.1 | Overview

As outlined previously, there are *up to* four rounds, each of which takes place over 10 minutes (it is possible to play fewer rounds if required, though the game works best with 4). Each round has the following actions:

Part 1 (5 mins) | Deciding on Stakeholder Actions
Students decide which action they wish to take. Each stakeholder is only allowed one action per round.

Part 2 (4 mins) | Implementing Stakeholder Actions
Students state what action they have chosen. They do so in the following order:
1. MSF
2. Village Chief(s)
3. WHO Regional Office
4. DRC Government
5. Armed Non-State Group
6. MONUSCO

After each stakeholder states their action, the facilitator moves the game pieces in line with the 'outcomes' of this action.

Part 3 (1 min) | Highlighting the Spread of Ebola
At the end of the round, the facilitator undertakes four separate actions on the board to demonstrate the degree of success / failure in dealing with Ebola.

3.2 | Additional Facilitator Roles (if fewer than 5-6 students)

If there are fewer than 5-6 students, you will be required to play the role of either / both the 'Local Chief(s)' and the 'Armed Non-State Group'. If this is the case, then you should play the following moves:

Local Chief(s)

Condition to take action	Action
At start of game:	Allow Traditional Burial
Once 1 Counter Misinformation action has been taken	Spread Misinformation
Once 3 or more Counter Misinformation actions have been taken	Counter Misinformation

Armed Non-State Group Table
If the 'conditions' are suitable, then the actions at the top of the table should be attempted first, before trying the actions lower down the table.

Condition to take action	Action
Mistrust 5 or higher	Death of Health Workers
Round 3 and Mistrust is at 3 or 4	Spread Misinformation
Mistrust at 3 or higher	Attack on Ebola Facilities
Unprotected Health Workers are open to attack	Carry out Attack
All other cases	Spread Misinformation

3.3 | Player Action Quick Reference Table (student actions → outcomes)

In the document provided for students, there are specific outlines for each of the six (6) roles that students are asked to play. These outlines contain information on the goals and possible moves of each role. The specific roles featured are (in order):

National Actors	a.	Government of the Democratic Republic of the Congo (DRC)
	b.	Village Chief(s)
	c.	Armed Non-State Group
External Actors	d.	World Health Organization (WHO) Regional Office
	e.	MONUSCO (UN Organization Stabilization Mission in the DRC)
	f.	Médecins Sans Frontières (MSF) or Doctors Without Borders

The instructions for individual roles are available in the Participant Instruction document. It would be useful for you to review these, as a means of (a) understanding the objectives of different roles and (b) facilitating the post-game discussion in which students reflect on the scenario.

Whether or not you have time to review these instructions, the following table provides a list of the actions that you need to take in response to each specific 'action' that a student can take.

On the left side of the table (in **Bold**), are the names of the actions that students can make. Each team can only take one action per round.

On the right side of the table:

- In **[red and bold]**, are criteria that must be met for students to make a specific move.
- In (brackets and underlined), are the 'stakeholders' who are allowed to make each move
- In the bullet points, are the actions that you should take immediately on the map in response to the action that has been made by the student.
  - When it is stated that "Ebola immediately spreads", that means it spreads immediately on that player's turn, not at the end of the round.

ACTIONS	FACILITATOR'S RESPONSE
Allow Traditional Burial	(_Local Chief(s)_) • Ebola immediately spreads once.
Ask for Protection	_(WHO, MSF)_ • Increase the Calls for Security tracker by 1.
Attack on Ebola Facilities	**[Mistrust meter must be at -3 or more]** (_Armed Non-State Group_) Do all of the following: • Ebola immediately spreads twice. • Increase the Calls for Security tracker by 1.

Bring in Health Workers	*(DRC)* • Add 1 Health Worker to the map in any DRC area.
Bring in Foreign Health Workers	**[A PHEIC must be declared to do this]** *(WHO, MSF)* • Add 1 Foreign Health Worker to a region.
Carry out Attack	**[Can only be used against unprotected workers]** *(Armed Non-State Group)* Do all of the following: • Ebola immediately spreads once. • Either remove 1 Health Worker from a region OR place 1 Refugee in Goma. • Increase the Calls for Security tracker by 1.
Counter Misinformation	*(DRC, WHO, Local Chief(s))* • Move the mistrust tracker back 1 towards zero.
Death of Health Workers	**[Mistrust at -5 or more, can only be done once per game]** [This card is not prevented by security] *(Armed Non-State Group)* Do all of the following: • Ebola immediately spreads once. • Increase the Securitization tracker by 1. • Remove all Foreign Heath Workers in DRC areas (though not ones in Uganda or Rwanda). • Increase the Calls for Security tracker by 1.
Move Assets	*(DRC, WHO)* • Move up to two Health Workers from any areas to any others. <center>OR</center> *(DRC, MONUSCO)* • Move up to two Security from any areas to any others.
Propose Public Health Emergency of International Concern (PHEIC)	*(DRC, WHO, MSF)* • If MSF, WHO, and DRC government all agree a PHEIC is declared. • However, if Ebola is in Goma OR another country, only one of the above and the WHO need to agree for a PHEIC to be declared. • Or if Ebola is in Goma AND another country, only the WHO needs to agree to declare a PHEIC.
Protect Health Centers	**[Securitization must be 2 or more]** *(MONUSCO)* • If an Attack on Ebola Facilities occurs, Ebola only spreads once, rather than the usual twice.
Resettle Refugees	*(DRC)* • Remove 1 refugee marker from the map.
Securitize	**[Requires Calls for Security to be 1 or higher]** *(DRC, MONUSCO) Do all of the following:* • Reduce the Calls for Security tracker by 1 and add 1 to the Securitization tracker. • Add 1 to Mistrust tracker. • Add a security marker to a Health Worker that protects it from attack.

Spread Misinformation	*(Armed Non-State Group, Local Chief(s))*
	• Increase the Mistrust tracker by 2.

3.4 | Important Note Regarding the Trackers

If at any point a tracker moves to a space that says "Mistrust +1" or "Ebola Spread" then the facilitator must immediately increase the mistrust tracker by one, or have Ebola spread randomly. These events only happen once per game, even if the threshold is reached again.

For example, if mistrust drops to 3, Ebola spreads randomly once. If mistrust goes back up to 2, and then drops to three again, Ebola <u>does not</u> spread randomly as the event has already happened.

Note that trackers do not have negative spaces, and therefore cannot go below zero. If an effect would move it to below zero, the marker stays put instead.

4 | AFTER EACH ROUND

4.1 | What actions to take after each round

At the end of each round, your role is to facilitate the 'treatment' and 'spread' of the Ebola virus. This requires four actions, taken in the following order:

1. Remove 1 Ebola marker per region for each health worker within that region.
2. Add one Ebola marker 'randomly' (see below).
3. For each Refugee on the map, add one Ebola marker randomly.
4. If there is Ebola in Goma, add another Ebola marker in Goma.

4.2 | How to spread Ebola 'randomly'

Each time Ebola spreads (as result of a player action or at the end of a round), it spreads to the next location listed below. As you go, cross off locations so you know where Ebola will spread to next. Thus the first time Ebola spreads it spreads to Beni, the second time it spreads it spreads to Lubero. If Ebola then spreads twice due to a player action, it spreads to two different locations (Goma and Rwanda for example).

1. Beni
2. Lubero
3. Goma
4. Rwanda
5. Walikale and Masisi
6. Uganda
7. Lubero
8. Goma
9. Walikale and Masisi
10. Beni
11. Walikale and Masisi
12. Goma
13. Walikale and Masisi
14. Lubero
15. Goma
16. Rwanda
17. Uganda
18. Rwanda
19. Goma
20. Walikale and Masisi
21. Beni
22. Lubero
23. Uganda
24. Walikale and Masisi
25. Lubero
26. Uganda
27. Goma
28. Walikale and Masisi
29. Lubero
30. Walikale and Masisi
31. Goma
32. Rwanda
33. Goma
34. Beni
35. Rwanda
36. Goma

6 | POST-GAME DEBRIEF

After all rounds have been completed, the game closes with a short debrief or close-out discussion.
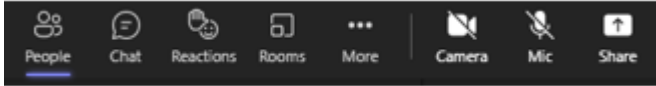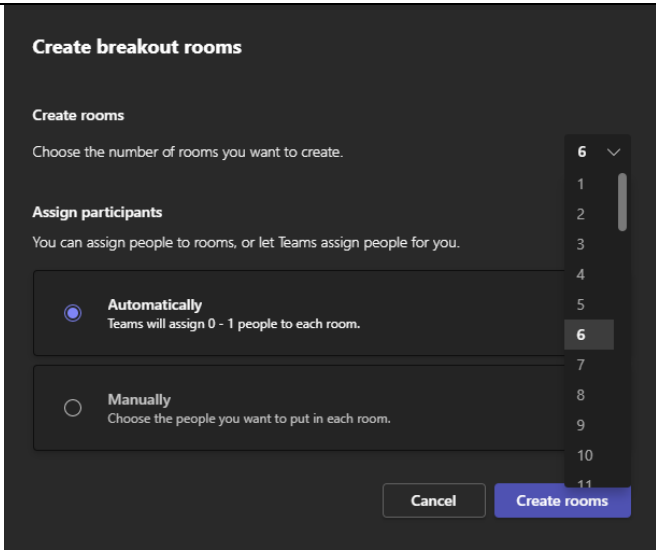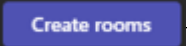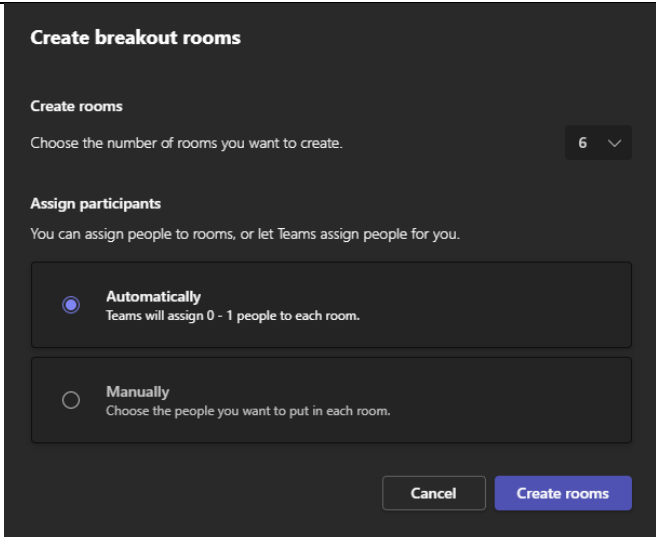
Students should be free to ask questions or make any comments about what happened in the game. Ideally each team should explain what their objectives were, if they accomplished them, and why or why not they were successful in accomplishing them.

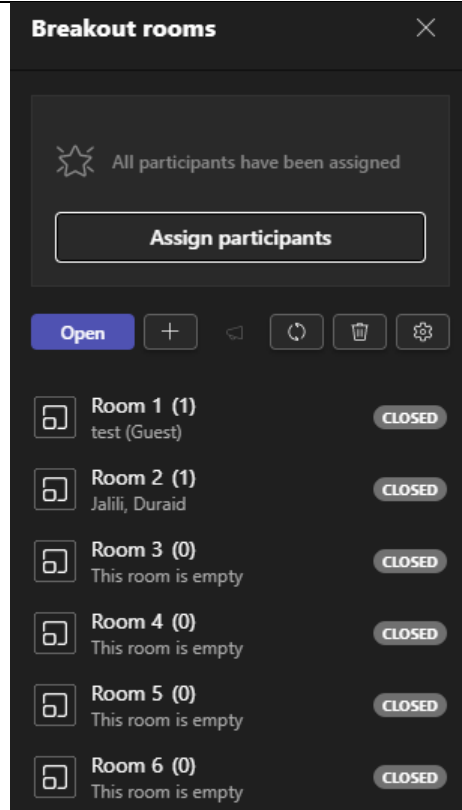To prompt engagement, you can also ask one or more of the following questions:

- Do you think your stakeholder came out of the situation well?
- What have you learned about securitization and health crises?
- In what way do you feel this game was accurate or inaccurate?
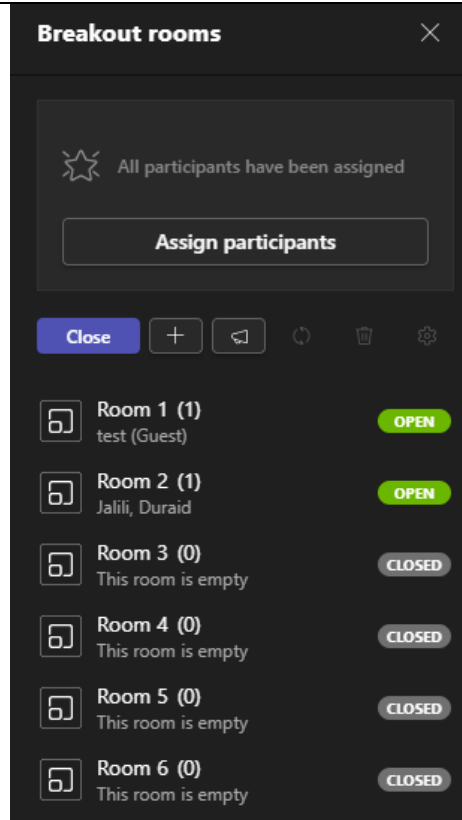
APPENDIX
Guide for running MS Teams Breakout Rooms

Click on the 'Rooms' [ ] logo on the control panel of MS Teams.	
You will be presented with a 'Create breakout rooms' pop up box. Please select the dropdown menu next to the text 'Choose the number of rooms you want to create', and select 6 rooms.	
Select to 'Automatically' choose the people you want to put in each room. Then click on the purple 'Create rooms' [ ] button.	

You will be presented with a panel on the right of the screen which shows you which students are allocated into which rooms.	**Breakout rooms** ✕
	
	☆ All participants have been assigned
	
	Assign participants
	
	Open + ◁ ◌ 🗑 ⚙
	
	⊡ Room 1 (1) CLOSED
	   test (Guest)
	⊡ Room 2 (1) CLOSED
	   Jalili, Duraid
	⊡ Room 3 (0) CLOSED
	   This room is empty
	⊡ Room 4 (0) CLOSED
	   This room is empty
	⊡ Room 5 (0) CLOSED
	   This room is empty
	⊡ Room 6 (0) CLOSED
	   This room is empty

During the game, when you wish to send students into their separate breakout rooms, simply click on the purple 'Open' [Open] button in the panel on the right of the screen. The breakout rooms will then open and the panel on the right will change to the following.	**Breakout rooms** ✕
	
	☆ All participants have been assigned
	
	Assign participants
	
	Close + ◁ ◌ 🗑 ⚙
	
	⊡ Room 1 (1) OPEN
	   test (Guest)
	⊡ Room 2 (1) OPEN
	   Jalili, Duraid
	⊡ Room 3 (0) CLOSED
	   This room is empty
	⊡ Room 4 (0) CLOSED
	   This room is empty
	⊡ Room 5 (0) CLOSED
	   This room is empty
	⊡ Room 6 (0) CLOSED
	   This room is empty
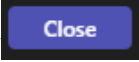
Once the students have had 2-3 minutes to discuss their decision, please provide them with a warning that they have 1 minute left to make their decision. To do this, click on the speakerphone button [ ]. You will then be provided with a pop-up box to type your announcement.	**Announcement** You have 1 minute left to decide which move you will make. Cancel Send
During the game, when you wish to bring students back into the main room, simply click on the purple 'Close' button [Close] in the panel on the right of the screen.	**Breakout rooms** ✕ ☆ All participants have been assigned Assign participants Close + ◁ ↻ 🗑 ⚙ Room 1 (1) OPEN test (Guest) Room 2 (1) OPEN Jalili, Duraid Room 3 (0) CLOSED This room is empty Room 4 (0) CLOSED This room is empty Room 5 (0) CLOSED This room is empty Room 6 (0) CLOSED This room is empty