EPIC Project Implementation Guide

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Acknowledgement

Purpose and structure of this guide

This guide was created to present the EPIC game project goal, objectives, long term plan and development steps taken on the road to getting the final versions of the game. It is designed to be a manual for users of the game who are implementing a training with an emphasis on public health preparedness, readiness and IHR (2005) compliance; providing all the needed steps and files required to have a successful EPIC game session with the target audience.

Introduction to EPIC game project

Global health security has been highlighted through the COVID-19 pandemic as an international concern of all member states and the WHO. Various recommendations were shared by the review committee and the IOAC reports to work on the different pillers supporting health security at different levels including health and non health sectors in addition to engaging with the communities. These recommendation underscore the need for higher readiness state across the countries, in addition to the preparedness and response efforts in place.

Strengthening NFPs is one of the objectives of the five-year global strategic plan to improve public health preparedness and response (2018-2023). Pillar 2 of the strategy highlights the need to support and further strengthen the National IHR Focal points, notably through training activities. The successful implementation of the IHR (2005) at national level goes beyond the NFPs, extending to a broad multi-sectoral approach beyond the health sector (whole of government) including Senior Government members, professionals working in agriculture, animal health, points of entry, defense, parliamentarians, etc.

The on-going COVID-19 pandemic has exacerbated the needs for continued support to the workforce development of professionals across many sectors (whole of society) on implementation of the IHR capacities. In response to those needs stated by Member States, WHO has been developing innovative learning approaches and products such as the EPIC serious game and revamping the IHR Learning Program to:

➤ Support the operationalization of the IHR (2005) across a variety of sectors,

➤ Contribute to the implementation of the IHR capacities through effective collaboration, and

➤ Boost training activities on strategic preparedness, readiness and response before, during and after possible or confirmed public health events.

Project map

This map highlights the different lanes of work that have been established to work on different activities in parallel to build the game as a medium to reach the goals of the project with the vision to roll out the project on a global scale.

Main four pillars have been essential during the creation and development stages of the game namely: narrative, learning, gamification and interface, and implementation.

Versioning and timeline of the game development are different according to the version; while V1 has been developed prior to COVID-19 pandemic as a limited scenario game for face to face facilitated team trainings only, V2 has been developed to be played fully online and can still be used in face to face facilitaed team trainings.

Version 2 of the game has been designed to offer various scenarios with each update of the game, with a continuing base line of preparedness, readiness and IHR compliance core, as follows:

➤ V2.0 will seek to develop the game base with specific playable scenarios mainly GL preparedness, MG, PoE, among few others with whole of government approach

➤ Version 2.1: GL humanitarian context - FCV with whole of scociety approach

➤ Version 2.2: GL senior government officials single player mode with updated strategic scenarios

➤ Version 2.3: GL and Disease X

Future Versions will include other countries and new scenarios.
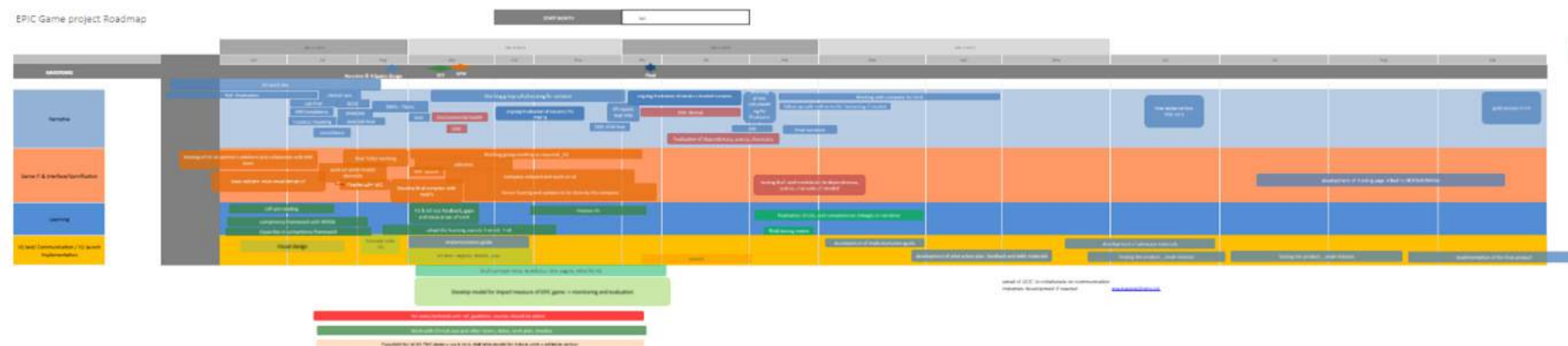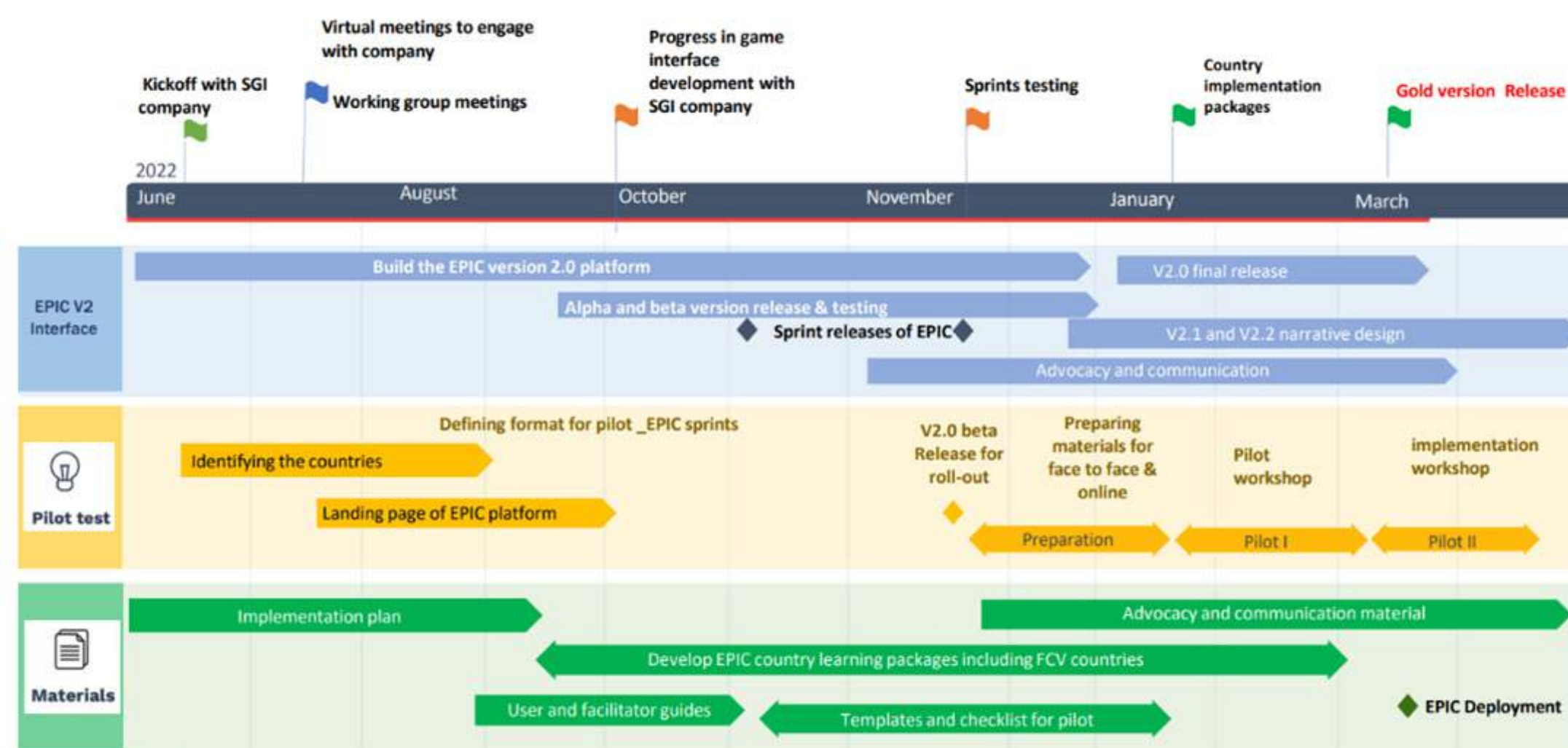
Idea and goal of the game

The EPIC game's goal is to enhance Member States capacities to implement the IHR (2005) and strengthen country and community emergency preparedness and readiness. In doing so, this programme contributes towards achievement of "1 billion more people better protected from health emergencies" strategic objective under the Global Programme of Work 13; more specifically to output "2.1.2 Capacities for emergency preparedness strengthened in all countries".

EPIC game is a web-based learning programme for health emergency preparedness and IHR compliance worldwide. It is designed to foster collaboration and trust among public health professionals across all levels and sectors and to enhance aspects of multi-lateral coordination in order to take evidence-based decisions. EPIC Game is designed to address learning and capacity needs of national professionals, WHO IHR Contact Points at country and regional levels, partner organization' members supporting implementation of IHR (2005), among others. The development of this real-life simulation game is a direct response to the need for a "safe learning environment" in which participants can practice real-life scenarios.

Learning objectives of the game

The game has overarching high-level learning objectives that have been guiding the development of the game narration and interface.

1. Define priority activities and allocate resources to strengthen the capacities of the national health emergency preparedness plan.
2. Ensure coordination with relevant stakeholders, at local, regional and national / international levels using formal and informal coordination mechanisms.
3. Foster cooperation between all key sectors -- despite diverging interests.
4. Communicate early on relevant PH events to WHO.
5. Communicate effectively on public health risks to relevant audiences.
6. Take decisions and actions during a serious public health event in compliance with the IHR (2005).
7. Identify the gaps, lessons learned and best practices in managing the health event in the scenario.

These high-level learning objectives have been further detailed to highlight the specific micro-level learning objectives (Bloom's taxonomy) of the various versions of the game developed including the followings for the V2.0 of the game:

1. Identify and consider the benefits of notifying public health events to WHO when managing response - Knowledge
   - ➤ Joint risk assessment
   - ➤ WHO assistance if domestic capacities are overburdened
   - ➤ Access to emergency funding
   - ➤ Support by WHO against unjustified travel and trade restrictions
2. Understand the role of WHO in providing information to other States Parties regarding public health risks only when that information is necessary for them to protect their populations (Article 11) - Knowledge
3. Recognize the importance of continuous information sharing between WHO and Member States and the support that consultations can bring to the public health event response operations – Knowledge
4. Understand that the global community relies on affected countries to report early according to the IHR (2005) - Comprehension

5. Understand the risks of non-reporting of an initially local event on the global health and recognize the need for mutual responsibility/transparency in an interconnected and interdependent world - Comprehension

6. Ensure relevant core capacities are in place (risk assessment, risk communication strategies, surveillance, outbreak investigation, and response, etc.) - Application

7. Utilize IHR M&E framework and products (ex: SPAR, JEE, AAR, IAR, SimEx, TT exercises) to guide preparedness, readiness and response activities Application

8. Use the tools developed by WHO to help countries assessing and enhancing their capacities. (Ex: STAR, DPM) -Application

9. Reenforce the roles of multi-sectoral (whole of government) and whole of society approach in preparedness, readiness and during responding to public health events -Application

10. Practice event assessment and notification using annex 2 - Application

11. Take decisions and actions during a serious public health event in compliance with the IHR (2005) - Application

12. Use existing international tools and channels to report and communicate potential public health threats especially the ones of possible pandemic or epidemic potential - Application

13. Reflect upon the investment made into key activities to be the most effective in filling gaps and increasing capacities -Analysis

14. Understand the links between preparedness and readiness activities and the enhanced capacity to prevent, early-detect and report systematically public health events – Analysis

15. Understand the links between preparedness and readiness activities and the enhanced capacity to respond systematically and effectively to public health events – Analysis

16. Capitalize on the role of collaboration and sharing responsibilities across sectors (and internationally) during preparedness and readiness phases of capacity building in the country -Synthesis

17. Collaborate and share responsibilities across sectors and with the community engagement during preparedness, readiness and response phases of public health event/emergency in the country - Synthesis

18. Coordinate a multi-sectoral response and whole of society approach in responding to public health events – Synthesis

19. Enhance health emergency preparedness capacities – through a prioritized allocation of resources – with the view to mitigate the potential impact of future events (outbreaks) -Evaluation

Target audience

This game is designed to be played by everyone who practices public health and health security or IHR related functions at all levels. Specifically targeted groups include:

➤ IHR National Focal Points (NFPs)
➤ IHR Stakeholders from various government sectors (multisectoral target)
➤ Ministry officials and senior managers having some responsibility for health security
➤ Decision makers from senior government and those at the execution level
➤ WHO IHR Contact Points
➤ Regional and country offices and all stakeholders that are involved in the country preparedness, and readiness at local, regional, national and international level.
➤ Academics and public health students in relevant institutes or universities

Game structure and development

EPIC game addresses training needs in the area of preparedness and IHR (2005); gaps addressed are as follows:

➤ To strengthen country and community emergency preparedness and readiness in order to ensure a timely, efficient and effective response to events including local and national outbreaks of infectious diseases that have the potential to cross borders; epidemics and pandemics, as well as other non-biological public health events

➤ To advocate for prioritizing risk-based decisions for community and country emergency preparedness and readiness, in addition to mobilizing resources to increase domestic and international investments in this area

➤ To train efficiently the IHR key players, including IHR NFPs and stakeholders, who may-be appointed to this important role without previous experience or knowledge about the IHR (2005) while contributing essentially to the global health security agenda

The technical content supporting the scenarios is developed based on the input from several technical units from within the Organization and reality checks that were provided by NFP professionals. Considering the COVID-19 pandemic developments, version (V2) of the game addresses the challenges revealed during the pandemic response in the areas of preparedness and readiness and the lessons learned regarding current public health IHR capacity building needs.

In 2020, the EPIC project was selected by the WHO Academy (WHOA) as one of its 20 upstart projects; collaboration with WHOA experts will enhance the Game's learning aspects as well as provide credentials for completion of EPIC training.

Future versions will follow the same mechanisms to develop the content and game components, integrating the feedback from the various tested/implemented versions as well as building on target audience needs and best practices.

Core concepts of EPIC project:

1. **All hazards approach:** with emergency risk assessment. This can be done at different stages with each event verification.
2. **Whole of society approach:** considering engagement of whole of government and multi-sectors in planning, preparedness and readiness activities as well as response. Risk Communication and community engagement (RCCE) is a key in whole of society approach at all levels planning to response.
3. **Health Emergency Preparedness:** is a continuous process in which action, funding, partnerships and political commitment at all levels must be sustained. It relies on all stakeholders working together effectively to plan, invest in and implement priority actions.
4. **Orientation to the emergency cycle:** EPIC V2 will focus on activities related to preparedness, readiness and response. While considerations to recovery and mitigation are of great importance, this part will be tackled in a later version of the Game.
5. **IHR (2005) compliance:** will be a key feature driving game actions from preparedness to response.
6. **Risk management:** It will be integrated throughout the emergency cycle to opt for sustainable preparedness for response measures and prioritized risk-based decision-making strategies, for better capacities and resource management, using the tools available in the game and making it more fun to trainees.

7. **Health for all by all:** the scenario structure and functions are to be played under this umbrella and support it in the direction towards IHR compliance and building health systems for health security.
8. **Adjusting response plans** and re-building using for example resources mapping, and IHR Monitoring & Evaluation (M&E) Framework within the game.
9. **Universal health coverage** towards SDGs implementation will be the feature of a future version of the EPIC Game.
10. **Public Health literacy** is to be achieved through sensitizing the participating target audience ex: stakeholders from various sectors to the different technical areas and public health concepts of the game.

Languages

EPIC V2 game associated learning activities will be made available in English in a first step. Translation into additional UN languages can be a future step based on the project implementation feedback and development proceedings.

Implementation of EPIC game project

Implementation strategy

The strategy of dissemination will use the IHR (2005) mandate to roll out the game as a simulation training among other activities, which will support widening the scope of collaboration and communication for global health security. It will enhance the dialogue between all the responsible levels regarding the public health events' cycle of emergency from prevention through preparedness and response to recovery.

The game is also considered part of the IHR Learning Framework (IHR LF) which is targeting enhancing the IHR learning competencies for all member states IHR NFP and stakeholders. This IHR LF is part of an IHR Country Learning Package (IHR CLP) that addresses various aspects of IHR capacity building trainings globally and has a step wise approach in implementation, which will make EPIC game training connected to a series of various trainings to accomplish a wide range of IHR capacity building towards health security.

The approach depends on having dissemination and engagement centers through the ROs, which will nominate some WCOs to roll out the game as part of the IHR (2005) and preparedness capacity building activities with MS, to support collaboration, communication and enhance the active engagement of all levels of targeted groups into the decision making of health actions during public health events.

The ROs and WCOs will have a plan to implement consecutive events with members from different departments/units which are part of the emergency public health planning to event response, as well from member states each a time or many at the same day. This can be done as a tournament with a badge/certificate to the highest scoring team members. There can be sessions of sharing experience together and providing feedback on the game for future steps. These feedback sessions can be in the presence of the WHO academy colleagues to support the structural learning and capacity building prospective during the Q&A part.

The feedback sessions and parts of the game played can be recorded and posted on the workplace for other WHO colleagues to sign up for interest to join the next playing sessions within WHO or with MS.

All of these sessions will include evaluation reports which will be shared automatically through the game platform to the signed in players for self-evaluation and development, while the ROs and WCOs will retain a copy of this overall evaluation for following up the recommendations and supporting the following steps by rolling out other activities/courses from the IHR learning program or others programs to improve on the weaknesses.

LST will be also designating some collaborating groups to roll out the game for the different possible target audience which are agreed upon (university students/post graduates of public health, epidemiology, health system and others) or (surveillance officers, RRTs, EMTs, Preventive sector officers at different levels, others) in order to create champions for the EPIC training globally. The champions are also going to receive ToT for building their capacities to support and facilitate EPIC face to face training sessions within member states.

Implementation action plan (WHO)

➤ Activities will include meetings, conferences, workshops, adds/links on the various apps and websites of the WHO, partner collaboration activities ex: ECDC, USAID, ROs, missions at the MS level, WHO units' bilateral collaboration activities to use the EPIC training for specific technical groups, etc.

➤ Materials and methods (facilitated and unfacilitated versions) will depend on the session and arrangements, where the online sessions will require only the coordination and sharing of the needed links.

Milestones	Deliverables	Activities			Required steps/materials
		Global	Regional	National	
Pilot testing of the developed versions at regional and national levels	Pilots feedback integration and modification of the developed tested versions of the EPIC game training		Pilot and organise the EPIC training session in at least one regional meeting	Pilot test the EPIC training in at least one African country	Develop: 1. list of countries in coordination with ROs 2. pre and post monitoring/feedback forms
				Pilot test the EPIC training in at least one Eastern Mediterranean country	3. advocacy materials & emails
				Pilot test the EPIC training in at least one Euro country	4.Travel plans as required

					As before, Plus:
Implementation of EPIC training with identified countries across the different regions and across border between different countries	Digital repository for training activities and resources at the global, regional and national levels	Run implementation workshops and training of trainers (champions) to support the roll out of the training at least in one meeting	Run implementation workshops with the support of the trainers at least in one regional meeting	Run implementation workshops in at least one country in each region	digitally collect all training sessions resources and forms in a centrilised data base (shared folder) at a global level
Developing advocacy materials and reaching out activities to non-traditional actors who are non-health sectors	Collection of: 1. short videos, 2. interviews, 3. posters, 4. Updated online landing page, 5. translations to UN languages,	collaboration on developing the maaterials as needed	collaboration on developing the maaterials as needed	collaboration on developing the maaterials as needed	Digitally collect all training sessions resources and forms in a centrilised data base (shared folder) at a global level

	6. Updated digital repositories with the activities and workshops				
Building a sustainability champions league (Trainers/ EPIC ambassadors) across the regions to sustain the training implementation activities	Trained and sustained group of EPIC champions at the regional and national levels	LST coordination and conduction of the ToT	Maintain champions at each region (contact points) through: 1. the EPIC training sessions, 2. ToT sessions 3. KN and other engaging activities on regular bases	Maintain champions at different MS in the 6 regions through: 1. the EPIC training sessions, 2. ToT sessions 3. KN and other engaging activities on regular bases	Develop and conduct: 1. list of participants across regions 2.EPIC game training sessions 3.ToT sessions 4. KN continious engagement discussions/updates Plus: Requirments for an EPIC session

					Plus: Maintain updated digital repository
Building an EPIC card version to enhance dissemination and reaching out model of the training to fit low resource settings	EPIC card version tested and utelized by target audience at low resource settings		coordination with MS to conduct training sessions	Join training sessions at different MS target audience groups	Requirments for an EPIC session
Building an EPIC mobile app to enhance dissemination and sustainability model of the training	EPICmobile app tested and utelized by target audience		coordination with MS to conduct training sessions	Join training sessions at different MS target audience groups	Requirments for an EPIC session

Update of implementation and facilitation guides that include all the tools and forms required to run the training decentralized at the national and subnational levels	Updated guides and other forms that support standardized training establishment, functioning and maintenance of EPIC training for member states (implementation and facilitation guides)				Analysis of feedback from various training sessions and integration in games versions if needed and update of the guides accordingly

			Develop and conduct:
Maintaining the database of trained professionals, and periodic gap analysis for knowledge and competencies to update the training activities and content	Provide implementation report including stats and recommendations for further development of the training project and its implementation activities	Conduct a feedback and needs survey to target audience groups and gather feedback to be analysed and utelized	1. feedback and needs survey form 2. dissiminate and collect results 3. analyse results and adapt training activities and content accordingly 4. share results and next steps

Implementation guide (end user)

Activities for implementers

To conduct an EPIC training an event organizer has to decide on an online or a face-to-face workshop. The game in version 1 is only designed for face to face facilitated workshops, while in version 2 it is designed for both online multi-team, multi-player sessions as well as adapted to face to face team workshops.
Preparing the sessions will depend on the modality of the game session. In case of online game sessions, organizer has to prepare the following:

1. A Ghant chart for session/s planning and conduction
2. A list of possible participants,
3. Inviting the participants through e mails or other means of communication depending on the settings,
4. Sharing the links to the game including the project landing page and any afterwards meeting room links for further hotwash if needed for specific objectives designed by the event organizer; and
5. An online feedback form for after game feedback.
6. Keeping track of all the resources and input collected from participants throughout the training, including a team photo and save in the online repository

In case of face-to-face trainings, the event organizer will have to prepare the following:
1. A Ghant chart for session/s planning and conduction
2. A list of possible participants,
3. Inviting the participants through e mails or other means of communication depending on the settings,

4. Prepare the venue of the workshop to accommodate the number of teams going through the training, which will include:
   i. Booking a hole or a meeting room
   ii. Get a poster to be hung at the door of the room so participants and non-participants get enthusiastic about the training and advocate for it
   iii. Providing each team member with a laptop or a PC where all are connected to internet in best setting, or if no internet available the game can be played offline then upload the session at the end to get a final report for each team
   iv. Prent or provide an online feedback form and disseminate stationery requirements among participants if needed
   v. If a hot wash is designed, prepare a white board or flip board with suitable markers and required stationery for engagement activities of the teams and documentation of the discussions. The number of boards will depend on the number of teams and the size of the venue to ensure active participation of all members
   vi. A group photo shall be organized next to the poster of the game and shared with all participants and on the champion KN for the future follow-up activities and for documentation
5. Sharing the links to the game including the project landing page,
6. A feedback form for after game feedback,
7. Design a hotwash session based on the objectives of the event organizer to be conducted after the game session
8. Keeping track of all the resources and input collected from participants throughout the training, including a team photo and save in the online repository

Materials and methods

For the session preparation, concept note (CN), invitation email, list of participants forms, tracking for registration, links/hard materials, banners, comms/engaging adds/posters, feedback post training form, post training report templates all will be found in the annexes of this guide for your use.

End user game instructions (how to play) are part of the game interface where the participant finds out the game goal, objectives and team mechanics to win. All needed references and background knowledge or guidelines will be found through links in ibox within the game and in the project landing page.

Monitoring and evaluation

For EPIC project (WHO)

Evaluation and follow-up

- Pilot evaluation and roll out:
  During the development of version 2, the interface will be pilot tested with the technical experts and some target audience groups in the various WHO regions for feedback.

  The final version of EPIC V2 will be released after reality checks and validation for content coherence and objectivity of the training are done and feedback integrated. For future versions this process will also allow for expansion of the training project based on evidence towards best practices and according to guidlines.

- Credentials and certification:
  Upon completion of EPIC training, participants will receive (to be determined) credentials or certificates of completion. Those will be designed to credit the hours of training in an applicable digital way and address the competencies targeted by the training for each participant.

  This will support the further development of the various future versions of the game on a base of qualitative and quantitave analysis of the competencies addressed, training needs and knowledge gaps.

- Post-training follow-up and evaluation:
  Mechanisms to evaluate how participants apply what they learnt to their jobs after a 3-6 months period upon completion of the courses will be discussed in partnership with WHOA . Methodology is to be determined; however, post training feedback forms will be administered to all participants after the training sessions and analyzed later to that for building up future training activities based on needs of the teams. Engagement activities and linkage to recommend future learning pathways (to be developed in a dynamic digital learning environment) can also provide a way for follow up for the participants developments and would push for further enhancement of the various learning aspects targeted by this project. This will occur through the analysis of the progression on the different learning pathways taken by the various participants in regard to targeted competencies, skills, areas of work, gaps detected at knowledge or skill levels, and behaviors towards continuous learning process of adult professionals. This will help in personalizing the training aspects in regard to competencies while advancing on the different identified new technical areas.

Expected outcomes and impact of EPIC game

- Impact is highlighted in terms of more efficient implementation of the IHR (2005) by Member States and better protection of populations from health emergencies.
- This could be measured in the short term and the long term through different means, including:

  During the game session (short term), where the game engine will be analyzing real time responses and behavior of participants during the virtual gameplay session. EPIC game will help in identifying gaps in capacities of participants. In the game's simulated emergency crisis, actions of team will show potential shortcomings in capacities, inadequate participations of various sectors or/and impact on the system. The game therefore will indirectly measure learning outcomes on operationalization of IHR (2005), workforce development and preparedness activities.

  In longer term re-play of the game would show the developments on aspects of knowledge and skills or the change in behaviours in interacting with the team or the scenario or both in comparison to earlier attempts to play the game. Scores of each participant within a team will be stored in a chronological order to allow for vesualisation of the progress. In a vertual pathway of learning this progress can be further anaylized and interpreted in terms of linkages to other trainings that were recommended and completed (future learning pathways are to be developed in a dynamic digital learning environment).

- The multisectoral approach in the game would reinforce collaboration at different regional, national and international levels. It would create an environment of trust and open new channels of communication between various participants of the training on the long run. This can be measured with indicators as:
  1. Number of attempts of breaking silos within health sectors and conducting multi sectoral planning, and training workshops,
  2. Number of participants from the health sector who represented health in other non-health sectors planning and training workshops,
  3. Number of public health events that have been managed after a national multi sectoral risk assessment,
  4. Number of non-health IHR implementation or provision supporting staff participating in workshops managed by health sector, and
  5. An increase in the number of policies in support of health at the national level
  6. Increase in related capacities in the annual SPAR scores

  This would lead to quantifiable results of long-term efforts to strengthen IHR related workforce development, muli-sectorallity, bilateral coordination, planning and responding to public health security agenda.

- For IHR NFPs, enhanced knowledge and skills on how to fulfill NFP mandatory functions, including notification of public health events to WHO, should result on increased number of notifications and information sharing through the dedicated system (Event Information Site, EIS), done in a timely manner, and enhanced and standardized IHR communications. This could be monitored and measured through EIS platform statistics.

Evaluation and follow-up

- Pilot evaluation and roll out:
  During the development of version 2, the interface will be pilot tested with the technical experts and some target audience groups in the various WHO regions for feedback.

  The feedback form after the sessions of EPIC V2 will be available for all participants to fill in and share opinions for further amendments or needs to be addressed in future developments of the game.

- Credentials and certification:
  Upon completion of EPIC training, participants will receive (to be determined) credentials or certificates of completion. Those will be designed to credit the hours of training in an applicable digital way and address the competencies targeted by the training for each participant.

  This will be available for both participants and implementers of the training as reference for follow up, updating and upgrading trainings schedules and implement best practices.

  The participants will also recieve a post training session performace report that will provide a detailed analysis of the participant performance during the training, competencies built, knowledge aspects gained or utelised, and a team peer to peer evaluation for further qualitative visualization of team work dynamics according to the mapped competencies for each version of the game.

This report will be digitally developed through the game engine and can be saved by the participants for reference and follow up.

- Post-training follow up and evaluation:
  In the case of face-to-face game sessions arranged by the implementers the hot wash discussion and activities between teams and individuals will magnify the reflections on the self, workforce, and system bottlenecks and deficiencies. The implementer can use this information directly or establish working groups for creating a plan for workforce development while engaging with the end users or plan for system gap analysis and problem-solving group while engaging with the community of experts.

Mechanisms to evaluate how participants apply what they learnt to their jobs after a 3-6 months period (longer term) upon completion of the courses will be discussed in partnership with WHOA. Engagement activities and linkage to recommended future learning pathways (to be developed in a dynamic digital learning environment) can also provide a way for follow up for the participants developments and would push for further enhancement of the career development plans of the participants in their related fields. This will occur through visualization of the participants results and progression in learning in dynamic digital dashboards (as part of the digital learning environment to be developed).
This will allow the implementers to assign tasks to participants in areas related to their strengths and push for career or position upgrade building on the skills, competencies and knowledge gained through the learning path.

This will also allow for better identification of work force development plans across sectors for decision makers to expand training to those who received less in the various sectors all over the member state map.

Sustainability of the project

The game goal and objectives are targeting sustainable implementation of IHR 2005 and preparedness and readiness towards protection of more populations form health emergencies. It emphasizes sustainable approaches through building up capacities in collaboration, coordination and efficient communication channels. All of which are supporting the whole government, whole of society, and all hazard approaches serving the global health security agenda.

The project has been designed to be sustainable through dynamic aspects and structures that can accommodate changes of content and tailoring the narratives within the same engine and game interface.

The steps followed during development are also replicable in the case of new narratives and competencies identified for future developments. This is following a quality check path and is building on best practices and guidelines.

The game itself as a training product is then sustainable in its digital form, and can be replayed by teams online and offline from anywhere all around the world. In the future plan of the project this game can be available for single players to access any time and use for capacity building.

The game would be further sustainable with the presence of the mobile app and the card version where it will be suitable for various low setting learning environments across the world.

The follow up methodology that is based on recommendation generated after game training sessions, possibility to re-play and take further learnings in possible identified learning paths based on performance analysis will support sustainable competency-based workforce development.

References

To be updated shortly.

Annexes

To be developed soon.