

The Global Health Network (TGHN) Latin America and the Caribbean (LAC)

Category	Policy
Title and Version	The Global Health Network Latin America and the Caribbean Description of Research Capacity Building activities – Version 1.0
Valid from	01/02/24
Date of next review	01/02/25
Authors	05/01/24
Languages	Rubinstein F, Garcia Elorrio E (Argentina), Machado C (Brasil), Osorio L (Colombia), Alger J (Honduras), Garcia H (Peru), Canario J (Republica Dominicana), Lang T (United Kingdom) – Consortium LAC

Sumário

1. Introduction	2
2. Aim	2
3. Scope	2
4. Research Capacity Building Activities	2
4.1. Webinars	3
4.2. Workshops	4
4.3. Research Club	5
4.4. Supported Learning Sessions	6
4.5. Data Science Clinic	6
4.6. eLearning	7.
4.7. Twinning Programme	8
4.8. Mentoring Scheme	9
4.9. Professional Development Scheme (PDS)	10
4.10. Pathfinder Projects	10
4.11. Toolkit (Resource)	11
5. Annex	11
5.1. TGHN Resources for Webinars	11
5.2. TGHN Resources for Workshops	14
5.3. TGHN Resources for Research Club	16
5.4. TGHN Resources for Data Clinic	16
5.5. TGHN and other Resources for elearning	16
5.6. TGHN Resources to PDS	17
5.7. TGHN Resources to Pathfinder	17
5.8. TGHN Resources to Toolkits	18

1. Introduction

The “Description of Research Capacity Building Activities” document has been created by the *The Global Health Network Latin America and Caribbean*, the aims are to foster professional development and create opportunities for health workers, researchers, and institutions in the LAC region to enhance their research skills and expand their knowledge across various health research domains.

The definitions outlined in this document are based on our current experiences, but we anticipate that as we progress through the activities, we may develop novel formats and innovative training methods. These adaptations will allow us to adjust to the evolving needs of the participants and enhance the impact of our training efforts.

2. Aim

The primary objective of this document is to establish a uniform collection of definitions for relevant activities and procedures within the realm of health research capacity building. Its purpose is to promote a shared understanding across all centers, eliminating any potential confusion or misinterpretation that could arise from inconsistent usage of terms. This coherence is especially critical in collaborative research endeavours that involve multiple centers or researchers from diverse disciplinary backgrounds.

By providing a common language, the document fosters seamless communication and facilitates efficient collaboration, ultimately enhancing the overall effectiveness of research training initiatives.

3. Scope

This document is applicable to all aspects of TGHN LAC operations, to ensure all the activities are governed by the same principles, fostering consistency and accountability throughout the network. It encompasses all personnel associated with TGHN LAC and those not directly involved but who participate in the conceptualization, organization or execution of such activities, including but not limited to:

- Members
- Individuals employed by a third party
- External contractors engaged by TGHN
- Voluntary or temporary workers contributing to TGHN activities
- Students and fellows participating in TGHN initiatives
- Any other personnel directly or indirectly involved with the organisation, execution of activities of TGHN LAC.

4. Research Capacity Building Activities

The enhancement of research capacities, at the individual, team, or organisational level, is marked by an effort to bolster knowledge, practical expertise, leadership, and research excellence. These training initiatives aim to cultivate a skilled and proficient LAC research community, enabling participants to thrive in their respective roles and contribute significantly to the field of research.

All activities that can be recorded or involve the creation of resources must be hosted in the relevant location on the TGHN LAC Hub (<https://lac.tghn.org/>). Additionally, for activity dissemination and

registration, the links should also direct to the LAC hub. Resources can be also available in other repositories and we encourage other dissemination strategies to be implemented.

4.1. Webinars

Spanish: Webinario

Portuguese: Webinário

French: Webinaire

Goal: To present and discuss specific topics of interest to a large audience for learning or dissemination purpose.

Description: A webinar is an online seminar that exclusively caters to a virtual audience. Unlike traditional seminars, webinars may not necessarily have a specific educational agenda or offer certificates. Typically, they span one to two hours in duration. Webinars serve as a one-to-many communication platform, enabling presenters to reach a large and targeted online audience from a single location.

These webinars can be part of a series, designed in a way that allows participants to join any session independently, following the content even if they haven't attended other sessions. Each webinar typically features a host, one or two speakers, and includes a minimum 10-minute session for questions and discussions. Attendees are also invited to stay engaged in the TGHN platform/event.

We advocate for live translation to ensure inclusivity for diverse audiences. Participation in webinars is free of charge. In cases where applicable, compensation and acknowledgment for speakers will be determined at the discretion of the organisers. A set of slides (optional) can be broadcast which run in accord with the rest of the presentation. The screen capture functionality can also be used which can show the viewers an application or website.

Location: An online platform, preferably utilising Zoom for streamlined registration and reporting processes, is the preferred choice.

While TGHN can provide support, especially for the initial events, the use of institutional platforms can be considered on a case-by-case basis and agreed upon accordingly.

Audience: Open. Engagement during a webinar can wield significant impact and may take various forms, such as posing questions to the audience, facilitating discussions in the chat, conducting online polls, and administering surveys.

Recurrence: Flexible, according to the schedule of each institution.

Basic curriculum: Speakers can present on a research or learning topic, a research project, case studies, etc.

Time allocation: From one to two hours in duration.

4.2. Workshops

Spanish: Taller.

Portuguese: Oficina/Workshop

French: Atelier

Goal: To provide an intensive practical training on a specific skill or topic.

Description: A workshop is an intensive educational session tailored for a specific audience within a specialised field. These sessions can take place in person, online, and be spread across multiple days or weeks. They serve as collaborative training opportunities aimed at skill transfer and knowledge sharing, featuring moments for questions and answers as well as intervals for small group work and networking.

Workshops are distinguished by their clearly defined learning objectives, with participants expected to acquire specific skills or knowledge points. These learning outcomes are emphasised when promoting and inviting participants to upcoming workshops. Depending on the theme and complexity of the topics covered, organizers may establish minimum participation requirements.

Certificates are awarded to participants who attend over 80% of the session and complete the feedback survey. Additionally, organizers may request other relevant documents based on the workshop's subject matter.

Workshops often encompass practical exercises, brainstorming sessions, interactive learning, relationship-building opportunities, and problem-solving activities. They can be instrumental in skill refinement, sharing case studies, fostering consensus, and generating recommendations.

Location: Workshops can be conducted in various formats, including virtual, face-to-face, or a hybrid combination of both. Virtual workshops are hosted on online platforms, with Zoom being the preferred choice due to its user-friendly features such as seamless registration, breakout group activities, and robust reporting capabilities.

Face-to-face workshops can be held within healthcare facilities, research institutions, or any accessible physical location. We also offer the flexibility of hybrid workshops, which combine in-person and virtual elements to accommodate diverse preferences and needs.

Audience: The specific criteria for selecting the target audience depend on the workshop's theme or chosen setting. To promote inclusivity, we highly encourage the provision of live translation services.

Recurrence: If necessary, the workshop can be spread across multiple days. Its design should align with the learning objectives and accommodate the time constraints of the audience, such as health workers who may find shorter, 1-hour sessions more efficient.

Basic curriculum: Our workshops are centred on specific topics and skills, with a primary goal of enhancing research training and bolstering research teams and systems. The selection of session topics will be tailored to the requirements of the participating centres and the objectives outlined in the collaborative grant proposals, all in alignment with the Essential Research Skills Curriculum.

Time allocation: A workshop should last sufficient time to achieve the objectives.

4.3. Research Club

Spanish: Club de Investigación

Portuguese: Clube de pesquisa

French: Club de recherche

Goal: For participants to learn about specific research areas or topics and to network and exchange ideas in a conducive environment.

Description: A forum (meeting space between different participants with the aim of exchanging opinions, raising questions and providing answers on a specific topic) where participants engaged in research in different fields get together to discuss their research projects, experiences, and challenges over multiple repetitive sessions. They are driven by participants, interactive and focussed on asking, sharing challenges and advice, seeking guidance, and discussing. They have a networking purpose too. Institutionalized/ multi-institutionalized, periodic, disseminated with a broad thematic area.

Giving it the term ‘seminar’ usually connotes some form of formality while the term Research Club makes the setting a mix of formal and informal, which could be a more conducive/relaxing environment for researchers in terms of expressing their views about their research or research capabilities/challenges.

They are an opportunity to learn about general skills that they may not necessarily be receiving as part of their training (e.g. etiquette of powerpoint slides). It could also be an opportunity for students to learn about the career trajectory of others which can also inform their own choices.

The purpose and meeting structure, suitable time, date, location, a semester-long schedule, and a medium to facilitate communication should be set up. A coordinator for invitations, choosing the rotative chair, motivation, promotion of the club is recommended. In each session, a participant can volunteer to chair and coordinate the meeting.

The activity must have a networking component. Prior registration is required. It will appear at the TGHN LAC hub repository of Research Clubs.

Participation will be free. Where relevant, speaker compensation and acknowledgment to be agreed at the discretion of the organisers.

Location: Face-to-face, hybrid or virtual, according to the resources of each institution. Location can be fixed or be different for each session e.g., different buildings. Collaborators or faculty that are interested in setting up or facilitating the research club should be identified. Faculty and institutional commitment/support is recommended for sustainability of the Research Club.

Audience: Staff members, early researchers or students in a research setting (inclusive nature is fundamental). Guests who are experts on a topic can be invited for a session for giving an introduction, participating in the discussions or presenting on a topic of their expertise and current research projects. Assistance and agenda should be reported.

Open to whom might be interested, even outside the institution.

Recurrence: Recommended to have a monthly recurrence for belonging at least. Flexible for each institution.

Basic curriculum: The topics for all the sessions can be pre decided or the next topic or theme could be discussed and agreed upon by the participants during the session itself.

Time allocation: A research club should last sufficient time to achieve the objectives.

4.4. Supported Learning Sessions

Spanish: Sesiones de aprendizaje asistido

Portuguese: Sessões híbridas de aprendizagem

French: Séances d'apprentissage accompagnées

Goal: To provide resources, access and additional guidance to participants in order to navigate and complete the elearning training modules or other online resources.

Description: This program adopts a blended learning methodology that combines synchronous lectures (either in-person or online) with the completion of asynchronous e-learning courses or toolkits offered by the TGHN training centre or partner e-learning platforms.

Upon successfully finishing the predetermined number of sessions, participants are required to undergo an evaluation process to obtain certification. For TGHN eLearnings, a certificate is awarded when a minimum score of 80% is attained in the course quizzes (Please note that certificates are not issued per session; automated certificates are only provided for TGHN eLearnings).

This approach entails a more immersive and comprehensive educational experience centred on a specific topic. It offers a wealth of supplementary materials and resources, including documents, recorded lectures, eLearning courses, online materials, group exercises, tutorials, and more. Additionally, it incorporates live interactions with a tutor who aids in clarifying concepts, monitoring progress, and providing valuable feedback to participants.

Location: both synchronous (in person or online) and asynchronous. For in person synchronous, a site with a series of computers/personal PCs or tablets to run the e-learning courses is recommended.

Audience: Will vary according to topic and depth. Important to define pre-organising the session according to needs.

Facilitator: Volunteer expert on the topic that is familiar with the related eLearning course, available to chair and guide the discussions.

Recurrence: The session could be completed in one or split up into multiple sessions over a few days.

Basic Curriculum: Each institution can decide their priority topics. These topics will be shaped by the identified gaps.

Time allocation: From one to two hours in duration.

4.5. Data Science Clinic

Spanish: Consultorio de ciencia de datos

Portuguese: Clínica de ciência de dados

French: Conseil en science des données

Goal: To provide targeted support to challenges identified by researchers on collection, management, analysis, interpretation, preservation, sharing, and health data reuse.

Description: A meeting arranged to facilitate an exchange between researchers seeking assistance from data science experts in resolving specific issues encountered during their research data management.

These queries should hold the potential for fostering mutually beneficial collaborations among these researchers, such as joint publications or research projects. The group session aims to enhance researchers' data management and analytical abilities, enabling them to better attain their research goals and implementation.

The data experts will serve as short-term tutors, providing guidance on processes without assuming responsibility for the final outcomes, as execution largely depends on the participants' efforts.

Location: Virtual or face-to-face. It can happen inside a health centre or research institution.

Audience: These sessions cater to both individuals and groups, encompassing researchers from diverse disciplines, healthcare professionals, engineers, system administrators, and early career researchers. Sessions can be categorised into Beginner, Mid-level, and Advanced levels as per the centre's requirements. It is imperative to register in advance and provide a detailed agenda for each session.

Consideration may be given to restricting the number of participants in each session. Moreover, familiarity with TGHN's available resources and completion of relevant data courses may be a prerequisite for participation.

Recurrence: Every month or every 2 months at a fixed day and time.

Basic curriculum: Participants should send a specific question about their inquiry beforehand. The topics could include, but not limited to:

- Data management (cleaning and/or creating a database, use of software, validation rules, storage and access, data collection, manipulation and curation, CRFs, data sharing, etc.
- Data analysis: discuss analysis options and statistical approach, definition of variables, statistical software.
- Presentation of findings (tables and graphs)
- Trustworthy data sharing and access ways

These topics will be shaped by the landscaping and knowledge gap analysis as part of the Data Science curriculum work.

Time allocation: From one to two hours in duration.

4.6. eLearning

Spanish: Curso de autoaprendizaje en línea

Portuguese: Curso autoinstrucional

French: Cours d'auto-apprentissage en ligne

Goal: To provide online self-standing educational modules in the field of health research for continuous learning, professional development, and capacity-building of LAC individuals and organisations.

Description: eLearnig is an online self-learning course designed to be self-administered, to cover every step, process, and issue that needs to be understood in order to conduct high-quality research. Every course's curriculum is written to be widely applicable, across diseases and geographies. Each course is carefully researched to provide high-quality material that is peer reviewed and regularly updated. A certificate is issued once a minimum of 80% is achieved in the course quizzes. They should be in Spanish and/or Portuguese, encouraging English translation.

Location: we encourage all eLearnings courses to be hosted at the Global Health Training Centre <https://globalhealthtrainingcentre.tghn.org/elearning/>. For those that are hosted externally, TGHN LAC hub will include a redirect link to the institution's pages.

Recurrence: Courses will be accessible on the platform, they can be accessed freely at any time. Courses should be created with the view that they are sustainable and future-proof, meaning that they do not require to be updated regularly. If guidelines change, then they should be updated periodically by creators.

Basic curriculum: The range of topics for delivering the sessions will be designed according to the needs of the centres and the deliverables included in the joint grant proposals, allowing the Essential Research Skills Curriculum. They will initially cover foundational topics in the field of Infectious Diseases research.

Time allocation: A workshop should last sufficient time to achieve the objectives.

4.7. Twinning Programme

Spanish: cooperación institucional

Portuguese: Programa de pareamento institucional

French: Programme de jumelage

Goal: To foster collaboration and capacity building among two or more institutions.

Description: Twinning signifies a strategic collaboration between two or more institutions, networks, or hospitals, whether situated within the same or different countries or regions. This collaborative initiative aims to elevate the research capabilities of the participating entities by fostering the exchange of resources and expertise.

At its core, Twinning involves the formalization of partnerships through agreements or contracts, establishing a framework for substantial collaboration over a defined period. These agreements extend not only within the consortium but also encompass collaborations with institutions beyond the consortium boundaries.

This structured program brings together organizations with a shared objective, serving as a dynamic platform for the exchange of knowledge and capacity-building. It enables participating institutions to harness the diverse perspectives and expertise of their counterparts, leading to the discovery of new research opportunities and breakthroughs.

The Twinning program facilitates international experience for researchers and students, providing them with the opportunity to develop fresh skills and perspectives. Additionally, it promotes resource and infrastructure sharing among participating entities, fostering more cost-effective and efficient research endeavours by formalizing collaborations through agreements. Twinning becomes a cornerstone for building enduring partnerships that transcend organizational boundaries and contribute to the advancement of collective research goals.

Location: two or more institutions. Reminder to expand to regional and province centres with limited access, not only capital cities.

Note: We will not consider involving communities, civil associations, and government as this is public engagement.

Audience: Institutions, organisations, hospitals, universities, researchers groups, medical societies.

The interested in the twinning will provide a plan for collaboration which identifies:

1. Areas of possible collaboration
2. Guest institution: Any centre can be host/guest depending on the collaborations. This can however denote an institution that aims to receive expertise, training or skills building sessions.
3. Host institution: As above but can further denote a centre that agrees to deliver/commit expertise, training or skill building to support the guest.

Basic curriculum: Infectious diseases (target)

Time allocation: A twinning should last the time determined in the Consortium Agreement.

4.8. Mentoring Scheme

Spanish: *Mentoría*

Portuguese: *Mentoria*

French: *Mentorat*

Goal: Support researchers in acquiring skills, knowledge, and advancing their careers in health research within a collaborative and skill-building environment, ultimately enhancing research capacity and career development.

Description: the mentoring is the practice of helping and advising a less experienced person over a period of time. Mentoring is centred on a relationship in which the mentor shares knowledge, experiences and specific skills to help the mentee (apprentice) gain knowledge, achieve development goals and overcome barriers to his professional and personal development. This promotes inclusivity and supports equality in research on an individual basis. It is distinct from tutoring and encompasses various levels of mentorship.

Mentorship focuses on the development of an individual and encompasses a variety of personal and professional areas, which centers on providing specific assistance in an academic or technical subject. The mentoring scheme include tutoring activities.

The mentoring scheme for professional development can take different forms depending on the specific needs and circumstances of individuals and organizations.

Location: Virtual and/or face-to-face. It can happen inside a health centre or research institution.

Audience: students, healthcare professionals and researchers.

Basic Curriculum: Infectious diseases (target).

Time allocation: A mentoring scheme should last sufficient time to achieve the objectives.

4.9. Professional Development Scheme (PDS)

Spanish: Inscripción en el Esquema de Desarrollo Profesional

Portuguese: Inscrição no Esquema de Desenvolvimento Profissional

French: Inscription au Programme de Développement Professionnel

Goal: identify individual competencies in research in the fields of Global Health to foster professional development and training opportunities.

Description: online self-reporting platform to record, evaluate and guide professional development in health research by capturing basic competencies, qualifications and training.

Location: Virtual, TGHN PDS platform (<https://globalhealthtrainingcentre.tghn.org/pds/about/>)

Audience: students, professionals, and researchers. We encourage individuals who have participated in research capacity building activities to register on the PDS platform and upload their certificates, such as those earned from eLearning courses.

Recurrence: scheme members will receive biannual email reminders prompting them to review and update their points. An annual review form is provided, which constitutes a vital part of the Continuing Professional Development record.

Basic curriculum: research essentials skills.

Time allocation: does not apply.

4.10. Pathfinder Projects

Spanish: Proyecto Pathfinder (Traducción: Pioneros)

Portuguese: Projecto Pathfinder (Tradução: Desbravadores)

French:

Location: Virtual or face-to-face. It can happen inside a health centre or research institution.

Definition: Add-on action flexible framework to generate new evidence from existing data from a host study to document all the required steps and their associated metrics, answer new research questions based on primary data, describe each challenge encountered and document how these were solved.

Audience: researchers, students, fellows, may be a subset of the host study team, or another independent group that the host team would be willing to allow to be integrated into its operations to track and document relevant processes.

Recurrence: Flexible.

Basic curriculum: Infectious diseases (target)

Time allocation: does not apply.

4.11. Toolkit (Resource)

Spanish: Caja de herramientas

Portuguese: Toolkit

French: Toolkit

Goal: Facilitate the effective development and replication of training activities aimed at strengthening health research

Definition: Toolkits are not an activity per se, but are resources that can serve as roadmaps or as reference material on specific topics or procedures. The toolkits cover a variety of topics and offer recommendations, allowing teams to adapt and apply them to their context-specific needs.

Location: Online resource, in person or online implementation of existing toolkits by research or health centres.

Audience: The toolkit will be housed within The Global Health Network's website and shared across relevant Knowledge Sharing Hubs according to the key identified audience. Efforts will be made to promote and disseminate the toolkit through our social media and newsletters. To broaden the impact, we recommend that you also ask your partners and institutions to share it.

Recurrence: they remain accessible in the hub.

Basic curriculum: Infectious diseases (target)

Time allocation: does not apply.

5. Annex

5.1. TGHN Resources for Webinars

- SOP on how to run a webinar
- Webinar feedback survey - The Global Health Network (onlinesurveys.ac.uk)
- Check list to run a webinar

Task	Deadline (Weeks)
Pre-event: Scoping Time allocation: 8 hours Set up scoping meeting with parties interested ie Partner organisation project managers and TGHN W&W Coordinator + TGHN theme leads and determine: • Aims • Target audience • Format (Webinar/Workshop, Meeting, Community of practice, Call for Proposal, Zoom webinar/Zoom meeting, Recurrent/Series/One-off, Open/Closed, Registration Manually approved/Automatically approved, Interactive/Passive etc) • Organising institutions • Funding status • Deliverables • Project Contact	- 8 before
Pre-event: Confirm event information Time allocation: 2-3 hours Assemble the following information and submit TGHN Webinars & Workshops Proposal Form [https://docs.google.com/forms/d/e/1FAIpQLSf16iuE_mpkVrVmVaiE1PiKN47o203BL4s1zs7qDa7dp3LqCQ/viewform]: • Event title • Time zone • Language and Language interpretation • Session dates and times (propose 3 dates for Practice Session + Webinar Proper) • Abstract • Agenda • Chair & Speakers (Email contact, Full name, Role, Organisation, Country, Bio) • Organisers and funders logos + permission to use them for promotional materials	- 6 before
Pre-event: Zoom setup Time allocation: 8 hours Mostly undertaken by TGHN W&W Coordinator. Assist with creation of: • Registration Questions • Follow up email to attendees • Follow email to absentees • Polls	- 6 before
Pre-event: Promote Time allocation: 8 hours Assist with the creation of the following items: • Poster design • Social media text	- 3 before

Dissemination plan (Invitation Email, Newsletter, Social Media, Knowledge hub page, Carousels) to be sent as bundle to the TGHN DigiComms team and partners to coordinate dissemination	
Pre-event: Supporting documents Time allocation: 4 hours Create/collect in coordination with TGHN DigiComms team and/or speakers: - Holding slides - Chairing notes - Chat Script - Speaker slide decks - Media consent consent from speakers via TGHN Media Consent Form (no generic link/unique)	- 2 before
Pre-event: Practice session Time allocation: 2 hours Help schedule and attend practice session which covers the following [Alternatively watch TGHN in-depth Zoom walkthrough: https://www.youtube.com/watch?v=m0pos8NRPog]: - Introductions - Test technical setup (Stable bandwidth, good AV quality, lighting, minimal disturbance) - Joining the webinar - Agenda - Role guidance (Chair, Speaker, Moderator with relevant subject matter expertise to help manage the Zoom Q&A feature) - Zoom features (Screenshare, Chat, Q&A) - Secondary Zoom features (Interpretation, Polls, Breakout rooms)	- 1 before
Event Time allocation: 1.5 - 2 hours - Receive top line registration data (total registrants, regional distribution) - Join 30mins in advance - Conduct final tech setup checks - Address any last minute changes to agenda, panel - TGHN Countdown timers for breaks [15mins https://www.youtube.com/watch?v=btPrqA6Aedc ; 30mins https://www.youtube.com/watch?v=pmK7e8maynM]	0
Post-event: Publish Time allocation: 2 hours - Define format according to budget - Review raw Zoom recording - Review session edit - Assist in creation of video thumbnail	+ 3 after
Post-event: Disseminate Time allocation: 4 hours - Embed video on knowledge hub - Share on social media pages	+ 3 after

- Request video to be shared by other knowledge hubs as appropriate - Inform registrants that the video is available	
Post-event: Report Time allocation: 2 hours Undertaken by TGHN W&W Coordinator - Receive report - Collate mailing list	+ 4 after
Post-event: Archive Time allocation: 1 hours Undertaken by TGHN W&W Coordinator	+ 4 after

5.2. TGHN Resources for Workshops

a. Check list to run a workshop

Task	Deadline (Weeks)
Pre-event: Scoping Time allocation: 8 hours Set up scoping meeting with parties interested ie Partner organisation project managers and TGHN W&W Coordinator + TGHN theme leads and determine: - Aims - Target audience - Format (Webinar/Workshop, Meeting, Community of practice, Call for Proposal, Zoom webinar/Zoom meeting, Recurrent/Series/One-off, Open/Closed, Registration Manually approved/Automatically approved, Interactive/Passive etc) - Organising institutions - Funding status - Deliverables - Project Contact	- 8 before
Pre-event: Confirm event information Time allocation: 2-3 hours Assemble the following information and submit TGHN Webinars & Workshops Proposal Form [https://docs.google.com/forms/d/e/1FAIpQLSf16iuE_mpkVrVmVaiEI1PiKN47o203BL4s1zs7qDa7dp3LqCQ/viewform]: - Event title - Time zone - Language and Language interpretation - Session dates and times (propose 3 dates for Practice Session + Webinar Proper) - Abstract - Agenda - Chair & Speakers (Email contact, Full name, Role, Organisation, Country, Bio)	- 6 before

Organisers and funders logos + permission to use them for promotional materials	
Pre-event: Zoom setup Time allocation: 8 hours Mostly undertaken by TGHN W&W Coordinator. Assist with creation of: - Registration Questions - Follow up email to attendees - Follow email to absentees - Polls	- 6 before
Pre-event: Promote Time allocation: 8 hours Assist with the creation of the following items: - Poster design - Social media text - Dissemination plan (Invitation Email, Newsletter, Social Media, Knowledge hub page, Carousels) to be sent as bundle to the TGHN DigiComms team and partners to coordinate dissemination	- 3 before
Pre-event: Supporting documents Time allocation: 4 hours Create/collect in coordination with TGHN DigiComms team and/or speakers: - Holding slides - Chairing notes - Chat Script - Speaker slide decks - Media consent consent from speakers via TGHN Media Consent Form (no generic link/unique)	- 2 before
Pre-event: Practice session Time allocation: 2 hours Help schedule and attend practice session which covers the following [Alternatively watch TGHN in-depth Zoom walkthrough: https://www.youtube.com/watch?v=m0pos8NRPog]: - Introductions - Test technical setup (Stable bandwidth, good AV quality, lighting, minimal disturbance) - Joining the webinar - Agenda - Role guidance (Chair, Speaker, Moderator with relevant subject matter expertise to help manage the Zoom Q&A feature) - Zoom features (Screenshare, Chat, Q&A) - Secondary Zoom features (Interpretation, Polls, Breakout rooms)	- 1 before
Event Time allocation: 1.5 - 2 hours - Receive top line registration data (total registrants, regional distribution) - Join 30mins in advance	0

- Conduct final tech setup checks - Address any last minute changes to agenda, panel - TGHN Countdown timers for breaks [15mins ; 30mins https://www.youtube.com/watch?v=btPrqA6Aedc https://www.youtube.com/watch?v=pmK7e8maynM]	
Post-event: Publish Time allocation: 2 hours - Define format according to budget - Review raw Zoom recording - Review session edit - Assist in creation of video thumbnail	+ 3 after
Post-event: Disseminate Time allocation: 4 hours - Embed video on knowledge hub - Share on social media pages - Request video to be shared by other knowledge hubs as appropriate - Inform registrants that the video is available	+ 3 after
Post-event: Report Time allocation: 2 hours Undertaken by TGHN W&W Coordinator - Receive report - Collate mailing list	+ 4 after
Post-event: Archive Time allocation: 1 hours Undertaken by TGHN W&W Coordinator	+ 4 after

5.3. TGHN Resources for Research Club

- a. Global HealthTrials (<https://globalhealthtrials.tghn.org/toolkits/journal-club/>)

5.4. TGHN Resources for Data Clinic

- a. Data science Hub (<https://globalhealthdatascience.tghn.org/>)
 b. Training centre (<https://globalhealthtrainingcentre.tghn.org/elearning/>)

5.5. TGHN and other Resources for elearning

- a. Training centre (<https://globalhealthtrainingcentre.tghn.org/elearning/>)
 b. Check List to host an eLearning at The Global Health Network Training Centre.

Task	Deadline (Weeks)
Course Proposal 1. Describe the course's coverage and objectives 2. Clarify authorship and peer review status 3. Outline key course points	4-16 (depending on number of modules)

4. Define target audience and potential beneficiaries: List prerequisites for learners 5. Define learning outcomes 6. Final course quiz How to share the content with TGHN training team: creators to send content in word doc, powerpoint slides, genial.ly, or videos. Send images (ensure permission/copyright) as a separate zip folder. For now, TGHN cannot host SCORM packages and Articulate Storyline content.	
Develop content 1. Create course outline 2. Define module/lesson breakdown 3. Specify course structure and duration 4. Identify module inter-linking (if applicable) 5. Develop quiz 6. develop design pieces (if applicable) 7. Ensure peer review by experts in the field 8. Submit to instructional designer (if applicable) 9. Facilitate content translation (if necessary)	12-48 (depending on length of course, the subject matter)
Digital development 1. Develop user-friendly eLearning content 2. Make the eLearning platform accessible	8-16 weeks per 3000 word module (dependent on how much design time is required for components within the course. Courses being uploaded from slides will require extra time too)
Launching of the eLearning Updating of eLearning	2 - 3

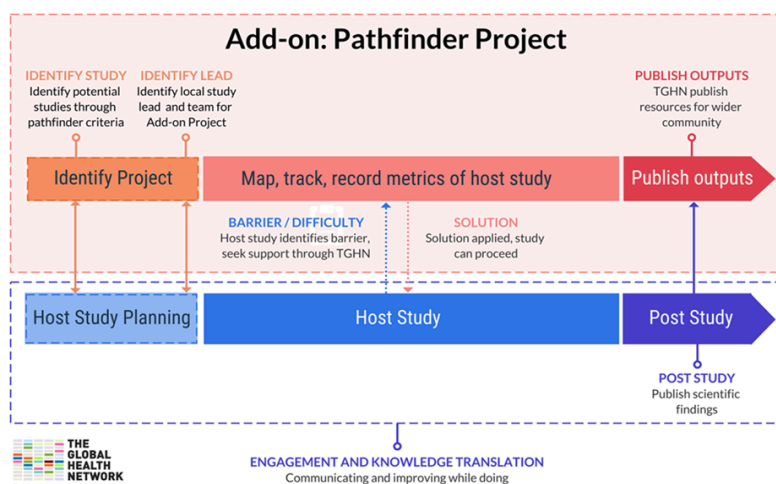
- <https://www.edapp.com/> for generating AI-powered courses.
- <https://www.steve.ai/> for creating videos or animating slides using AI.
- <https://designs.ai/> for creating designs with AI.
- Bloom's Taxonomy is a useful guide to designing Learning Objectives in terms of lower-order or higher-order thinking skills. <https://tips.uark.edu/using-blooms-taxonomy/>
<https://www.celt.iastate.edu/instructional-strategies/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measurable-learning-objectives/>

5.6. TGHN Resources to PDS

- Training centre - Professional Development Scheme
(<https://globalhealthtrainingcentre.tghn.org/pds/what-is-it/>)

5.7. TGHN Resources to Pathfinder

- Data science hub – Pathfinder
(<https://globalhealthdatascience.tghn.org/pathfinder-projects/pathfinder-resources/>)
- Pathfinder framework



5.8. TGHN Resources to Toolkits

- Toolkits - Developing research capacity (<https://lac.tghn.org/toolkits/>)
- Checklist to design and host Toolkits at The Global Health Network. The Digital team from The Global Health Network should be involved and notified in early stages so that they plan their timeline accordingly.

Task	Deadline (Weeks)
Identify an initiative and ask yourself these preliminary questions: Determine if it's a toolkit or a tool/resource. Verify uniqueness by conducting a search. Assess project impact and replicability.	- 12 before
Content: Decide on the information to provide and title. Organize content logically with sections and headers. Use images, videos, and bullet points for clarity. Design: Draft in word. Optimize for mobile view and accessibility.	- 8 before
Submit and review: Submit Word document with supportive materials to The Global Health Network team for review and formatting. Consider translations.	- 8 before