**Table 1.** **A Checklist For Justice In Global Health Education Initiatives**

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| **ASPECT** | **COMPONENT** | **INDICATOR** |
| **SOCIOECONOMIC EQUITY** | ***Comprehensive Financial Support*** | * Scholarships cover all essential costs: travel, accommodation, visa fees, and health insurance;
* Daily allowance (*per diem*) provided to cover meals, local transport, and incidental expenses;
* Transparent financial aid application process with clear criteria and accessible deadlines;
 |
| ***Logistical Support*** | * Application assistance provided, including guidance on completing forms and submitting documentation;
* Visa application support with requirements and coverage of associated costs;
* Assistance with travel and accommodation arrangements, including local recommendations and resources;
* Welcome package with guidelines, cultural orientation, and local area recommendations;
 |
| ***Childcare support*** | * Financial assistance or access to childcare facilities for participants with dependents;
* Childcare support information included in event materials and provided as part of financial aid options;
 |
| **GENDER EQUITY** | ***Gender balance*** | * Balanced representation of male and female participants, lecturers, and speakers;
* Targeted recruitment strategies to promote female participation and leadership roles;
 |
| ***Gender-Sensitive Curriculum*** | * Event curriculum incorporates gender-specific issues, including women’s health and diverse gender perspectives;
 |
| ***Leadership Development*** | * Mentorship and leadership training opportunities tailored to the needs of both female and male participants;
* Leadership sessions structured to support inclusive professional development;
 |
| ***Zero-Violence Policy*** | * Enforcement of a zero-tolerance policy against discrimination, harassment, and hate speech;
* Clear guidelines on Zero-Violence Policy communicated to all participants and personnel;
 |
| **INCLUSIVENESS & DISABILITY JUSTICE** | ***Accessibility of Facilities*** | * Full physical accessibility for classrooms, event venues, and teaching spaces;
* Hybrid participation options for those unable to attend in person due to health conditions;
 |
| ***Accessible Learning Materials*** | * Provision of accessible materials, such as lecture transcripts, closed captioning, and recorded sessions;
* Additional support available for neurodivergent students, ensuring equitable learning opportunities;
 |
| ***Diversity and inclusion*** | * Dedicated staff member to support the needs of students from diverse and underrepresented backgrounds.
* Pronouns of participants are respected and displayed prominently to foster inclusivity;
 |
| ***Awareness and Training*** | * Distribution of guidelines promoting disability inclusive practices available to all attendees and facilitators;
* Designated person to monitor and uphold disability justice standards throughout the event;
 |
| **DECOLONIZATION PRINCIPLES** | ***Representation of LMIC Participants*** | * Active representation from all WHO regions, particularly among LMIC participants and lecturers;
* Collaborative engagement with LMIC institutions to foster mutual learning and fair knowledge distribution;
 |
| ***Language Accessibility*** | * Simultaneous translation is available for non-English speakers when required;
* Materials provided in multiple languages, with digital copies for ease of access and translation;
 |
| ***Decolonized Curriculum*** | * Curriculum addresses decolonization principles and global justice topics;
* Sufficient time allocated for discussions on these topics, encouraging critical engagement;
 |
| **SUSTAINABILITY & TRANSPARENCY** | ***Theory of Change*** | * Detailed report on the event’s goals, theory of change, and intended impacts shared with participants beforehand;
 |
| ***Outcome Reporting*** | * Publicly accessible report with clear outcomes, achieved milestones, and key lessons from the event;
 |
| ***Achieved Relevance*** | * Participants have been included in discussions on curriculum design and provided feedback on their needs;
 |
| ***Ethical Financing*** | * Financial transparency with funding sources declared, avoiding commercial interests that may bias content;
* Regularly published financial reports to maintain accountability;
 |
| ***Participant Feedback*** | * Channels for participants to submit feedback, with transparent follow-up and response processes;
 |
| **ENVIRONMENTAL IMPACT OF EDUCATION** | ***Carbon Footprint Management*** | * Calculation and communication of the event’s total carbon footprint to participants;
* Estimated individual carbon contributions shared with attendees;
 |
| ***Environmental Mitigation Strategy*** | * Appointed coordinator to manage environmental impact reduction strategies;
* Public report on actions taken to minimize the environmental impact of the event;
 |
| ***Digital Participation Options*** | * Meaningful online participation options to reduce travel-related emissions;
* Strategies in place to encourage virtual participation when appropriate;
 |
| ***Sustainable Food Choices*** | * Fairtrade and sustainably sourced food and refreshments provided;
* Option for plant-based meals to reduce the carbon footprint of event catering;
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