**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; |