CCGHR Gathering Perspectives Study

University-Hosted Dialogues

DIALOGUE TOOLKIT

Background

Between May and September 2013, universities across Canada will host deliberative dialogues in their regions, at the invitation of the Canadian Coalition for Global Health Research (CCGHR). These university dialogues are one of three prongs in the process guiding the CCGHR appreciative inquiry study. The other two prongs are invitational deliberative dialogues (May and October 2013) and online dialogue (Facebook, Twitter, CCGHR website). To support and spark the process, the CCGHR offers a Call for Dialogue as a background and informational document for participants.

The university-hosted dialogues will bring together participants from neighboring universities, the private sector, civil society, and government stakeholders, to offer their unique perspectives on the role of research in a pan-Canadian vision for global health. They will be structured around a 3-hr dialogue with approximately twenty participants. Due to the limited size of the dialogue, organizers may need to selectively invite attendees to include a diverse range of stakeholders and perspectives.

Any organization or university is invited to use this toolkit and contribute their perspectives to the Gathering Perspectives study. In order for your perspectives to be included in our analysis, submit your responses to ccghr@ccghr.ca by 27 September 2013.

What’s in this toolkit?

You will find a number of resources and tools to support facilitation of a dialogue at your university (or organization). In this and accompanying documents, you will find:

<table>
<thead>
<tr>
<th>Separate PDF</th>
<th>CCGHR Call for Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 2</td>
<td>Information about guiding methodology (appreciative inquiry, Chatham House Rule)</td>
</tr>
<tr>
<td>Pages 3-10</td>
<td>Recommended facilitation strategies, recording and reporting strategies, materials, and agenda</td>
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<td>Pages 11-16</td>
<td>Resources</td>
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<td>Appendix A—Table Cards</td>
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<td>Appendix B—Attendee Form</td>
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<td><strong>Appendix C—Response Form, p. 13</strong> (the data we will gather for the study)</td>
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<td>Appendix D—Template for Dialogue Summary Report</td>
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Separate PDFs

- CCGHR Call for Dialogue (as above)
- Invitation and Consent Form
- Participant Agenda & Prep Note
- Optional CCGHR ’About Us’ Document
GUIDING METHODOLOGY

Appreciative Inquiry (AI)
Four propositions inform the practice of AI. First, inquiry should begin with the act of appreciation because every system or organization offers strengths. Second, inquiry is focused on generating knowledge and information that is applicable. Third, inquiry that begins with an appreciation of ‘what is’ can provoke learning and creativity towards what is possible. Finally, inquiry should be collaborative and stem from relational interactions. Practitioners of AI believe that the questions determine the information received, so inquiry is marked by a spirit of appreciation that values the factors and forces in a system that reflect ideal or ‘best experiences’.

The AI cycle invites storytelling to elicit best experiences. Participants are invited to offer rich, thick description about who was involved, what made it a best experience, what they did to make it a best experience, and what others contributed to make it a best experience. Next, they identify core factors that give life to the system (and why); and finally, they are invited to ‘dream’ or imagine an ideal future.

Using the Chatham House Rule
This dialogue adopts the Chatham House Rule as a strategy for encouraging openness. The rule is morally binding, and speaks to the dissemination of information from this event. No participant list will be released and no data will be attributed to any individual participant at the dialogue. The focus of any reporting from this dialogue is not on who says what, but on the dialogue overall. Direct quotes may be used to indicate a comment is being offered verbatim; however, no identity (direct or indirect) will be attributed to the quote.

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4 More information can be found at [www.chathamhouse.org/about-us/chathamhouserule](http://www.chathamhouse.org/about-us/chathamhouserule)
Facilitating the Dialogue Process

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<tr>
<th>Guiding Questions</th>
<th>Outcomes</th>
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<tr>
<td>What would you love to see happen in global health research (GHR) in a generation?</td>
<td>Emerging description of a <strong>vision</strong> for the role of research in a pan-Canadian strategy for global health.</td>
</tr>
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<td>What exists (and what else do we need) to reach this vision (institutional, regional, national and global levels)?</td>
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</tbody>
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<tr>
<th>Facilitation Goals</th>
<th>Recommended Facilitation Strategies5</th>
</tr>
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<tbody>
<tr>
<td>Create an opportunity for stimulating dialogue among local partners.</td>
<td>• Consider focusing the questions about a vision on particular strengths or nice areas of global health research, unique to your region or area.</td>
</tr>
</tbody>
</table>
| Create a space that gives voice to diverse perspectives, particularly those of partner countries. | Invite participation:  
  • Of graduate students, visiting scholars, faculty, or partner colleagues who are from outside of Canada  
  • Across departments, including those not traditionally defined as ‘health’ related (e.g. education, engineering, business, arts, etc.)  
  • Of partners from corporate/private and non-governmental/civil-society sectors |
| Facilitate constructive, productive dialogue using appreciative inquiry as a methodological guide. | • Describe AI and provide an example  
  • Acknowledge places where there may be doubt or skepticism  
  • Invite feedback throughout the event  
  • Actively maintain a spirit of appreciative inquiry in the dialogue: identify when the conversation becomes a critique of current context; encourage re-framing critical questions or comments as possibilities or desired outcomes |
| Foster comfort and trust; enable bold creativity. | • Assume participants have an in-depth understanding of the current context, its limitations, and its challenges.  
  • Review consent process and Chatham House Rule  
  • Provide responsive, proactive, and creative facilitation  
  • Provide guiding questions in advance |
| Promote relationship building among participants. | • Balance of conversation (small/large group)  
  • Provide opportunities to identify synergies |
| Provide a spring board for online dialogue. | • Identify potential prompts and contributors to online content  
  • Invite participants to join online conversations  
  • Demonstrate online portals for dialogue |

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### Recommended Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Strategy</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>-0:30-0:00</td>
<td>Prep</td>
<td>Room Set-up, Review Agenda &amp; Facilitation Plan</td>
</tr>
<tr>
<td>-0:15-0:00</td>
<td>Welcome</td>
<td>Light Refreshments, provide participant packages, welcome informally, facilitate networking</td>
</tr>
<tr>
<td>0:00-0:20</td>
<td><strong>SET THE STAGE</strong></td>
<td>Formal welcome, Informed Consent Presentation, Chatham House Rule Intro to appreciative inquiry</td>
</tr>
<tr>
<td></td>
<td><strong>20 MIN</strong></td>
<td></td>
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<tr>
<td>0:20-1:20</td>
<td><strong>CREATE A VISION</strong></td>
<td><em>What would you love to see happen in GHR in a generation?</em> 1:1 Sharing: Round Table</td>
</tr>
<tr>
<td></td>
<td><strong>60 MIN</strong></td>
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<tr>
<td>1:20-1:30</td>
<td>Break</td>
<td>Display word cloud with Projector/Screen</td>
</tr>
<tr>
<td>1:30-2:45</td>
<td><strong>DESCRIBE PATHWAYS</strong></td>
<td><em>What exists (and what else do we need) to reach this vision (institutional, regional, national and global levels)?</em> Sticky-Note Brainstorming &amp; Theming (recorders)</td>
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<td></td>
<td><strong>75 MIN</strong></td>
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</tbody>
</table>
| 2:45-3:00 | **REFLECTION & EVALUATION** | Closing Comments  
*What lessons do we take away from the process?*  
Evaluation (Optional)  |
### Materials & Supplies

#### Pre-Discussion Participant Materials

Participants will receive the following electronically in advance of the dialogue:

- Invitation to participate
- Consent information package
- Questions for reflection
  - In the next generation, what would you really love to see happen for global health research? *You may choose to customize this question to a niche or specialty topic within global health research for your region/area.*
  - What exists (and what else do we need) to reach this vision (institutional, regional, national and global levels)?
- CCGHR Gathering Perspectives—Call for Dialogue
- Link to Informed Consent Video

#### Facilitation Materials

<table>
<thead>
<tr>
<th>People</th>
<th>Facilitation Materials</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Name tags (first name only)</td>
</tr>
<tr>
<td></td>
<td>Table cards (visual prompt for dialogue questions) x 10 each (Appendix B)</td>
</tr>
<tr>
<td></td>
<td>Name cards for tables</td>
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<tr>
<td></td>
<td>Flip Charts Paper (Ideally Self Adhesive)</td>
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<tr>
<td></td>
<td>Flip Chart Pens (multiple colours)</td>
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<tr>
<td></td>
<td>Sticky Notes</td>
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<td></td>
<td>Blank Paper</td>
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<tr>
<td></td>
<td>Facilitators x 2 (1 leading and 1 recording on flipcharts)</td>
</tr>
<tr>
<td></td>
<td>Recorders x 2</td>
</tr>
</tbody>
</table>

#### Participant Packages

- CCGHR “about us” (optional)
- CCGHR Call for Dialogue
- Invitation & Consent
- Participant Agenda

#### Audio-Visual Materials

- Laptops x 3
- Projector/Screen
- Internet access

#### Room Set up

- Name cards on tables (mix participants—diverse perspectives side by side)
- Post-it Notes & Blank Paper on tables
- Flip chart papers hung around small group discussion tables (about 2 per table)
- Flip chart for facilitator
- Table cards distributed (one set per two people)
- Tables clustered or round table for comfortable dialogue
- Refreshments area
- The room should ideally be one that provides a warm positive feel to participants (e.g. natural light, views, adequate space)
Documentation Guidelines

For Dialogue Facilitators

1. The documentation of this dialogue is the data for this component of the study. There will be a number of types of documentation for this dialogue, all compiled into a summary report of the dialogue. The data elements for this report include: facilitators’ notes on flip charts; facilitators’ reflective notes; recorders’ detailed notes of dialogue; word cloud presentation of dialogue; and any ‘Tweet Sheets’ (see below for description) submitted.

2. Some facilitators like to synthesize evolving dialogue by using flip chart papers, while others are comfortable not using this tool. If you have two facilitators, you may choose to have one person acting as primary facilitator of the activity and the other as primary synthesis-by-flip-chart. The facilitation team should choose the strategies that fit best with their unique blend of facilitation strengths and skills.

3. You will need to recruit 2 recorders, to take rich and detailed notes throughout the session. This is a good opportunity for GHR students to observe the discussion while recording proceedings. Alternatively, if you are not able to recruit GHR students you may try contacting your university’s Accessibility Services to access a list of excellent volunteer note-takers.

For Volunteer Recorders

1. Notes may be taken by hand or on the computer. To use the word cloud activity recommended, at least one computer with internet access is needed.

2. These notes should, as much as possible, reflect the detail and nuances of the discussion and will be more detailed than standard meeting minutes. Record your notes clearly and as completely as possible. Capture as much detail as you can, aiming to capture exact words and phrases used by participants as much as possible.

3. Please remove all names from the notes before submission as per the Chatham House Rule. Focus on what is being said rather than who is saying it.

4. If you are unsure of any terms, acronyms or other words used during the discussion make a note in the margin and clarify with the speaker or a facilitator during breaks or at the end of the day.

5. When CCGHR has confirmed receipt of your notes, please destroy the original copy.

Returning Documents

Consent Forms: Please mail in sealed envelope to CCGHR, c/o Roberta Lloyd.

Response Form (p.13): Please email to cgghr@ccghr.ca as soon as possible after your dialogue.
### Details: Recommended Facilitation Strategies

#### WELCOME & SET THE STAGE

15 MIN + 20 MIN

- Invite participants to arrive 15 minutes before your scheduled dialogue
- Informal welcome (provide participant packages)
- Offer nametags (first name + one-two self-identified perspectives\(^6\))
- Provide Consent Forms & Optional Participant List for individuals interested in receiving a copy of the synthesis report or other follow-up materials (Appendix B)

- Formal welcome
- Draw participants’ attention to materials in their folders
- Round table introductions
  - *Name, area of practice, something you’re looking forward to today*
- Review Consent & Chatham House Rule (Show Consent Video, link available here)
- Describe purpose of the materials on tables (Table Cards, blank paper, post-its)
  - *The Table Cards are meant to be a visual cue for participants. Blank papers are intended to be a sort of “Tweet Sheet” that can be used at any time for participants to write down ideas, thoughts, or contributions that they want to add to the dialogue. We will gather and use these ‘Tweet Sheets’ as part of the data from this dialogue. We will invite you to share Tweet Sheet comments in the response form as part of the data for this study. Post-it notes will be used for some of the activities during the dialogue.*

- Introduce Appreciative Inquiry
  - *It may be helpful to acknowledge that this dialogue will invite participants to be bold and step outside of our tendency in society to be critical. AI is about possibilities.*
  
  *In our culture (and in academia generally), critical analysis is valued. All participants at this dialogue bring with them a deep understanding of the current context, from their own perspectives. Every participant will have critiques about what needs to change; but we are creating a space that is not bound to the current context. Participants will be challenged to think about what it is they want and how we could reach this ideal. It may be more comfortable for participants to fall back on statements about wanting change than those about unbound possibilities.*

  *For example, you may hear a critique about current government. Acknowledging this perspective is important, but you could challenge participants to think about what they DO want, moving them away from a critique of a particular policy or party and toward a statement of an ideal (applicable to any party). If the critique is, “the government isn’t investing in GHR”, then your response may be, “Ok—you are saying that you think federal or provincial investments in GHR are not enough. Let’s talk more about what kind of investment you would like to see.”*

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\(^6\) Participants’ perspectives can be any lens they feel they bring to the dialogue. For example, my perspectives may be ‘academic’ and ‘NGO’.
CREATE A VISION
60 MIN

What would you love to see happen for global health research in the next generation?

☐ Invite participants to recall the question provided before the dialogue and to look at the Table Cards.

Start with 1:1 Sharing.
To assist in building rapport and giving everyone an opportunity to contribute, start this activity by inviting participants to take about 5 minutes to share their vision with one other person. Encourage them to talk about why they feel their vision is ideal. You could then move into 2:2 sharing or directly into sharing via round table, depending on the level of participation and/or your facilitation preferences.

Next, move to a round table activity to invite sharing from each pair or small group.

☐ Depending on the level of engagement, the facilitator may choose to share their vision as a starting point. The facilitator can use this opportunity to draw participants’ attention to the Call for Dialogue document—in particular, the definitions provided for effectiveness, equity and engagement.

The facilitator synthesizes and reflects back on the group’s vision as it is emerging, using a flip chart to record keywords and ideas. Encourage the group to identify themes, similar/complementary and unique ideas. The flip chart notes will be used as a reminder and guide the next activity.

☐ As participants share their insights, the recorders will capture their wording as precisely as possible (may use flip charts or electronically document).

BREAK
10 MIN

DESCRIBE PATHWAYS (PART A-INDIVIDUAL BRAINSTORM)
15 MIN

What exists (and what else do we need) to reach this vision (institutional, regional, national and global levels)?
This brain-storming activity is intended to generate conversation about what exists and what is needed to attain the vision articulated during CREATE A VISION.

☐ Set up small group tables, each with its own flip chart paper.

☐ Offer participants an opportunity to reflect on what would be needed to achieve the vision they have for global health research. It may be helpful to consider needs at different levels (e.g. Institutional, Regional, National, or Global). You may also find it helpful to identify pathways already existing and those that are yet to be created.

☐ Remind participants of the vision articulated earlier that these are elements we are seeking around a time period—how can we attain this vision within a generation?

☐ Invite participants to look at the Table Cards again, reinforcing the guiding question and describe the activity to participants, clearly informing them that this will intentionally move
quickly.

- Start with individual brainstorming about what pathways are needed to attain the vision they articulated for global health research. Ask participants to write each idea on its own sticky-note. They will have 10 minutes to place their ideas on the flip charts.

- As the 10-minute mark nears, invite participants to start placing their ideas on the flip chart for their table.

**DESCRIBE PATHWAYS (PART B-GROUP THEMING & DIALOGUE)**

60 MIN

40 minutes: Small Group Work

- Invite participants to gather around the flip charts, now covered in sticky notes.

- Invite group dialogue about the ideas that have been shared, inviting the group to start grouping or theming the ideas that are about the same topic. Ask one person in the group to take on the role of reading the ideas aloud, and have the group start to group ideas together in clusters—linking the ideas with the element of the vision that they think that pathway would help to achieve.

- Move through each of the sticky notes, theming and synthesizing ideas for each and inviting the group to evolve or elaborate ideas that are unclear.

  *Ensure the recorders capture dialogue as it emerges.*

- The themes or groupings that emerge from this dialogue (and the individual ideas that participants generate) will be the data that you put into the response form for the study.

20 minutes: Large group sharing

- Invite the small groups to each take about 3-4 minutes to share their discussion with the larger group.

- The facilitator may again choose to note key words and themes, commonalities, and innovative ideas on a flip chart.

- As the groups share, the facilitator may choose to invite group comment on the emerging ideas or pose questions if more detail is needed.

- Note takers should take detailed notes during this time.

**REFLECTION & EVALUATION**

15 MIN

- Facilitator provides closing reflections

- Invite participants to share anything they want to say about the dialogue (share verbally or on Tweet Sheet)

- Inform participants about how they can stay connected to the CCGHR dialogue

- **OPTIONAL:** Generate some recommendations for a next step as a group—where would you like to go with your own internal global health research communications, collaborations, or efforts?
Describe what report will be available from the day’s dialogue (and where)

Re-assure the Chatham House Rule and remind participants’ of their obligations

Thank participants for their contributions

Make sure all consent forms and Tweet Sheets have been collected

AFTER THE DIALOGUE
BEFORE 27 SEPTEMBER 2013

Your facilitation team may choose to do an After Action Review. If so, you will need about 30 minutes to move through four questions:

- What was planned?
- What actually happened?
- Why did this happen?
- What can we learn moving forward?

Complete your response form (Appendix C) and submit to ccghr@ccghr.ca

If useful, you may wish to create a dialogue summary report (Appendix D)

Consider participating (or following) in evolving online dialogue

Watch for summary reports and findings from CCGHR in Fall 2013-Winter 2014
Appendix A: Table Cards

Use these table cards as visual prompts for questions guiding the dialogue. They are best printed on heavier card stock.

What would you love to see happen in GHR in a generation?

What exists (and what else do we need) to reach this vision (institutional, regional, national and global levels)?

What would you love to see happen in GHR in a generation?

What exists (and what else do we need) to reach this vision (institutional, regional, national and global levels)?
Appendix B: Attendee Form  (For your follow-up purposes only—do not submit to CCGHR)

Date: _________________________ Region: __________________________

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
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Appendix C: Response Form

UNIVERSITY-HOSTED DIALOGUE—RESPONSE FORM

Please provide the notes from your dialogue (verbatim transcriptions; outcomes, highlights) from your dialogue. In accordance with the Chatham House Rule, please do not include any names or attribute any content to an individual or organization.

The more detail you can provide, the better. It is OK to cut and paste raw notes into the sections of the form below.

Response forms can be submitted via email at ccghr@ccghr.ca by 27 September 2013.

1. Tell us a bit about your dialogue:
   a. Date & Location:
   b. Number of Participants:
   c. What perspectives were represented (check all that apply):

   - Undergraduate Students
   - Junior Faculty
   - Partner Countries
   - Civil Society/NGO
   - Graduate Students
   - Tenured Faculty
   - Private/Corporate Sector
   - Other

2. CREATE A VISION What would you love to see happen in GHR in a generation?
   Enter a summary of the dialogue from this question, using raw notes as much as possible.

3. DESCRIBE PATHWAYS Across multiple levels (institutional, regional, national, and global), what exists (and what else do we need) to reach this vision?
   Using your groupings or themes as headings, type each individual sticky-note idea into this form.

5. TWEET SHEETS If your participants provided Tweet Sheets, please type their information into the space below.

6. FACILITATOR’S COMMENTS & REFLECTIONS How did your dialogue go?
   You may find it useful to use the After Action Review, asking yourself (or your team): What was planned? What actually happened? Why did it happen? What can we learn from what happened?
Appendix D: Template for Dialogue Summary Report

BACKGROUND
Between May and September 2013, universities across Canada hosted deliberative dialogues in their regions, at the invitation of the Canadian Coalition for Global Health Research (CCGHR). These university dialogues were one of three prongs in the process guiding the CCGHR appreciative inquiry study. The other two prongs are invitational deliberative dialogues (May and October 2013) and online dialogue. The CCGHR Call for Dialogue served as an introduction and background for participants in this dialogue.

XYZ universities, their civil society and private sector partners gathered on this date at this location to contribute to this dialogue process and offer their unique perspectives on the role of research in a pan-Canadian vision for global health. The 2-hr dialogue was attended by x participants. List perspectives represented.

Facilitator’s Reflections on the Process
Add your comments on the dynamic, flow of the event, any evaluative comments.

Findings
Add detailed notes for each activity. One option for this section is to copy and paste the response form content.

Concluding Comments & Recommendations
Add facilitators’ comments.
Add recommendations or ideas for a next step for the group(s) that gathered for this dialogue.

ADDITIONAL INFORMATION YOU MAY WISH TO INCLUDE:

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7 This template is to assist in the generation of an internal summary report that may be useful for dialogue participants. This will not be used for data analysis in the Gathering Perspective Study. In accordance with the Chatham House Rule, no identifying information can be included in this report and no attribution (to individuals or organizations) may be applied to any of the content.
GUIDING METHODOLOGY
Appreciative Inquiry (AI)

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Facilitation Strategies & Agenda

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<tbody>
<tr>
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Agenda

<table>
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<tr>
<th>Time</th>
<th>Activity/Strategy</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:00-0:10</td>
<td><strong>SET THE STAGE</strong></td>
<td>Formal welcome</td>
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<td></td>
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<td>Informed Consent Presentation, Chatham House Rule</td>
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<tr>
<td></td>
<td></td>
<td>Intro to <strong>appreciative inquiry</strong></td>
</tr>
<tr>
<td>0:10-0:50</td>
<td><strong>CREATE A VISION</strong></td>
<td><em>What would you love to see happen in GHR in a generation?</em></td>
</tr>
<tr>
<td>0:50-1:00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>1:00-1:45</td>
<td><strong>DESCRIBE PATHWAYS</strong></td>
<td><em>What exists (and what else do we need) to reach this vision (institutional, regional, national and global levels)?</em></td>
</tr>
<tr>
<td>1:45-2:00</td>
<td><strong>REFLECTION &amp; EVALUATION</strong></td>
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