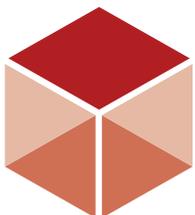




# Toolkit for research capacity strengthening in fragile and shock-prone settings

A practical guide based on the  
ReBUILD for Resilience experience

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Capacity Strengthening Working Group



**ReBUILD**  
FOR RESILIENCE



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# Introduction

## Purpose of the toolkit

This toolkit offers practical guidance for designing, implementing and sustaining research capacity strengthening activities in fragile and shock-prone settings. It is based on the experience of the ReBUILD for Resilience research consortium.

In fragile and shock-prone settings, where crises, political instability and weak institutions are common, strengthening capacity is not just about skills. It is about trust, adaptability, ethics and relationships that can withstand shocks. This toolkit aims to help research teams and institutions embed these principles in their daily work.

## About ReBUILD for Resilience

**ReBUILD for Resilience** (ReBUILD) explored how health systems function and adapt in fragile and shock-prone settings affected by violence, conflict, pandemics and other crises, and generated robust, practical and multidisciplinary evidence that can be scaled-up to strengthen health systems.

ReBUILD was a global research consortium, funded by the UK government's Foreign, Commonwealth and Development Office and co-led by Liverpool School of Tropical Medicine and Queen Margaret University in the UK. The ReBUILD team brought together local and national partners from Lebanon, Myanmar, Nepal and Sierra Leone, who were strongly connected to networks and communities of practice at country, regional and global levels. Collectively, the consortium members have extensive expertise across diverse areas of health research, including public health, epidemiology, social sciences, health economics, political science, research methods, gender and equity analysis and capacity strengthening.

## Who is this toolkit for?

- **Funders** to plan and support investments in lasting capacity strengthening efforts
- **Research teams** seeking to further develop their interest or remit in capacity strengthening
- **Consortium and country leads/programme managers** to design, implement and monitor capacity plans
- **Research organizations and administrators** to embed learning and organizational growth within their systems
- **Early career researchers and mentors** to engage in skills building, mentorship and peer learning
- **Community actors and embedded researchers** to bring local perspectives, strengthen their capacity at the local level, and drive evidence-based, context-driven approaches

# Framework and principles for capacity strengthening

## Framework

Adapted from Mirzoev et al. (2022) [1] and refined through ReBUILD experience, the capacity strengthening framework [2] shown in Figure 1 is a multi-level cycle involving:

1. **Assessment** identifying needs and assets
2. **Strategy** aligning capacity strengthening activities with consortium goals, governed by multi-directional, multi-level approaches, developing trust across partners
3. **Implementation** delivering capacity strengthening activities
4. **Monitoring and evaluation** through regular assessment of strategy implementation to inform timely adjustments and decision-making
5. **Continuous learning and adaptation** based on regular reflection, evidence generation as well as contextual changes and emerging needs
6. **Emphasis on iterative learning**, responsiveness and adaptability in fragile and shock-prone settings
7. **Cross-cutting values** of equity, inclusiveness, transparency, trust, safeguarding and ethical practice

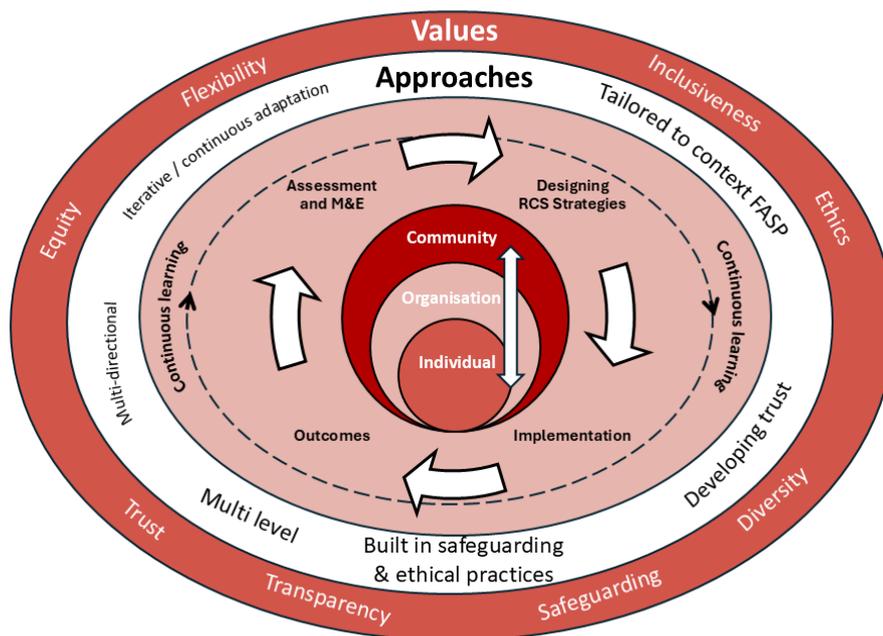


Figure 1: Framework for strengthening health policy and systems research capacity in fragile and shock-prone settings

### ReBUILD values in action

ReBUILD's values survey was conducted annually and helped track perceptions of inclusiveness, fairness and learning among consortium members.

ReBUILD showed a sustained commitment to capacity strengthening and learning. Average scores remained above 4.2/5, reflecting strong emphasis on continuous learning and development across teams.

## Three levels of capacity

In the framework (Figure 1), we emphasise that there are three levels of capacity strengthening:

Level	Main focus
Individual	Developing research, leadership and management, research uptake and communication skills
Organizational	Improving systems and processes, ethics and resource management
Community	Participatory research, fostering co-production, partnerships and embedded learning

# Step-by-step process of designing, implementing and sustaining research capacity strengthening activities in fragile and shock-prone settings

## STEP 1: Setting up a Capacity Strengthening Working Group

### Why have a Capacity Strengthening Working Group?

A Capacity Strengthening Working Group (CSWG) serves as the engine of planning, implementation and adaptation within a consortium. It ensures that capacity efforts are coordinated across teams, responsive to evolving needs and inclusive of diverse perspectives and stakeholders.

### Core functions

- Conduct needs and asset assessments
- Develop and oversee a capacity strengthening strategy
- Implement and monitor activities across consortium levels
- Manage a capacity strengthening fund
- Lead evaluation and learning processes

### Membership composition

Equitable partnerships are central. Through participatory approaches and the inclusive distribution of responsibilities, the CSWG aims to cultivate mutual respect, shared ownership and strengthened leadership capacity at all levels.

#### Representation

Membership of the CSWG should span the range of countries, partners, disciplines, career stages and gender within the consortium, ensuring diverse perspectives are included in all capacity strengthening activities.

#### Leadership

The CSWG should be co-chaired by one senior researcher and one more junior colleague, promoting shared leadership and supporting representation across seniority levels and regions.

#### Decision making

CSWG decisions benefit from being made through a consensus-driven process that is transparent, inclusive and equity-focused, ensuring all voices are heard and valued.

### *ReBUILD's Capacity Strengthening Working Group in practice*

ReBUILD's CSWG met monthly to review training feedback, fund applications, and identify new priorities. Over time, leadership shifted from UK-based partners to early career researchers in the Global South, fostering shared ownership.

Refer to Appendix I for an example of the Terms of Reference for a CSWG.

## STEP 2: Conducting a needs and asset assessment

### Purpose

To identify both **gaps and strengths** at individual, organizational and community levels.

### Methods

- **Surveys:** Assess skills, values and institutional systems to identify critical gaps and feed in targeted capacity strengthening activities
- **Focus group discussions or reflection meetings:** Explore needs in depth, allowing collective reflections on challenges and opportunities to contextualize survey findings with practical insights
- **Strengths inventory mapping:** Document in-house expertise and existing capacities, enabling peer learning through strategic mobilization of internal strengths across levels

### Key tips

- Keep assessments short and accessible
- Use both quantitative tools (surveys, questionnaires) and qualitative tools (individual interviews or group discussions)
- Include values and ethics, not just technical skills
- Feed results directly into strategy design and planning

## STEP 3: Developing a Capacity Strengthening Strategy

### Align with consortium goals

Capacity strengthening activities should serve broader research and institutional objectives.

The Capacity Strengthening Strategy should aim to:

- 1 Embed capacity strengthening in all consortium functions
- 2 Enhance research, communication and management skills
- 3 Foster enabling environments
- 4 Respond to contextual challenges and crises
- 5 Horizon scan for opportunities for capacity strengthening

### *Lessons from ReBUILD's 2020 baseline assessment*

ReBUILD used a consortium-wide survey and focus group discussions to map needs. This revealed strengths in qualitative research but also gaps in communication and project management. The findings directly informed the four-domain Capacity Strengthening Strategy (research, research uptake, communication, and management).

## Tips for strategy design

- Use assessment findings as a starting point for strategy development
- Define short- and long-term goals
- Identify measurable indicators at each level (attendance logs, session topics covered, evaluation surveys)
- Build in flexibility to adapt to crises such as remote facilitation options, hybrid modalities, and flexible timelines to ensure continuity during disruptions

Refer to Appendix II for an outline of a Capacity Strengthening Strategy.

## Core domains to cover in a strategy

- **Research skills** (e.g. methods, ethics, data analysis)
- **Research uptake** (e.g. dissemination events, community and stakeholder engagement)
- **Communication** (e.g. policy briefs, storytelling, blogs, visual outputs)
- **Management** (e.g. budgeting, project coordination)
- **Values** (e.g. ethical and safeguarding practices, gender, equity and justice, wellbeing)

## STEP 4: Implementing capacity strengthening activities

There are a wide range of activities that can be adopted to strengthen capacity. The examples below reflect approaches used by ReBUILD and are presented for illustrative purposes. Other activities may be equally or more appropriate depending on your specific needs and contexts.

### 1. Capacity strengthening sessions

Regular sessions are the backbone of any strategy.

#### Design principles

- Keep sessions short (60–90 minutes) and interactive
- Use hybrid modalities (online/in-person)
- Link each session to an ongoing research activity
- Rotate the facilitation responsibilities among members to support capacity development in training and teaching
- Document and share materials for reuse

#### Example topics

- Conducting participatory action research, setting up learning sites
- Applying a health justice or intersectionality lens to research
- Project management automation
- Developing a budget
- Developing a context-specific communication and research uptake strategy
- Creating content for social media
- Conducting data analysis (using NVivo, SPSS)
- Supporting advocacy

#### *Adapting to context*

During the Lebanon and Myanmar crises, ReBUILD introduced “mental health for researchers” and “safeguarding in conflict” capacity strengthening sessions, showing responsiveness to emerging needs.

## 2. External training opportunities

If budgets allow, offer access to external courses, workshops or conferences. When relevant training opportunities arise, share these across the consortium.

Use a **Capacity Strengthening Fund** to support applications for external training.

### Criteria for funding

- Relevance to project objectives or institutional goals
- Clear benefit for both individuals and organizations
- Commitment to share learning with peers during a capacity strengthening session

### Process

- Allow people to apply to the fund at any time
- Use an application form that clearly shows the assessment criteria for funding
- The CSWG can review the application and ask for more details where necessary
- Ensure that the applicant reports back to the consortium about the training, and where possible shares resources

### *Example uses of the ReBUILD Capacity Strengthening Fund*

ReBUILD's fund supported eight staff to attend training such as Research Administration Skills, Social Network Analysis and the Emerging Voices for Global Health programme.

**Refer to Appendix III for an example of the Capacity Strengthening Application Form.**

## 3. Mentorship

Mentorship is a core component of capacity strengthening and no single model is effective across all contexts. Different mentorship approaches are effective in different contexts. The examples below illustrate mentorship models that can be adapted and combined to suit your specific needs and settings.

**Informal mentorship:** Consortium members can benefit from informal mentorship through in-person and virtual meetings, cross-country visits, emails and calls. Guidance can cover a wide range of research activities, including proposal development, writing publications, development and practice of presentations, and financial management.

**Regular team support:** Country teams might hold weekly or monthly meetings to provide ongoing support, feedback and learning opportunities.

**Pairing and exchanges:** Early career researchers might be paired with senior mentors to build skills and confidence. Cross-country and cross-disciplinary exchanges are encouraged to broaden experience and foster collaboration.

## 4. Early career researchers

**Peer learning networks:** Establish a network to connect early career researchers (ECRs) across countries and disciplines, fostering peer support and shared learning.

**ECR-led activities:** Encourage ECRs to lead capacity strengthening sessions, workshops and research proposals to build confidence and leadership skills. Attendance at conferences where they lead presentations will also support development.

**Recognise contributions:** Acknowledge ECR contributions through co-authorship, presentations and visibility in consortium outputs to support career development.

## 5. Resource sharing and repositories

**Online repository:** Create a centralized online repository to store training materials, papers, training opportunities, templates and guidance documents for easy access by all partners.

**Recorded sessions:** Record workshops and training sessions to enable asynchronous learning and reference for future use.

**Partner contributions:** Encourage partners to contribute their own resources, examples and tools to enrich the repository and support shared learning.

## 6. Embedding gender, equity and justice and safeguarding

**Mainstream GEJ principles:** Integrate gender, equity and justice across all activities. Offer training and support for consortium members to strengthen their capacities to apply gender, equity and justice principles in research practice.

**Training and reflection:** Organize interactive workshops and sessions, covering, for example, intersectionality, gender, disability inclusion and justice, to enable members to reflect on and address these challenges in their work, enhancing both individual and collective competencies.

**Research in practice:** Formative and participatory studies translate learning into practical applications, helping teams embed gender, equity and justice considerations in study design, implementation and analysis.

**Safeguarding and wellbeing:** Working in fragile and shock-prone settings requires attention to safety and wellbeing. Safeguarding focal persons should be appointed in each team to discuss safeguarding issues, problem solve, share experiences and provide mutual support. This ensures that field teams are supported and equipped to care for both local partners and themselves.

### *An ECR-led initiative*

Members of the ReBUILD ECR group planned and delivered a session on health justice which enabled them to develop and publish a commentary:

Health justice in fragile and shock-prone settings: from theory to practice towards building resilient health systems. [3]

### *Gender, equity and justice in practice*

Gender, equity and justice principles were adopted at organizational levels, such as the development of the Gender, Equality, Diversity and Inclusion framework at Burnet Institute in Myanmar, with experiences shared across the consortium and partner organizations.

## STEP 5: Sustainability and legacy

### Institutionalization

Building institutional capacity, or memory, ensures continuity, efficiency and sustained impact, even when personnel change. This is achieved by:

- Documenting, sharing and embedding skills, procedures, and experiences within the organization
- Embedding capacity strengthening practices into partner organizations' approaches
- Establishing internal mentorship and training systems to maintain and grow organizational knowledge over time

### Long-term ecosystem building

- Support research networks beyond the consortium's lifespan, by exploring future collaborations and joint initiatives among researchers
- Strengthen links between stakeholders and communities, through regular engagement and dialogue, as well as co-designed activities that foster trust and collaboration
- Advocate for local research funding, by preparing evidence-based proposals and engaging policymakers and funders to secure sustainable resources

### Resource repositories and open access

- Maintain shared online platforms for continued access: From the project inception phase, ensure there are dedicated funding and personnel to manage these platforms (could be handled by current staff within partner institutions)
- Publish outputs in open-access formats: Plan for the costs and responsibilities involved in making outputs freely available to maximize accessibility and impact

#### ***Sustainability in practice***

In Lebanon, ReBUILD's training on strategic planning with the Municipal Health Committee resulted in a three-year strategic plan that continued after project funding ended.

## STEP 6: Monitoring, evaluation and learning

Monitoring, evaluation and learning provide a structured approach to track progress, assess effectiveness and enable adaptations. Monitoring, evaluation and learning activities also help demonstrate accountability toward funders, ensure value for money and optimal use of available resources for capacity strengthening activities.

### Indicators by level

Level	Example indicators
Individual	Number of trained staff applying new skills; publications led by ECRs; presentations given by ECRs
Organizational	Improved internal systems; cross-department collaboration
Community	Local actors engaged in research; use of findings in decision making

### Data collection methods

- Training attendance and feedback forms
- Record of external training undertaken by individuals
- Annual values surveys (refer to Appendix IV for an example of a values survey)
- Case studies of applied learning
- Reflection meetings (refer to Appendix V for an example of a reflection meeting guide)

### Adaptive learning loops

- Review data quarterly
- Adjust strategy as contexts shift
- Document adaptations and share across partners

#### *Adaptive learning in action*

ReBUILD adopted hybrid sessions during COVID-19 in place of planned in-person workshops, maintaining continuity and reaching broader audiences. The shift later became a permanent, cost-effective practice.

## Key takeaways

**Think systemically:** Strengthen capacities across individuals, organizations and communities.

**Ground capacity strengthening in consortium values:** Equity, trust, ethics, and inclusiveness are foundations.

**Be adaptive:** Build flexibility into plans to respond to shocks and opportunities.

**Promote learning by doing:** Encourage reflection, co-creation and immediate application.

**Invest in people and relationships:** Long-term capacity is built through trust, not just training.

**Plan for legacy:** Institutionalize learning systems and resource sharing beyond project cycles.

## References

[1] Mirzoev T, Topp SM, Afifi RA, et al, Conceptual framework for systemic capacity strengthening for health policy and systems research. *BMJ Global Health*, 2026, 7:e009764. <https://doi.org/10.1136/bmjgh-2022-009764>

[2] Khalil J, Bertone MP, Gautam G, Mansour W, Idriss A, La T, Fouad F, Raven J, Research Capacity Strengthening in Fragile and Shock-Prone Settings: Insights from a Research Consortium, *SSM – Health Systems*, 2026, [doi.org/10.1016/j.ssmhs.2026.100190](https://doi.org/10.1016/j.ssmhs.2026.100190)

[3] Loffreda G, Regmi S, Khalil J, La T, Idriss A, Raven J, Witter S, Mansour W. Health justice in fragile and shock-prone settings: from theory to practice towards building resilient health systems. *BMJ Glob Health*, 2025 Sep 10;10(9):e017155. doi: 10.1136/bmjgh-2024-017155.

# Appendices

## Appendix I: Sample terms of reference for the Capacity Strengthening Working Group

### 1. Background

Our **vision for capacity strengthening** is that organisations and individuals are able to design, deliver and communicate credible, relevant research for effective policy making and practice. The research outputs should respond to evidence gaps pre, during and after shocks/stressors, allowing research users to demand, absorb and effectively apply the evidence generated to decision making.

The Capacity Strengthening Working Group, composed of selected experts from across the consortium, will carry out a capacity assessment, develop and implement a capacity strengthening strategy. Capacity strengthening will centre on the partner organisations and those staff working on the programme, as well as looking at the wider environment and how this supports or hinders research and research uptake. The areas of focus are knowledge of core concepts and topics, research, research uptake, management and monitoring and evaluation. The research uptake team will be working with research users in developing capacity to demand, absorb and effectively apply research to decision making. The capacity strengthening working group will work closely with the research uptake team.

We will conduct an initial assessment of capacity needs in the inception phase. This assessment will also analyse the local context in order to understand the underlying barriers to and detect specific opportunities for capacity strengthening efforts. This analysis will also serve as a baseline level of activities against which changes can be measured. We will also identify people with experience and expertise in our areas of focus and mechanisms to share this across the consortium.

Using a participatory approach, we will then develop a capacity strengthening strategy, including prioritised activities for each partner. Where these activities are already happening, we will assess and look to strengthen or provide a platform to implement them. We will draw upon the extensive capacity strengthening experience, approaches and materials from across the consortium to develop the strategy and implement the actions.

A capacity strengthening fund with a protected budget will fund activities identified in the strategy and applications from partners for additional capacity strengthening activities that are related to the research projects. These applications will be judged by the Capacity Strengthening Working Group. We will also support opportunities for co-financing of capacity strengthening activities applications.

The Capacity Strengthening Working Group will work with the Monitoring and Evaluation Working Group to develop and monitor indicators for tracking progress as part of our overall consortium performance management systems. The Capacity Strengthening Working Group will review progress and revise activities and plans when needed and will report to the Consortium Management Committee. Evaluation will also assess capacity strengthening at the three levels (individual, organisational and environmental) by documenting case studies and soliciting the opinions of participants.

## 2. Objectives

1. To ensure that capacity strengthening at the individual, organisational and environmental levels is embedded throughout the programme
2. To consult and deliver on the required strategies for the inception phase, including the capacity building strategy
3. To assess capacity needs throughout the lifetime of the programme, using these to develop and adapt and evaluate the capacity strengthening strategy
4. To actively search for, identify and share opportunities (including funding) for capacity strengthening across the consortium

## 3. Members

This Working Group has representation from all partners. Some members also sit on other working groups which facilitates cross group learning. This Working Group is open to all staff from partners and associate partners. Current members are detailed below and it is expected that new members will join throughout the programme.

Members	Partner organisation

## 4. Meeting schedule - an example

- Monthly meetings - second Wednesday in each month at 12.00 UK time for one hour.
- Members of the group commit to attending online meetings, as well as contributing towards the objectives. Discussions to continue outside of these meetings through the Microsoft Teams channel, and through sub-groups for specific tasks and activities as required.
- The monthly meeting agendas will be developed by the chair and deputy chair, and circulated to all members for inputs in advance of the meeting.
- Minutes will be written by the chair or deputy chair and circulated within five working days of the meetings to working group members. Minutes will be circulated after approval by the working group to all members of the consortium for information, and coordination between working groups, and stored on the Teams channel.

## 5. Timeline of activities for year 1

Actions	Year 1											
	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	
Develop Working Group ToR												
Finalise Working Group ToR												
Develop capacity assessment method and tools												
Conduct capacity assessments with each partner												
Analyse capacity assessment data												

Develop capacity assessment report											
Draft capacity strengthening strategy											
Submit draft strategy to board											
Revise and discuss final draft at inception meeting											
Finalise strategy											
Include strategy in inception report											
Implement strategy											

## 6. Linkages to other working groups

- **Monitoring and Evaluation Working Group:** the Capacity Strengthening Working Group will work with the Monitoring and Evaluation Working Group to develop and monitor indicators for tracking progress on capacity strengthening as part of our overall consortium performance management systems. The Capacity Strengthening Working Group will review progress and revise activities and plans when needed and will report to the board.
- **Communications and Research Uptake Working Group:** The Capacity Strengthening Working Group will liaise with the Communications and Research Uptake Working Group to identify research uptake capacity needs, develop, support implementation and evaluate processes and activities to strengthen capacity. We will also collaborate to communicate the capacity strengthening activities and outcomes and develop communication products including blogs, briefs and papers.
- **Gender, Equity and Disability Working Group:** We will collaborate with the Gender, Equity and Disability Working Group to ensure that the capacity assessment and strategy includes a strong focus on values, skills and knowledge relating to equity, gender, disability and other axes of inequity.
- **Research Forum:** The Capacity Strengthening Working Group will collaborate with the Research Forum to ensure that capacity needs, activities and opportunities identified in the Research Forum feed into the capacity strengthening strategy.

## Appendix II: Outline of a capacity strengthening strategy

1. Introduction
  - a. Background to research programme
  - b. Importance of capacity strengthening
  - c. Purpose of strategy
  - d. How the strategy was developed
  
2. Aim and objectives
  - a. Overarching aim and specific objectives
  
3. Approach
  - a. This would demonstrate the underlying values of the research programme for example:  
**Multi-directional capacity strengthening**, with a strong emphasis within action plans on south-south co-learning, sharing and transfer of knowledge, skills and expertise - for which budget is allocated. We will ensure that individuals of all ages, genders and career stage benefit from capacity strengthening activities
  
4. Baseline capacity assessment
  - a. Methods, e.g. survey, FGDs, IDIs
  - b. Timing
  - c. Sample
  - d. Analysis
  - e. Tools
  
5. Findings of the baseline assessment, for example
  - a. Key concepts and topic areas
  - b. Research skills
  - c. Research Uptake
  - d. Communications
  - e. Programme management
  - f. Organisational capacity: focuses on capacities that are needed to support research programmes. For example, access to knowledge – library and online resources, data storage and publication repositories
  - g. Wider environment: focuses on the wider environment - organisations and individuals at the national and /or regional level - and how these support researchers and research activities. For example, receptiveness to research findings and evidence-based decision-making
  
6. Priority areas for capacity strengthening
  - a. Table of priority areas
  
7. Areas of expertise
  - a. Table of strengths across the programme and ways to support capacity strengthening
  - b. Example table:

Areas	Topics of expertise	Range of support mechanisms
Concepts	<ul style="list-style-type: none"> <li>• Human resources</li> <li>• Decentralisation</li> <li>• Resilience</li> <li>• Health financing</li> <li>• Reproductive, maternal and adolescent health in developing countries</li> <li>• Gender equity</li> </ul>	<ul style="list-style-type: none"> <li>• Webinar</li> <li>• Sharing resources</li> <li>• Mentoring</li> <li>• Short face to face course or workshop</li> <li>• Leading a working group</li> <li>• Quality assurance of processes, documents etc</li> </ul>
Research skills	<ul style="list-style-type: none"> <li>• Qualitative research: methods and analysis</li> <li>• Ethnography</li> <li>• Participatory methods including photovoice</li> <li>• Policy analysis</li> <li>• Political economy analysis</li> </ul>	

## 8. Capacity Strengthening Plan

Example plan:

Area	Capacity strengthening need	Method or methods for strengthening capacity	Timing	Indicators <i>Sources of data for indicators</i>
<b>Key concepts</b>	Fragile and shock prone settings and resilience	Series of consortium webinars where partners present and learn from others' experiences (could link with research forum)	Jan 2021 April 2021	Number of webinars, broken down by staff attendance per institution
		Key readings with guidance	Year 1	
		Short videos with experts (e.g. CAG members) about their views on important characteristics of FASP settings	Sept 2021	Publication repository available on TEAMS
		Develop coaching or mentoring scheme for those interested	Year 2	<i>Webinar minutes/ report Consortium M&amp;E reports</i>
		e.g. WHO health financing training	July 2021	

<b>Research</b>	Qualitative research methods and analysis	Participation in a responsive fund COVID-19 research project	July 2020 – March 2021	<ul style="list-style-type: none"> <li>Number of staff trained overall and per institution</li> <li>Number of staff involved in COVID-19 projects</li> </ul>
		Online training through the Global Health Network Social Science	March 2021	
		Develop repository of materials	Year 1	
		Reading and discussing resources through Q&A sessions	Year 2	
		Online courses on using software e.g NVIVO	Year 1 Year 2	
		Online courses on analysis	Jan 2021 Year 2	
	Communication and research uptake skills, ie social media, photography, blogging, videoing, vlogging, audio, policy briefs etc	Monthly training sessions from Nov 2020 facilitated by RU team	Nov, Dec 2020, Jan, Feb, March 2021 Year 2	<ul style="list-style-type: none"> <li>Number of trainings conducted, broken down by number of staff attending per institution</li> </ul>
		Mentoring from RU Team	Ongoing	
		Develop a repository of good examples of RU products, networks and trainings	Feb 2021	
		Cross-RPC Communications and Research Uptake Working Group for specialist staff that will meet once a quarter from February 2021	Feb 2021 Year 2	
		Learning by doing: each partner should submit photograph, video, photovoice, etc for discussion	April 2021	
		Develop a buddy system to support RU skills	March 2021	
				<i>Research reports M&amp;E reports</i>  <i>Consortium M&amp;E reports Training session minutes/report</i>

<b>Management</b>	Project management and administration: planning, financial including for RU	Online project management e-learning (to cover project planning, introduction to logframe and theory of change, MEL, risk management and budgeting) that is tailored for both academics and programme managers	March 2021	<ul style="list-style-type: none"> <li>Number of trainings conducted, broken down by number of staff attending per institution</li> </ul> <i>Consortium M&amp;E reports</i>
		Coaching and mentoring from management team	Nov 2020 ongoing	
		Participation in MEL working group	Bi-Monthly	
		Sessions on financial forecasting for academics and managers	June 2021	

## 9. Monitoring and evaluation

- a. Indicators
- b. Methods
- c. Timing

# Appendix III: Capacity strengthening fund – application form

## Application for Training & Development Funding

Name		Position	
Place of Work		Country	
Title of Training			
Start Date		End Date	
Total Duration (days)		Location (city, country)	
Training Host/ Provider			
Website/URL			
Accreditation (is it formally recognised or accredited)			
Deadline for Registration			
<b>Cost of Attendance</b>			
Course Fees		Accommodation & Subsistence	
Travel & Visas		Other (specify)	
<b>TOTAL REQUESTED FROM FUNDER</b>			
<b>External Funding</b> Have you applied for any external funding, bursaries or sponsorship to support your attendance at this training? Have you been awarded any funding and if yes, how much?			
<b>Learning Outcomes</b> What are the expected learning outcomes from the training?			
<b>New Knowledge &amp; Skills</b> How will new knowledge and skills from this training support your current role in the project? And how does it strengthen your capacity in the long-term? (e.g. in future projects or positions)			
<b>Line Manager/Supervisor Approval</b>			
Name			
Signature		Date	

Please send completed requests to Programme Administrator

**DO NOT REGISTER OR CONFIRM YOUR TRAINING PLACE UNTIL YOU HAVE HAD FUNDING APPROVAL**

## Appendix IV: Values survey template

### Values Survey Questions

1. Please rate on a scale of 0 to 5 how well we demonstrate the value of '**Open, effective and regular communication**' with 0 being the lowest score (we do not demonstrate this value) and 5 being the highest score (we always demonstrate this value)

0	1	2	3	4	5
---	---	---	---	---	---

2. Please explain your score
- 

3. Please rate on a scale of 0 to 5 how well we demonstrate the value of '**Shared leadership and transparent decision making**' with 0 being the lowest score (we do not demonstrate this value) and 5 being the highest score (we always demonstrate this value)

0	1	2	3	4	5
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4. Please explain your score
- 

5. Please rate on a scale of 0 to 5 how well we demonstrate the value of 'Clear vision and roles' with 0 being the lowest score (we do not demonstrate this value) and 5 being the highest score (we always demonstrate this value)

0	1	2	3	4	5
---	---	---	---	---	---

6. Please explain your score
- 

7. Please rate on a scale of 0 to 5 how well we demonstrate the value of 'Honest and trusting relationships' with 0 being the lowest score (we do not demonstrate this value) and 5 being the highest score (we always demonstrate this value)

0	1	2	3	4	5
---	---	---	---	---	---

8. Please explain your score
- 

9. Please rate on a scale of 0 to 5 how well we demonstrate the value of 'Respect for differences' with 0 being the lowest score (we do not demonstrate this value) and 5 being the highest score (we always demonstrate this value)

0	1	2	3	4	5
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10. Please explain your score
- 

11. Please rate on a scale of 0 to 5 how well we demonstrate the value of 'Commitment to capacity strengthening and learning' with 0 being the lowest score (we do not demonstrate this value) and 5 being the highest score (we always demonstrate this value)

0	1	2	3	4	5
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12. Please explain your score

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13. Do our values adequately capture how we want to work together? Are there any values missing that we should be working towards?

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14. Have we considered gender, equity and justice in our work and how we operate as a consortium? Please give some examples

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15. Do you have any other comments or feedback on how we are working together as a consortium?

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16. Do you feel your knowledge and skills have increased as a result of training sessions you have attended? If yes, how have your knowledge and skills increased? Please provide as much information as possible and include examples of how your knowledge and skills have increased

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17. Some training sessions have been held virtually, on Microsoft Teams or Zoom. How do you feel this has worked? Have virtual trainings been helpful in current circumstances, or could these be improved in future?

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18. A range of topics has been covered through trainings, but are there any priority areas that need to be covered in the near future? What are these topics?

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19. There has also been informal capacity strengthening activities, including sharing resources, mentorship and support. Do you feel your knowledge and skills have increased as a result of support provided? Can you provide an example?

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20. The majority of trainings have been facilitated and led by consortium members. Has this been an effective means of delivery, or should we also consider external experts for future trainings?

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21. Do you have any other comments about trainings or capacity strengthening activities?

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22. Please specify any area of strength or expertise that are relevant and that you are willing to share with other members through training sessions, presentations, one-to-one support

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## Appendix V: Example of reflection meeting guide

### Guide for reflection meeting

1. **At individual level, how have your capacities and skills been developed as a result of the capacity strengthening training sessions you have attended?**
  - a. Provide examples of how your skills have increased and how you have applied these skills and knowledge to your work.
  - b. What factors helped develop these skills?
  - c. What about informal capacity strengthening activities, including sharing resources, mentorship and support? In what ways have your knowledge and skills increased as a result of such assistance?
2. **What skills are yet to be developed?**
  - a. Why was this area missed during the past year?
  - b. What are the barriers and how they can be addressed?
3. **How is the impact of capacity strengthening activities being reflected at your organizational level?**
  - a. How is your personal growth affecting your organization?
  - b. How has the participatory research approach affected your role as a consortium member and as a member of your organization?
  - c. What can be done differently to widen the effects of capacity strengthening activities on your organization?
4. **At the community level, how are you developing the skills and capacities of your partners and stakeholders?**
  - a. Did you deliver capacity strengthening sessions? In what areas? What were the effects?
  - b. What are the barriers to providing capacity strengthening sessions at the local partner level and how they can be addressed?
  - c. Have you offered indirect capacity strengthening support at the community level? What was the effect of such activities?
5. **Gender awareness in research: There have been a number of capacity strengthening activities around gender during the last few years of the consortium.**
  - a. What effects have these had on how you think about gender throughout the research cycle? Please give concrete examples.
  - b. What activities around gender have you done for your organisation or outside your organisation (for example, training, development of guidance etc.)? What has happened as a result of these activities? (for example, other research teams including gender in their objectives, considering it in their sample size, analysis etc.)
6. **Do you have any other comments about capacity strengthening activities?**





ReBUILD for Resilience examines health systems in fragile settings experiencing violence, conflict, pandemics and other shocks. We produce high-quality, practical, multidisciplinary and scalable health systems research which can be used to improve the health and lives of many millions of people.

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