

**The Geneva Learning Foundation**

Peer learning courses



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# Course catalog



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# Course catalog

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# AGEING-EN-001 Our shared challenge of ageing: a primer for health workers



Open access | 12 October 2026

## Enroll in this course

<https://go.learning.foundation/tglf/c/31663/join>

Version française | Menopause primer | Equity programme

## When the system breaks, how do you provide care?

When an older patient leaves your clinic with multiple chronic conditions, when there is no formal pension to pay for their care, or when a family caregiver is too exhausted to continue, how do you ensure both health and dignity in your community?

Invite your colleagues to join this course with [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

## Who this is for

This programme is for anyone who works for health.

## What you will take home

- 1 You will reflect on how older adults, both men and women, experience the health system.
- 2 You will think through one practical action that considers the experience of ageing.
- 3 You will give feedback to colleagues about their reflections and actions.
- 4 You will earn a certificate of completion from The Geneva Learning Foundation that recognizes your contribution and opens the way to the full Certificate programme.

## Why complete this primer?

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- **It respects your time.** This course uses simple text that works on low bandwidth to save your battery and fit into your busy schedule.
- **You get knowledge vetted by global experts.** You will combine lived experience with the official World Health Organization framework for healthy ageing directly to your local context.
- **You join a global peer network.** You will exchange ideas with colleagues from both high-income and low-income countries who face the exact same double burden of disease.
- **You focus on your reality from day one.** We do not impose distant theories. You will start by analyzing the specific challenges of older adults and women over 50 in your own community.

This peer learning primer is the first course in the Certificate peer learning programme on ageing and society.

## AGEING-EN-002 Beyond the hot flash: A primer for health workers about menopause



Open access | Available now

### Enroll in this course

<https://go.learning.foundation/tglf/c/31849/join>

[Ageing primer](#) | [Equity programme](#) | [Gender in emergencies](#)

The Geneva Learning Foundation (TGLF) and **Menoglobal**, the leading international organization dedicated to making menopause a global health priority, are launching the first global peer learning course on menopause. [Read the full announcement...](#)

Menopause affects every woman who lives long enough. Yet in most health systems, it is invisible. No screening. No vocabulary. No budget. Women suffer in silence. And the system looks the other way. You are here to change that.

**Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

**How to enroll?** Click on the “Enroll” button above. **Need help?** [Download the guide...](#) or watch the tutorial below.

### What you will take home

- 1 **A shared language** for the stages, symptoms, and screening of menopause care.
- 2 **Simple screening questions** you can integrate into routine visits tomorrow. No new tools required.
- 3 **A map of long-term risks** for preventing heart disease and osteoporosis, even without advanced diagnostics.
- 4 **A credential that proves your contribution.** Completing this primer earns recognition that validates your analysis and your context expertise. It also unlocks the full certificate programme, where you develop and implement a peer-reviewed action plan.

**You are joining the first cohort of health workers building the evidence base for menopause care.** Your experience and local knowledge are not just welcome. They are what makes this work.

## Who this is for?

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**For health workers who see women every day but were never trained to recognize menopause.** You see women aged 40 to 55 for contraception, blood pressure, or urinary infections. You treat symptoms one by one. But nobody taught you to ask the question that connects them all: “Could this be menopause?”

Menopause is not just hot flashes.

- Women report severe joint pain, sleep problems, anxiety, vaginal dryness, or difficulty concentrating.
- These are often mistaken for depression, aging, or hygiene problems.

This primer gives you a simple framework: A woman’s story can be a powerful diagnostic tool, even without a laboratory.

**For doctors and specialists:** You may already have deep clinical knowledge. But treating menopause in a hospital with full diagnostics is different from supporting women in a rural clinic with no lab, no hormone therapy, and no word for “perimenopause” in the local language. This course helps you adapt technical knowledge to your own context.

## 4 reasons to complete this primer

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- 1 You join a global peer network.** Thousands of health workers across 137 countries face the same challenges. Your local experience helps build new knowledge and insights to go from technical guidelines to effective local action.
- 2 You focus on your reality from day one.** Every section asks you to reflect on the women you serve, your own clinic, your own community. The goal is to think through what you can do, now.
- 3 It respects your time.** Short, text-only readings you can finish in about two hours. No long video lectures. Saves battery and bandwidth.
- 4 You get knowledge vetted by global experts.** Every concept is grounded in evidence from Menoglobal, including the STRAW+10 framework for identifying the menopausal transition without lab tests.

## The guide and the gateway

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- **Built on global standards:** This course was developed in partnership with **Menoglobal**, the first international organization dedicated to making menopause a global health priority. Every concept and screening framework reflects the highest clinical evidence adapted for frontline realities.
- **Where this takes you:** This primer is also your entry point into The Geneva Learning Foundation's Gender, Equity, and Aging certificate programme. It is the first step on a path from understanding to action: primer, peer learning exercises, and the Impact Accelerator where you implement and measure real change in your community.

## ■ Brain health: a primer by and for people who work for health



Open access | 12 October 2026

### Enroll in this course

<https://go.learning.foundation/tglf/c/32430/join>

English | Français

### What is brain health?

Brain health is how well a person can think, feel, remember, make decisions, and connect with others, across a whole life.

When people live through war, disaster, displacement, or poverty, their brains stay on high alert.

This is called stress.

- For a short time, stress protects.
- But when danger does not end, the alarm stays on.
- Over years, this wears the brain down and harms how a person thinks, sleeps, and feels.

### Enroll now. Then invite one person to join you.

**Do not enroll in this course alone.** Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together. **Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

## Who is this for?

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This course welcomes anyone who works for health and serves people whose lives are hard.

- You do not need a mental health qualification.
- Your experience is the most important resource here.

## Why take this course?

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Do you work for the health of your community?

Does your community face challenges?

**You already do brain health work, even if you have never called it that.**

You may be the person the community already turns to.

This course helps you see how “brain health” can help you help others.

## Learn by sharing experience

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Learning happens when you share experience with colleagues from around the world.

Three simple steps repeat through the course.

- 1 You read a little, then choose one brain health challenge from your own work.
- 2 You share your experience with this challenge.
- 3 You help others with their challenges, and they help you with yours.

**You meet, network, and learn with people across many countries you can rely on, even after the course ends.**

## The guide and the gateway

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This course is built on the most trusted global standards, and helps you connect them to your lived experience. It draws on:

- the World Health Organization (WHO) definition of brain health;
- the WHO Integrated Operational Framework for Mental Health, Brain Health and Substance Use (2024); and
- the IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.

## What you will take home

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You leave with three things you can use right away in your community.

- 1 A clear, evidence-based picture of what brain health is and why it matters.
- 2 A new way to see the health and well-being of the people you serve.
- 3 A practical approach to a brain health challenge, ready to share with colleagues or decision-makers.

## Certification

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When you finish this course, you will earn an official Certificate of Contribution from The Geneva Learning Foundation. This primer is the first step, not the finish line. It opens the door to the full Certificate peer learning programme on brain health. This Certificate tells employers that you have started to work on a brain health challenge in your community.

## Where this leads

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This primer is the first step in a full pathway to learn by taking action for your community. First, you meet and network with colleagues from many countries who face the same work. Next, in a 16-day peer learning exercise, you turn a real challenge into a strong action plan, improved through peer feedback. Then, in the Impact Accelerator, you carry out your plan in your own setting, week by week, with peers who act alongside you.

# CLIMATE-EN-003 One Health: Connecting people, animals, and the environment



Open access | 12 October 2026

## Enroll in this course

<https://go.learning.foundation/tglf/c/31913/join>

English | Français | Español

## Enroll now. Then invite one person to join you.

Do not enroll in this course alone. Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together.

Invite a colleague on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

## What is One Health?

One Health means that the health of people, the health of animals, and the health of the environment are connected. Protecting any one of them requires working across all of them.

## Why care about One Health?

Animals are dying in a village. Children are falling sick from the same contaminated water. The veterinary worker documents one. The nurse documents the other. They have never met. The connection may not be obvious. How will they connect and learn from each other?

## Who this is for?

This primer is open to anyone who cares about human health, animal health, or the environment.

## What is special about this primer?

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- This primer explores what that looks like in practice: why systems stay disconnected, what happens when they fail, and what communities are doing about it.
- The programme draws on the latest global evidence from academic research, global guidelines, and – most important – the lived experiences of thousands of health workers.

The [Inter-American Institute for Global Change Research \(IAI\)](#) is the featured partner for this course. [Learn more about our partner...](#)

## What you do in this course

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- 1 You learn about the connections between health, veterinary, agricultural, and environmental systems.
- 2 Then you ask questions about your own situation: where do you see these connections? What keeps programs apart? What can you do with the resources you already have?

## Learn to connect the dots between humans, animals, and the environment

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Floods spread disease from livestock to people. Deforestation pushes wildlife closer to communities. Agricultural practices drive antibiotic resistance. Climate change expands the range of disease-carrying insects into new regions. The threats cross the boundaries between human health, animal health, agriculture, forestry, and the wider environment. But the systems built to respond still operate in separate silos.

## What you will do in this primer

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This primer helps you understand your challenges with the lens of One Health.

- 1 You describe a situation from your work or community where human health, animal health, and the wider environment were connected. What happened? Who responded? What was missing? What do you see differently now?
- 2 You identify two programs or services in your area that serve the same community but operate in separate silos. What keeps them apart? What happens when one loses its funding and no local system is ready to take over?
- 3 You develop a specific plan to connect your work with another sector in the next three months, using resources you already have. Who will you talk to? What barriers do you expect? How will you know it is working?

## Why make time for this?

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- **We start with your reality.** Your local context is the primary text. Every activity asks you to analyze your own setting and plan your own action.
- **We connect you to a global network.** You exchange ideas and feedback with professionals across countries and sectors.
- **We build on trusted knowledge.** The programme draws on the latest global evidence from academic research, global guidelines, and – most important – the lived experiences of thousands of health workers.
- **We respect your time.** Short, text-based readings. No video. No heavy downloads. Works on any phone.

## Your credential of value

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You will earn a certificate of completion from The Geneva Learning Foundation that documents the work you produced in the course.

## **This primer is a starting point**

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This primer is your starting point for exploring One Health. It is part of the Certificate peer learning programme for leadership in climate change and health.

**Learn more about the full Certificate programme:** <https://www.learning.foundation/climate>

## **What do professionals say about the Certificate peer learning programme for leadership in climate change and health?**

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After completing the inaugural course on climate change and health, a health worker in Nepal wrote: "This transformed me from an implementer into a change agent."

A nurse in Tanzania said: "The peer review showed me there is potential for networking with colleagues from different countries".

**The Geneva Learning Foundation (TGLF) is a member of the Global Consortium on Climate and Health Education.**

## CLIMATE-EN-004 Climate change is harming your community's health: what you can do now



Open access | 12 October 2026

### Enroll in this course

<https://go.learning.foundation/tglf/c/32182/join>

English | Français

You may be the nurse who saw the rains arrive earlier this year. You may be the community health worker walking further to find safe water. You may be the programme officer rebuilding a clinic the wind tore down. These situations may be different from yours. The challenge is the same. **Climate change is harming the health of your community. What can you do, where you are, with what you have?**

### Enroll now. Then invite one person to join you.

**Do not enroll in this course alone.** Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together.

**Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

### Why this course exists

People who work for health are already responding to the impact of climate change on health. Their experiences are rarely heard in global research and policy. This course brings those experiences into a shared space, so that you can learn from peers, share your own experience, and figure out what you can do about it.

## What this course covers

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- 1 Responding in emergency situations.** You see how peers kept care moving when roads flooded, supplies ran out, and clinics were cut off. You learn what to try first when the next event hits.
- 2 Responses to mitigate the impact of climate change on health.** You see how peers protected water, adapted clinic hours to extreme heat, and shifted disease surveillance as the seasons changed. You leave with practical steps to prepare your own community.
- 3 Engaging the community in responses.** You see how peers worked with community health workers, women's groups, local leaders, and radio to reach people in time. You learn how to design a response your community owns.

## Who this is for

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**If you work for health, you are welcome here.** This course is for everyone, including nurses, midwives, community health workers, doctors, public health officers, and programme staff. If you do not see your role or title here, but you are concerned about the impact of climate change on health, you are encouraged to join.

## Three reasons to make time for this

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- 1 You join a working network of peers facing what you face.** You connect with colleagues taking this course alongside you, including leaders from the REACH network of more than 4,000 leaders of local organizations that are facing climate impacts on health.
- 2 You work on a real challenge from your own setting.** Think through what is happening in your community. Then figure out what you can do about it, now. Get feedback from colleagues to sharpen your thinking and prepare for action.
- 3 You see what peers actually did, then decide what works for you.** You learn what is happening in other communities – and how your colleagues are responding.

## Why you can trust this course

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The Geneva Learning Foundation built this course with Teach to Reach's leaders from the REACH network that connects more than 4,000 locally-led organizations. The experiences shared come from the insights report "Local action to mitigate the impact of the climate crisis on health"

Learn about the report | [Download the report](#) | Chat with the report with AI

## What you will take home

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- 1** New ways of seeing how climate is hurting the health of your community.
- 2** Practical actions you can take to prepare your community and respond to the impacts of climate change on health.

## Certification

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You earn a Certificate of Contribution from The Geneva Learning Foundation (TGLF) that documents what you did, not how long you sat through a course. The certificate is part of the [Certificate peer learning programme for leadership in climate change and health](#). Each module aligns with professional development frameworks for public health, nursing, and medicine. You can submit the certificate to your employer or your professional body.

## Where this leads

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When you complete this course, you are invited to join The Geneva Learning Foundation's REACH network of health and humanitarian leaders. If you are ready to commit, you can join the Impact Accelerator to develop and

implement practical actions to protect your community from the impacts of climate change on health. You will no longer face this challenge alone.

## CLIMATE-EN-005 Level 1 Certification: 7-30 CHEF Climate Health Emergency Framework



Open access | 12 October 2026

### Enroll in this course

<https://go.learning.foundation/tglf/c/32434/join>

English | Français

Climate change is already disrupting health in many communities. Floods block roads. Heat makes work unsafe. Storms damage clinics. Drought increases hunger and disease. Mosquitoes spread malaria and dengue to new places and at new times. Floods and unsafe water increase cholera and diarrhoea.

Health workers must still keep care going. **7-30 CHEF gives you a practical way to prepare, respond, recover, and strengthen your community before the next emergency.**

**This course helps you learn 7-30 CHEF to protect your community.** Work with colleagues to create your local 7-30 CHEF plan to earn your first 7-30 CHEF certification. You submit your certificate to your employer or professional body.

### Who should join?

This course is for anyone who is concerned that climate change is harming the health of their community. You do not need to be a climate specialist. Your experience and knowledge of your community are the starting points.

## Enroll now. Then invite one person to join you.

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**Do not enroll in this course alone.** Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together. **Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

## What is 7-30 CHEF?

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7-30 CHEF means the **7-30 Climate Health Emergency Framework**.

It is a new framework for health workers facing the effects of climate change on health.

**Learn about 7-30 CHEF | Get the framework | Use AI to talk to the framework**

The two numbers help you remember what to do:

- **7 days to prepare:** Within seven days of a warning or seasonal sign, confirm that your area is ready. Review risks, activate your plan, clarify roles, and contact trusted community partners.
- **Response:** When the emergency begins, keep essential services going. Protect people most at risk. Communicate clearly. Support health workers. Record any changes you make.
- **30 days to recover:** Within 30 days, restore or adapt essential services. Record what worked and what it cost. Identify what blocked action. Begin one action that will make your community better prepared next time.

The framework does not replace clinical guidance, surveillance, emergency systems, or government plans. It helps health workers use all of them before, during, and after an emergency disrupts normal services.

## How it was built

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7-30 CHEF grew from accounts shared by health workers taking part in [Teach to Reach](#), the world's largest peer learning community by and for people who work for health. The report [Local action to mitigate the impact of the climate crisis on health](#) publishes 100 detailed accounts from at least 19 countries. They describe how health workers and communities maintained care during floods, storms, extreme heat, disease outbreaks, and long periods when facilities or villages were cut off. The framework turns these shared lessons into steps that a local team can plan, carry out, and document. Learn more about the [wider three-year effort](#) that led to 7-30 CHEF.

The course is part of the [Certificate peer learning programme for leadership in climate change and health](#). The Geneva Learning Foundation (TGLF) is a member of the [Global Consortium on Climate and Health Education](#).

## CLIMATE-EN-01 Our common ambition: prioritising children's health amidst the climate crisis



Open access | Available now

### Enroll in this course

<https://go.learning.foundation/tglf/c/21028/join>

**Tags:** Children, Climate change and health, Global health, Level 1, Self-guided

### Share experience with health workers worldwide to learn about how to support children's health amidst the climate crisis

Connect with colleagues from over 80 countries who are protecting children from climate change health impacts. This free peer learning experience brings together Save the Children's latest policy guidance with The Geneva Learning Foundation's proven method for sharing knowledge across borders.

You will learn directly from health workers facing the same challenges you see every day. Share your experiences. Get practical ideas you can use immediately. Build lasting connections with professionals worldwide.

### What you will gain

Learn why children born today will face 6 times more heatwaves than children born 60 years ago. Discover how climate change increases malaria, diarrhea, malnutrition, and mental health problems in children. Find out what works to protect children in different countries and contexts.

Get concrete tools to:

- Recognize climate health threats to children in your area

- Strengthen your health services against extreme weather
- Work with other sectors to protect children
- Advocate for resources your community needs
- Engage children in finding solutions

## **Your learning community**

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Join health workers, nurses, doctors, program managers, and policy makers from every continent. Learn from someone managing child malnutrition in Kenya. Share ideas with a nurse treating heat illness in India. Get advice from a program manager building climate-ready health centers in Bangladesh.

Your experience matters. Your solutions help others. Together, we make children healthier and safer in a changing climate.

Start learning with the world today.

## **Why this partnership matters**

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Save the Children, the world's leading child rights organization, has joined with The Geneva Learning Foundation to transform their major policy report into an interactive learning experience. Instead of reading alone, you learn with peers who understand your daily challenges.

This is not a traditional course. You create projects based on your real work. Colleagues from other countries review your ideas and share their own solutions. Together, you build knowledge that works in the real world.

## **CLIMATE-EN-02 Learning together to lead change on the frontline of climate change and health**



**Open access | Available now**

### **Enroll in this course**

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<https://go.learning.foundation/tglf/c/20132/join>

**Tags:** Climate change and health, Global health, Level 1, Self-guided

**English | Français**

### **Certificate peer learning programme for leadership in climate change and health**

**This is the first peer learning course in The Geneva Learning Foundation's Certificate peer learning programme for leadership in climate change and health.**

The Geneva Learning Foundation worked with health workers from 68 countries to create this course. Health workers shared what climate change is doing to the health of their communities. You learn directly from people like you, who face challenges that are likely to be similar to your own.

### **Enroll now. Then invite one person to join you.**

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Do not enroll in this course alone. Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together.

**Invite a colleague** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

### **Learn from health workers like you**

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Health workers are often the first ones to see climate impacts on health. Connect with a nurse in Ghana managing more malaria after flooding. Learn from a health officer in Bangladesh handling cholera outbreaks. Discover how colleagues in Guatemala protect communities during heat waves. See how peers in Pakistan adapted vaccination schedules for extreme weather.

Your learning partners work in communities across Africa, Asia, the Americas, and Europe. They understand limited budgets, supply shortages, remote locations, heavy workloads, infrastructure problems, and community challenges. Your own experience can help others too. **The course values what you know because you are there every day.**

## Is this course for you?

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**This course welcomes everyone who works for health, regardless of who you are or where you live.** It is for any health professional, researcher, policy maker, or practitioner worldwide who is concerned about the impacts of climate change on health – and wants to do something about them.

**Global health partners:** Researchers, policy makers, funders, and practitioners who wish to support climate-vulnerable communities can benefit from learning directly from community experiences.

**Organizations:** Your organization can become a programme partner through TGLF's REACH network. REACH is a network of over 4,000 locally-led health organizations and 60,000+ health workers across 70+ countries. Programme partners help shape the future of this programme to meet their needs.

## How you learn

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- No lectures or tests. You learn by discovering what colleagues share and thinking about how this applies to your work.
- Each module starts with colleague experiences from different regions. Then you reflect, write what you can do differently, and exchange feedback with peers.
- You are both student and teacher. This peer learning works because it comes from people who understand your world while building your professional network.

## What you gain

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- **Better recognize climate-related health problems:** Improve your ability to spot climate change impacts on community health.
- **Skills to adapt to a changing climate:** Gain confidence about changing health services and community responses.
- **Skills to learn and lead:** Grow leadership skills through colleague learning, feedback, and applying insights.
- **Map practical actions:** Identify practical actions to improve climate-health response in your work.

## Certification and structure

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You earn a certificate for each completed module, with professional development credits aligned with public health, nursing, and medical qualification frameworks. Each requires a five-step learning activity: invite a colleague, answer reflection questions, then give and receive feedback.

This learning journey covers four key areas based on health worker experiences:

- **Climate and environmental changes** (2 hours): Recognizing connections between climate and health.
- **Health impacts on communities** (2 hours): Direct health impacts, food security, mental health, and social impacts.
- **Changing disease patterns** (2 hours): Infectious diseases, asthma, allergies, and healthcare access impacts.
- **Community responses and adaptations** (2 hours): Local solutions and innovations from peers.

Upon completion, you will be invited to join TGLF's global community of health practitioners for ongoing peer support.

This course builds on "[On the Frontline of Climate Change and Health: A Health Worker Eyewitness Report](#)".

## CLIMATE-EN-06 Floods: what you can do as a health worker



Open access | 12 October 2026

### Enroll in this course

<https://go.learning.foundation/tglf/c/32472/join>

English | Français

### The last time a flood hit your community, what did you do?

A flood does not arrive as a health problem. It arrives as a closed road, a dead refrigerator, a well that now tastes of sewage. Then it becomes your problem, because you are the health worker the community reaches first. **This course is about what you can do to prepare, respond, and recover to make your community stronger.**

### Enroll now. Then invite one person to join you.

**Do not enroll in this course alone.** Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together. **Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

### Who this course is for

**Anyone who works for health and lives with flood risk is welcome.** You do not need a special qualification, and you do not need permission from anyone to join.

## Why this course exists

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Global frameworks are strong on policy and weak in terms of what you can actually do to help your community. The course respects your experience as the starting point.

## How this course works

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You learn how you can better prepare, respond, and recover for floods in your area. You make a plan. And then you help three other participants improve their plans. And you get help from three participants too.

## Three reasons to take this course

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- 1 You leave with a practical plan.** Your course project is a flood readiness plan for your own area: a risk map naming at least five of your most vulnerable patients by name and place, a response protocol, and one resilience action stating who does what, starting when.
- 2 The content comes from health workers, not from a desk.** This course is built from flood experience shared in Teach to Reach, the world's largest community where health workers share experience.
- 3 You get a tool you can use under pressure.** This course will help you implement the 7-30 Climate Health Emergency Framework for floods. Within 7 days of a flood watch or the start of the rainy season, your area is confirmed prepared, and within 30 days of a flood, essential services are restored or adapted and at least one resilience action has started.

## What guides the course?

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The course is a tool for implementation. It references:

- WHO Health Emergency and Disaster Risk Management Framework.
- WHO Operational Framework for Building Climate-Resilient and Low-Carbon Health Systems, including One Health.
- The Sphere Handbook minimum standards, including 15 litres of safe water per person per day.
- The Belem Health Action Plan, the first global climate adaptation plan centred on health, which explicitly recognises the value of local knowledge.

These frameworks set the floor. They do not speak for your area. You do.

## Certification

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You can earn a Certificate of Contribution from The Geneva Learning Foundation. It documents the work you produced and shared with colleagues, not the hours you sat in front of a screen. It opens the next steps in the Certificate peer learning programme for leadership in climate change and health.

## **DECOL-002 Turning ideas about decolonizing global health into practice**



**Open access | Available now**

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/20512/join>

**Tags:** Global health, Self-guided

### **Decolonizing global health: A peer knowledge course**

#### **Course overview**

This peer learning course explores critical perspectives on decolonizing global health through carefully-selected papers, organized into ten modules. Each module presents opportunities to deeply engage with foundational concepts in global health equity, while building a community of practitioners from all over the world through peer learning.

The course is designed for health professionals, researchers, students, policymakers, and community health workers who seek to understand and address colonial structures in global health.

No prior expertise in decolonization theory is required—only a commitment to critical reflection and collaborative learning.

#### **Knowledge outcomes**

The knowledge provided in this course supports participants to:

- 1** Identify colonial structures in global health research, practice, and policy.
- 2** Analyze power dynamics in knowledge production and resource allocation.

- 3 Critique reformist versus transformative approaches to decolonization.
- 4 Apply decolonial perspectives to their own work context.
- 5 Develop strategies for building equitable partnerships across contexts.
- 6 Articulate the role of Global South leadership and Global North allyship in shifting power.
- 7 Recognize forms of epistemic injustice and implement practices that value diverse knowledge systems.
- 8 Build a network of peers committed to meaningful decolonization in global health.

## Peer learning outcomes

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The peer learning activities in this course support participants to:

- 1 Reflect on how key concepts of decolonization relate to their own practice.
- 2 Identify practical steps they can take to contribute to decolonization.
- 3 Give constructive, specific feedback helping other participants reflect on their practice.
- 4 Make sense of feedback received from other participants and use it to deepen their reflection.

## Certification

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Upon completing each module, you will receive a course certificate for that module. Individual module certificates are also available for those who prefer to engage with specific topics.

Certificates recognize your commitment to critical reflection and peer learning in addressing one of the most important challenges in contemporary global health.

## Who should take this course

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This course is designed for:

- Health professionals working in global health contexts;
- Researchers involved in international collaborations;
- Students in public health, medicine, and related fields;
- Policymakers and program managers in global health;
- Community health workers engaged with international organizations; and
- Anyone committed to more equitable approaches to health

## Meet your guide: Dr. Luchuo E. Bain

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Dr. Luchuo Engelbert Bain (MD, MPH, MSc Bioethics, MBA, PhD) is a global health physician, implementation research scientist, and bioethicist with over 15 years of experience in global health research and practice. Currently based in Ottawa, Canada, Dr. Bain serves as the Inaugural Fellow for **Climate Change and Health** at The Geneva Learning Foundation and is currently the Head of International Programs at the African Population and Health Research Center.

His expertise spans health systems strengthening, research ethics, community engagement, gendered impacts of climate change on health, and One Health approaches. Dr. Bain brings a unique transdisciplinary perspective to global health challenges, emphasizing decolonial knowledge systems to bridge research-policy gaps and prioritizing gender equality and inclusion in his work.

With experience across multiple African countries, Europe, and North America, Dr. Bain has published over 100 peer-reviewed articles and serves on editorial boards for journals including PLOS ONE and BMC Women's Health. His work on community engagement in research, ethical oversight in health policy experiments, and equitable global health partnerships directly informs this course's focus on decolonizing knowledge production.

Dr. Bain has carefully selected the readings in this course to reflect his commitment to evidence synthesis, context-relevant co-created research agendas, and transformative approaches to global health equity.

## Course structure

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For each of the papers in this course, you will progress through a structured learning cycle:

- 1 Independent study (1 hour):** Read the assigned paper. Review the accompanying FAQ, study guide, and glossary.
- 2 Critical reflection (30 minutes):** Respond to reflective questions that connect the paper's concepts to your own professional context. Submit your reflections to the peer review system.
- 3 Peer feedback (1-2 hours):** Review reflections from another course participant. Provide structured, constructive feedback using provided criteria. Submit your peer assessment.
- 4 Receive feedback (30 minutes):** Review feedback on your own reflections. Consider how this feedback might inform your practice.
- 5 Certification:** Receive a module completion certificate after successfully completing both giving and receiving feedback.

## Papers in this course

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Each paper represents one module for which you can earn a certificate, allowing for flexible participation.

- 1 Epistemic disobedience—Undoing coloniality in global health research** *PLOS Global Public Health*, 2024. Naidu explores how challenging colonial knowledge systems can transform global health research.
- 2 Global health and the elite capture of decolonization: On reformism and the possibilities of alternate paths.** *PLOS Global Public Health*, 2023. Krugman critiques superficial approaches to decolonization and proposes more fundamental alternatives.
- 3 Shifting power in global health will require leadership by the Global South and allyship by the Global North** *The Lancet*, 2024. Pai, Bandara, and Kyobutungi outline roles for different stakeholders in transforming global health power dynamics.
- 4 Developing an agenda for the decolonization of global health** *Bulletin of the World Health Organization*, 2024. McCoy et al. propose concrete action items for advancing decolonization in global health institutions.
- 5 Decolonizing global health—what does it mean for us?** *European Journal of Public Health*, 2023. Forsberg and Sundewall explore practical implications of decolonization for global health professionals.
- 6 Decolonizing global health: what should be the target of this movement and where does it lead us?** *Global Health Research and Policy*, 2022. Kwete et al. examine specific targets for decolonization efforts and potential outcomes.
- 7 Colonization and decolonization of global health: which way forward?** *Global Health Action*, 2023. Hussain et al. analyze historical colonial structures and pathways toward decolonization.
- 8 Decolonizing global health by engineering equitable relationships** *Nature Reviews Bioengineering*, 2024. Examines how bioengineers must address colonial structures alongside technological innovation.
- 9 What do global health practitioners think about decolonizing global health?** *Annals of Global Health*, 2022. Finkel et al. survey global health practitioners about their understanding and perspectives on decolonization.

The Geneva Learning Foundation (TGLF) may offer a Master Certificate for participants who complete all modules in this course.

## **EPI-EN-050 Teach to Reach: Get started with HPV vaccination (and keep it going)**



**Open access | Available now**

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/30136/join>

**Tags:** Global health, Immunization, Teach to Reach, Level 1

### **Enroll any time. Work at your own pace.**

**Invite your colleagues** on [WhatsApp](#), [Telegram](#), [LinkedIn](#), [Facebook](#), [Twitter](#), [GMail](#), or [Yahoo Mail](#).

This primer is a new activity from Teach to Reach, the world's largest peer learning network for health professionals, facilitated by The Geneva Learning Foundation (TGLF) in partnership with UNICEF.

Teach to Reach has already connected over 80,000 health workers to share solutions and support each other.

Now, for the first time, we are offering this targeted peer learning course specifically for the challenges of HPV vaccination.

### **How to enroll and start this course**

#### **Why HPV vaccination is a challenge**

Introducing the human papillomavirus (HPV) vaccine is one of the most important tasks in public health today. It is also one of the hardest.

- You may face tough questions from parents who believe misinformation.
- You might need to reach girls who are not in school.

- You might hear rumors that spread fear in your community.

## What is special about this course

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This primer is not a textbook written by distant experts.

It is based on the real-world experiences shared by fellow health professionals at Teach to Reach.

We have gathered the most practical, proven strategies from this vast network into this primer.

You can use this shared wisdom to improve your current work or to get ready for your own involvement in HPV vaccination efforts.

## Three great reasons to join

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- 1 Learn from the real-world experiences.** You will read real stories from colleagues.
- 2 Solve your specific problems.** You will identify one specific, real-world challenge you face right now. You will leave with a concrete plan to solve it.
- 3 Build your professional network.** You will not work alone. You will give and receive feedback with peers. This builds a support system of colleagues who understand your reality.

## How it works

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This course respects your time.

- **Read short, practical stories.** You will read brief examples of what works, taken directly from the Teach to Reach community.
- **Share your experience.** You will write about a specific challenge you have faced.
- **Give and receive feedback.** You will review the plans of three colleagues and receive advice on your own plan from three peers.

**Is this your first participation?** [Watch this video](#) on how to enrol and start the course.

## **EQUITY-001 Equity matters: Introduction to Human Equity Action Reflection Transformation (HEART)**



**Open access** | 5 September 2025 – 23 September 2025

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/20592/join>

**Tags:** Cohort, Global health, Level 1, EQUITY

**English** | [Français](#)

**Certificate peer learning programme for equity in research and practice**

### **Build your capabilities and join a global network of health leaders driving equity change**

Every day, health systems fail people who need help most. Children do not get vaccines. Women cannot reach care. Research leaves out the people it should help. Policies forget poor and excluded groups. **You can help change this.**

### **What is this course?**

EQUITY-001 Equity matters is a 16-day online course that teaches people who work for health – health professionals, researchers, policy makers, and funders – how to solve health inequity challenges in their communities.

The course uses the HEART method. HEART stands for Human Equity Action Reflection Transformation. This method helps people who work for health work together to find real solutions.

This course was created by a group of health workers from all over the world, in partnership with The Geneva Learning Foundation (TGLF).

## What health workers have said about this method

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"I became aware of the deep unfairness around me, even in places I thought I knew." — Physician, Democratic Republic of Congo

"I am no longer passive. I actively work toward changing systems that create unfairness." — Community health worker, Bulgaria

## What will you learn?

---

In 16 days, you will develop a practical project to help you lead change in your work:

- How to study a complex health inequity situation.
- How to find the real reasons why health inequities happen.
- How to give helpful advice to other health workers.
- How to work with others and build a team of supporters.
- How to lead change in your job with a clear action plan.

## What will you create?

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You will build a project that solves a real health inequity problem from your work. This is not a test. It is a tool you will use to help people in your community.

Your project follows five simple steps:

- 1 Tell your story:** Start with a true story of unfair treatment in health you have seen.
- 2 Find the root cause:** Look deeper to find the root cause for this health inequity.
- 3 Understand your role:** Think about your connection to this inequity and how your job gives you power to help.
- 4 Create your action plan:** Build a plan that works with the community, not just for them.
- 5 Check your work:** Make sure your plan helps the community and respects the right to health.

## How the 16-day course works

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**Days 1-5: Build your project:** You will study an unfair health problem from your work. You choose which problem to work on. Expert guides help you think through solutions.

**Days 6-10: Help three other learners:** You will read three other learners' projects and give helpful feedback. This helps you learn from health problems in other countries.

**Days 11-15: Make your project better:** You will use the feedback from other learners to improve your project and make it stronger.

**Day 16: Share your final project:** You will present your finished project and join a global network of health leaders working for fair treatment.

## Who should join?

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This course can be helpful to anyone who wants to take action to make health more equitable. This includes:

- **People who work for health:** Your experience is important for finding solutions. Build connections with researchers and policy makers who can help remove barriers.
- **Researchers:** Learn to work with communities as real partners. Connect with workers who understand how to put research into practice.
- **Policy makers:** Understand why health programs fail to reach some groups. Learn from workers who see how policies affect real people.

- **Programme managers and funders:** Learn how to design programs that help reduce health inequities.

## What comes after this course?

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This course is your first step toward becoming an expert in health equity. Advanced courses include:

- **Impact accelerator:** Get help turning your plans into real results.
- **Strategy and policy development:** Learn to write policies that leave no one behind.
- **Situation analysis:** Learn fast methods to diagnose equity problems in your area.
- **Advocacy and business cases:** Learn to write strong arguments that convince leaders to care about equity.

## How to participate

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- **Free access:** All course materials and learning opportunities are free for everyone.
- **Optional certification:** Choose paid certification to validate your new skills. Certification follows European Qualification Framework standards. This helps with job advancement and continuing education requirements.
- **Recognition:** All learners who finish the course receive an official letter. Learners who choose certification also receive a certificate showing their proven skills.

## Join a global movement

---

**Connect with health workers across 137 countries who participate in The Geneva Learning Foundation's programmes.**

- This network becomes your ongoing resource for working together and supporting each other as you lead change for fairness.
- Your participation helps build a global platform of health leaders driving change on the ground.
- Together, this network fights unfairness gaps wherever they exist, supporting each other across traditional boundaries to make health systems work for everyone.

## **EQUITY-001-2026 Equity matters: Introduction to Human Equity Action Reflection Transformation (HEART)**



**Open access** | 12 October 2026 – 4 October 2026

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/31576/join>

**Tags:** Global health, Cohort, Level 1, EQUITY

**English** | [Français](#)

**Certificate peer learning programme for equity in research and practice**

### **Build your capabilities and join a global network of health leaders driving equity change**

Every day, health systems fail people who need help most. Children do not get vaccines. Women cannot reach care. Research leaves out the people it should help. Policies forget poor and excluded groups. **You can help change this.**

### **What is this course?**

EQUITY-001 Equity matters is a 16-day online course that teaches people who work for health – health professionals, researchers, policy makers, and funders – how to solve health inequity challenges in their communities.

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## What health workers have said about this method

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"I became aware of the deep unfairness around me, even in places I thought I knew." — Physician, Democratic Republic of Congo

"I am no longer passive. I actively work toward changing systems that create unfairness." — Community health worker, Bulgaria

## What will you learn?

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- How to study a complex health inequity situation.
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- How to work with others and build a team of supporters.
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- **Programme managers and funders:** Learn how to design programs that help reduce health inequities.

## What comes after this course?

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This course is your first step toward becoming an expert in health equity. Advanced courses include:

- **Impact accelerator:** Get help turning your plans into real results.
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## Join a global movement

---

**Connect with health workers across 137 countries who participate in The Geneva Learning Foundation's programmes.**

- This network becomes your ongoing resource for working together and supporting each other as you lead change for fairness.
- Your participation helps build a global platform of health leaders driving change on the ground.
- Together, this network fights unfairness gaps wherever they exist, supporting each other across traditional boundaries to make health systems work for everyone.

## **EQUITY-001A Equity matters: self-guided version**



**990 CHF | Available now**

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/26419/join>

**Tags:** Cohort, Global health, Level 1, EQUITY

**English | Français**

**Certificate peer learning programme for equity in research and practice**

### **Build your capabilities and join a global network of health leaders driving equity change**

Every day, health systems fail people who need help most. Children do not get vaccines. Women cannot reach care. Research leaves out the people it should help. Policies forget poor and excluded groups. **You can help change this.**

### **What is this course?**

EQUITY-001 Equity matters is a 16-day online course that teaches people who work for health – health professionals, researchers, policy makers, and funders – how to solve health inequity challenges in their communities.

The course uses the HEART method. HEART stands for Human Equity Action Reflection Transformation. This method helps people who work for health work together to find real solutions.

This course was created by a group of health workers from all over the world, in partnership with The Geneva Learning Foundation (TGLF).

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## What will you learn?

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- **People who work for health:** Your experience is important for finding solutions. Build connections with researchers and policy makers who can help remove barriers.
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- **Impact accelerator:** Get help turning your plans into real results.
- **Strategy and policy development:** Learn to write policies that leave no one behind.
- **Situation analysis:** Learn fast methods to diagnose equity problems in your area.
- **Advocacy and business cases:** Learn to write strong arguments that convince leaders to care about equity.

## How to participate

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## Join a global movement

---

**Connect with health workers across 137 countries who participate in The Geneva Learning Foundation's programmes.**

- This network becomes your ongoing resource for working together and supporting each other as you lead change for fairness.
- Your participation helps build a global platform of health leaders driving change on the ground.
- Together, this network fights unfairness gaps wherever they exist, supporting each other across traditional boundaries to make health systems work for everyone.

## **EQUITY-002 Gender in emergencies: a rapid introduction**



**Open access | Available now**

### **Enroll in this course**

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<https://go.learning.foundation/tglf/c/23455/join>

**English** | Français | Español

**Certificate peer learning programme for gender in emergencies**

### **Enroll now. Then invite one person to join you.**

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Do not enroll in this course alone. Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together.

**Invite a colleague** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

### **What is this course about?**

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This course focuses on a critical topic: **gender in emergencies**.

When a crisis like a flood, a disease outbreak, or a conflict happens, a person's gender can determine their chances of survival.

It affects their safety, their health, and their access to life-saving aid.

This course gives you the tools to see these gender-related challenges clearly and provides practical steps to make your humanitarian response safer and fairer for everyone.

But to provide truly equitable care, we must see more than just gender.

A person is never just one thing.

Their gender combines with their age, their ethnicity, if they have a disability, and if they are displaced from their home.

Looking at how these factors work together is called using an **intersectional lens**.

This special lens helps us see the whole person and understand the unique challenges they face, ensuring that no one is left behind.

## What is different about this course?

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This course is different because you'll learn directly from the real-world experiences of your colleagues. The process is simple and powerful.



**Read a short guide** with key ideas and stories.



**Share your own story** from your work and a plan for one small change you can make.



**Connect with peers** by giving and receiving supportive feedback.



**Meet, network, and learn:** Everyone who contributes then gets to meet in a private discussion forum.

## Is this course for you?

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This course is designed for busy professionals. We respect your time. This course is designed for you if:

- You are a health or humanitarian worker.
- You work on the front lines of an emergency or in other difficult settings.
- You have seen that some people do not get the care they need and you want to help change this.
- You believe that learning from the real stories of your colleagues is a powerful way to improve.

This primer is a foundational part of two important learning journeys: the [Certificate peer learning programme for gender in emergencies](#) and the [Certificate peer learning programme for health equity in research and practice](#).

## What you will learn

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In this course, we will explore these important topics together.

- What 'gender' really means and how it affects health in your community.
- Why a crisis is different for women, girls, men, and boys.
- How to see the hidden biases that can lead to unfair care.
- Simple, practical actions you can take every day to help.
- How to speak up safely when you see a problem.

## Course specifications

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- **Duration:** 3 weeks.
- **Time needed:** About 2 to 3 hours per week.
- **Format:** Fully online. You can do the work at any time of day that is best for you.
- **Language:** English.
- **Cost:** This course is subsidized by The Geneva Learning Foundation. There is therefore not cost to individual participants.

## More than just information

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You can find facts about **gender in emergencies** anywhere online. This course offers something more valuable: **connection**.

You will begin to build a network of trusted colleagues who understand the challenges you face. These relationships are what will help you turn your learning into real action long after the course is over.

## **EQUITY-EN-003 Public good or private profit? A dialogue for health professionals**



Open access | 12 October 2026

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/31813/join>

**Tags:** Certification, Global health, Level 1, Self-guided

**English** | Français | Español | Português

When the cleaning staff is cut in half, a private company starts billing your patients new fees, or the public clinic down the road closes for good, how do you protect the people in your care? From Germany to Nigeria, from Canada to India, services are outsourced, patients are sorted by profit, staff levels drop, and infection rates climb. If you work for health, **you are an eyewitness**. This primer gives you a starting point to understand what is happening, name it, and connect with others so that you can do something about it.

**Invite your colleagues** on WhatsApp, Gmail, Yahoo Mail, LinkedIn, Telegram, Facebook, or X/Twitter.

### **Who this is for**

**This primer is for any health worker who can see the health system is changing but cannot name exactly what is happening or why.**

- You may work in a public hospital where services have been outsourced.
- You may work in a community where a new private clinic serves only those who can pay.
- You may simply see that cost-cutting is hurting the people you serve.

If you have ever seen a patient turned away, a fee added, or a staff position cut, you are already living inside this problem.

## Why complete this primer?

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- 1 You join a global peer network.** You are not alone. Health workers across dozens of countries face the same pressures. We share evidence, build strategies, and support each other.
- 2 You focus on your reality from day one.** Each screen asks you to connect global evidence to what you see in your own workplace. Your professional experience is the primary text.
- 3 We respect your time.** Short readings. No videos. No heavy downloads. It works on any device.

## How this works

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You read a little. You think a lot. You write. By the end, you will have answered three learning questions:

- 1 Observe.** What change have you seen that affects the care, cost, or dignity of your patients?
- 2 Connect.** Why is this happening? Who has the most powerful voice in shaping health policy where you work?
- 3 Act.** What is one step you can take this week to document what you see and share it with a trusted colleague?

## A step in your journey to make a difference

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This primer opens the door to a full certificate programme built on peer learning and real-world action. The Geneva Learning Foundation's **Impact Accelerator** provides you with a support system to continue to meet, network, and learn as you work for change.

This primer course is part of TGLF's **Certificate peer learning programme for equity in research and practice**.

## **EQUITY-EN-004 Mitigating gender-based violence (GBV) in practice: a primer for health and humanitarian responders**



Open access | 12 October 2026

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/31987/join>

English | Français | Español | Gender in emergencies primer

### **Enroll now. Then invite one person to join you.**

Do not enroll in this course alone. Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together.

Invite a colleague on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

### **Why learn to mitigate gender-based violence risk?**

Gender-based violence (GBV) is the most common human rights violation in the world. In places affected by conflict, almost four in ten women have faced intimate partner violence.

- **You may not think of GBV as part of your job.** The global humanitarian system does. The 2015 IASC Guidelines are clear: every humanitarian actor, in every sector, must assume that GBV is happening and act on the guidance for their sector, even before the data arrives.
- **You may feel that GBV is too hard, too specialised, or too political for your role.** This primer shows you, step by step, that your choices, where a latrine sits, how a queue is set up, and who speaks in a coordination meeting, are part of the response.

When the camp is new, the night is dark, and no case has yet been reported, how do you protect the women and girls who just arrived? When the water point is far, when the latrines have no locks, and when the cash queue is not safe, how do you work with women-led organisations and colleagues to change this? When a community health worker hears something during a home visit that no survey has ever picked up, who should she turn to? **This primer gives you a practical way to answer questions like these. It is built around your own real challenges, and it is designed to help you act in less than 30 days.**

## What is this primer about?

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This primer is the second course in the [Certificate peer learning programme for gender in emergencies](#), offered by The Geneva Learning Foundation.

- It is, first of all, a space where local and international responders learn from each other, honestly, about what works to reduce gender-based violence (GBV) and support survivors safely.
- Every part of the primer follows the IASC Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action and the Inter-Agency Minimum Standards for GBV in Emergencies Programming.

## Certification

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You will earn a Certificate of contribution from The Geneva Learning Foundation. It shows that you completed professional learning at European Qualifications Framework Level 7, designed to count as Continuing Professional Development with your professional body. It proves that you did real, useful work for your own setting: a checked referral pathway, a safety review of one service you know, and an action plan you can start in the next 30 days. It shows that you used the 2015 IASC Guidelines, the 2019 Inter-Agency Minimum Standards, and a feminist and decolonial lens to work on a real challenge from your own practice. It also opens the door to a private community of peers and to the wider certificate programme on gender-based violence mitigation.

## How long it takes

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The primer runs over four weeks, with about two to three hours per week. A self-guided option is also available if you want to move at your own pace. If you choose this option, make sure you have invited enough learning partners so you can give and receive good feedback.

## What you will take home

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By the end of this primer, you will leave with:

- 1 A one-page referral pathway map for your location, checked and ready to use.
- 2 A safety walk analysis of one service point in your setting, with three specific changes your team can make in 30 days.
- 3 A short written plan for one practical action you will take, with clear barriers, supports, and a simple way to track progress.
- 4 A critical reflection on power, voice, and your own role, built on one feminist or decolonial lens you can use again in future work.
- 5 A set of peer reviews you have given and received, which will sharpen your practice and the practice of your colleagues at the same time.

## Why peer learning?

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Peer learning works because three short steps repeat through the course.

- You read short primer screens and choose one practical action to plan.
- You share your plan and your story with three colleagues.

- You read their stories, give specific feedback, and receive specific feedback in return.

Your peers do not have magic answers. They have something better: fresh eyes, different contexts, and the honesty of people who face the same pressures you do.

## Who this is for?

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For every humanitarian and health worker whose decisions shape safety

## For local responders and women-led organisations

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Your knowledge of place, language, and power is the base of effective response. We see you as a leader, not an informant or a 'local actor'. You can shape the learning of colleagues around the world, including international staff and managers who rarely hear from you directly.

## For both newcomers and seasoned GBV specialists

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You may already have deep knowledge, experience, and practice of GBV mitigation. This primer offers you something different. It is a space to strengthen your leadership of colleagues who are new to GBV, to engage with the decolonial and feminist critique of humanitarian practice, and to exchange with local and international peers who are working through the same questions you are. You are being invited to lead.

## What is special about this primer?

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- 1 You join a global peer network.** You will share and learn with colleagues in Africa, Asia, Latin America, and the Global North who are working on the same problems. You will give and receive feedback as a regular practice, not a favour. The people you meet in this primer are the start of a longer conversation.
- 2 You focus on your own reality from day one.** The primer is built around what you actually do in a crisis: check for risk, know your role, make one service safer, respond to a disclosure, work with local leaders, and care for yourself and your team. Theory is woven into practice, not placed above it.
- 3 It respects your time.** The primer is text-based and light on bandwidth. You can read it on a phone, with a weak signal, in short sessions. No video is needed. You choose when and where to learn.
- 4 You get knowledge checked against global standards.** Every practical action in this primer is based on the IASC Guidelines, the Inter-Agency Minimum Standards, and the evidence from *The Lancet*, *Violence Against Women*, and the GBV Area of Responsibility. You are not reading opinions. You are reading the current global reference, written for practical use in the field.



**Open access | Available now**

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/20335/join>

**Tags:** gender, Self-guided, Global health, Humanitarian

**Get the companion book :** Download **Women Inspiring Women** to discover stories and insights you will explore in this course.

### **About this free course**

This unique peer learning course shares powerful stories and wisdom from 177 women working on the frontlines of health and humanitarian action across Africa, Asia, and Latin America. These nurses, midwives, doctors, and community health workers share experiences that will inspire and guide your own journey.

### **What makes this course exceptional**

- **Real voices, real expertise:** Learn directly from women who navigate complex challenges daily
- **Beyond gender alone:** Understand how multiple factors—location, language, economic status, culture—shape women's experiences and solutions
- **Global community:** Connect with peers worldwide who understand your unique challenges
- **Practical learning journey:** Transform insights into actionable plans for your context

### **Four-step learning approach**

- 1 **Discover diverse stories** from indigenous villages in Guatemala to refugee camps in Burkina Faso
- 2 **Connect these experiences** to your own professional challenges

- 3 **Exchange feedback** with participants globally to gain new perspectives
- 4 **Create a personalized action plan** that addresses the complexity of your situation

## Earn valuable recognition

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Participants can earn up to five certificates throughout this course—one for each completed module. These certificates recognize your engagement with diverse perspectives and your commitment to professional growth. Each certificate validates peer learning gained from frontline health and humanitarian workers worldwide.

## Who should enroll

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- Women working in healthcare facilities or communities
- Women responding to humanitarian emergencies
- Those facing multiple challenges related to gender, location, resources, or other factors
- Anyone interested in supporting women in health and humanitarian work

## What participants say

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*"Someday, you will write a similar letter to your own daughter saying, 'Empowered women empower women'. Just like my grandmother did for me."* — Dr. Faiza Rabbani, Public health specialist, Pakistan

*"In a world of war, disease, and a worsening climate, literacy is vital for the next generation of women and girls to make better choices concerning health, marriage, and income."* — Hauwa Abbas, Public health specialist, Nigeria

## Why this course is free

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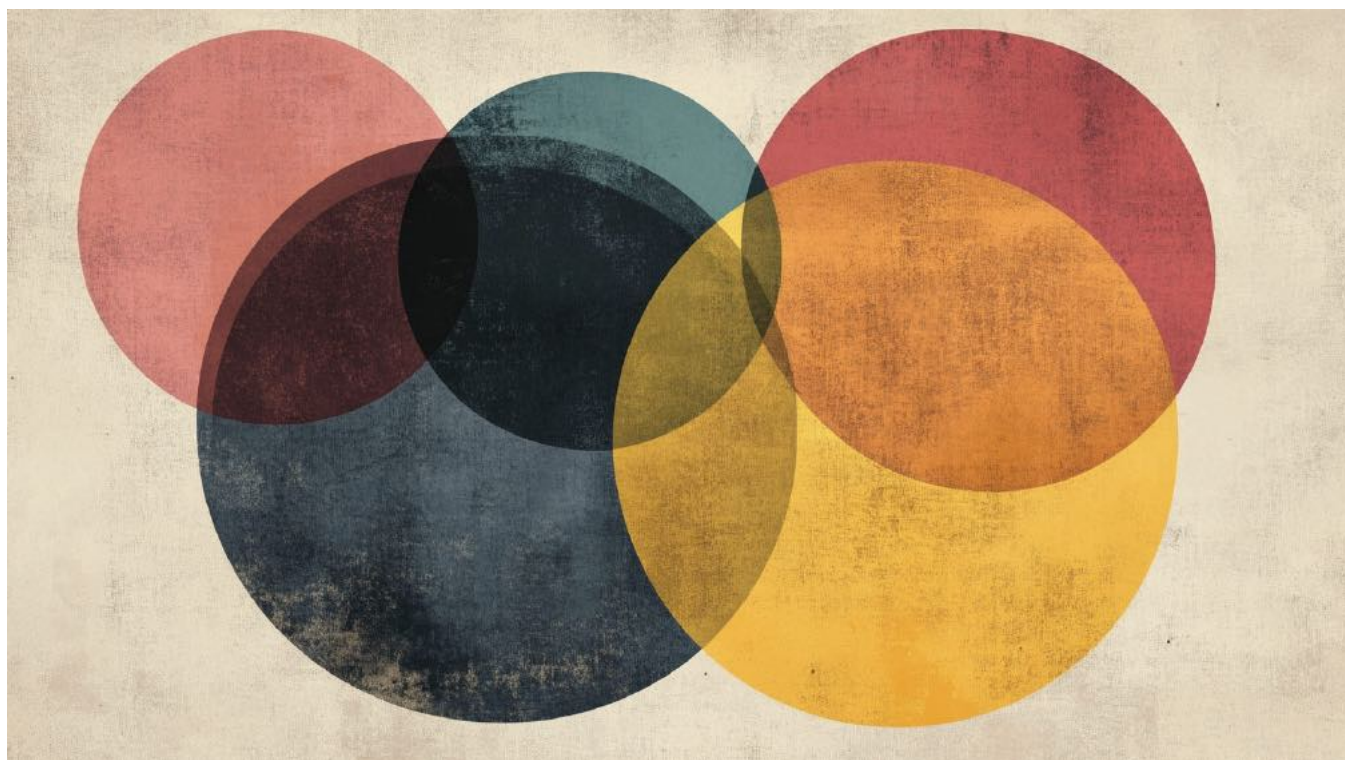
We believe that women's wisdom is too valuable to put behind a paywall. This course centers women as knowledge creators and experts in their own right, elevating their direct voices and experiences in all their complexity.

## Requirements

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- Mobile phone or computer
- Reliable internet connection
- Willingness to share reflections and experiences
- Respect for diverse perspectives

## ■ Get started with Psychological First Aid for children affected by humanitarian crisis in Ukraine



Open access | 29 June 2026 – 11 July 2026

### Enroll in this course

<https://go.learning.foundation/tglf/c/32244/join>

**Tags:** PFA, Global health, Ukraine, Children, Self-guided, Level 1

**English** | Magyar | Deutsch | Português | Українська мова | Română | Polski

**Learn how to provide essential psychological support when it matters most.**

### Who is this for?

Are you working with Ukrainian displaced children as an education, social work, or health professional? This self-guided module is part of the Certificate peer learning programme on Psychological First Aid (PFA) in support of children affected by the humanitarian crisis in Ukraine. As such, participation is open to professionals from Ukraine and 27 European Union (EU) and European Economic Area (EEA) member states.

**Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

### What will you learn?

This practical introduction to Psychological First Aid (PFA) for children shows you how to recognize when children need support and respond in ways that help. Through real stories shared by Red Cross workers, volunteers, and frontline responders supporting children displaced across Europe, you will learn:

- Basic principles of psychological first aid for children
- What to do (and what not to do) when children are in distress
- When and how to connect children with additional support

- How to take care of yourself while helping others

## Why take this course?

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- Quick to complete: Just 20 minutes
- Learn at your own pace on your phone or computer
- Available in English with subtitles in multiple languages
- Based on real experiences from professionals supporting children in distress
- Developed with the International Federation of Red Cross and Red Crescent Societies

This module gives you foundational knowledge to get started. After completing it, you can:

- Connect with your local Red Cross for in-depth, in-person training
- Join a community of professionals supporting children displaced from and within Ukraine
- Access additional resources and learning opportunities

Important note: This self-guided module verifies your completion of the basic introduction. While it provides essential concepts, developing practical skills requires additional training and practice. We encourage you to view this as a first step in building your capacity to support children affected by crisis.

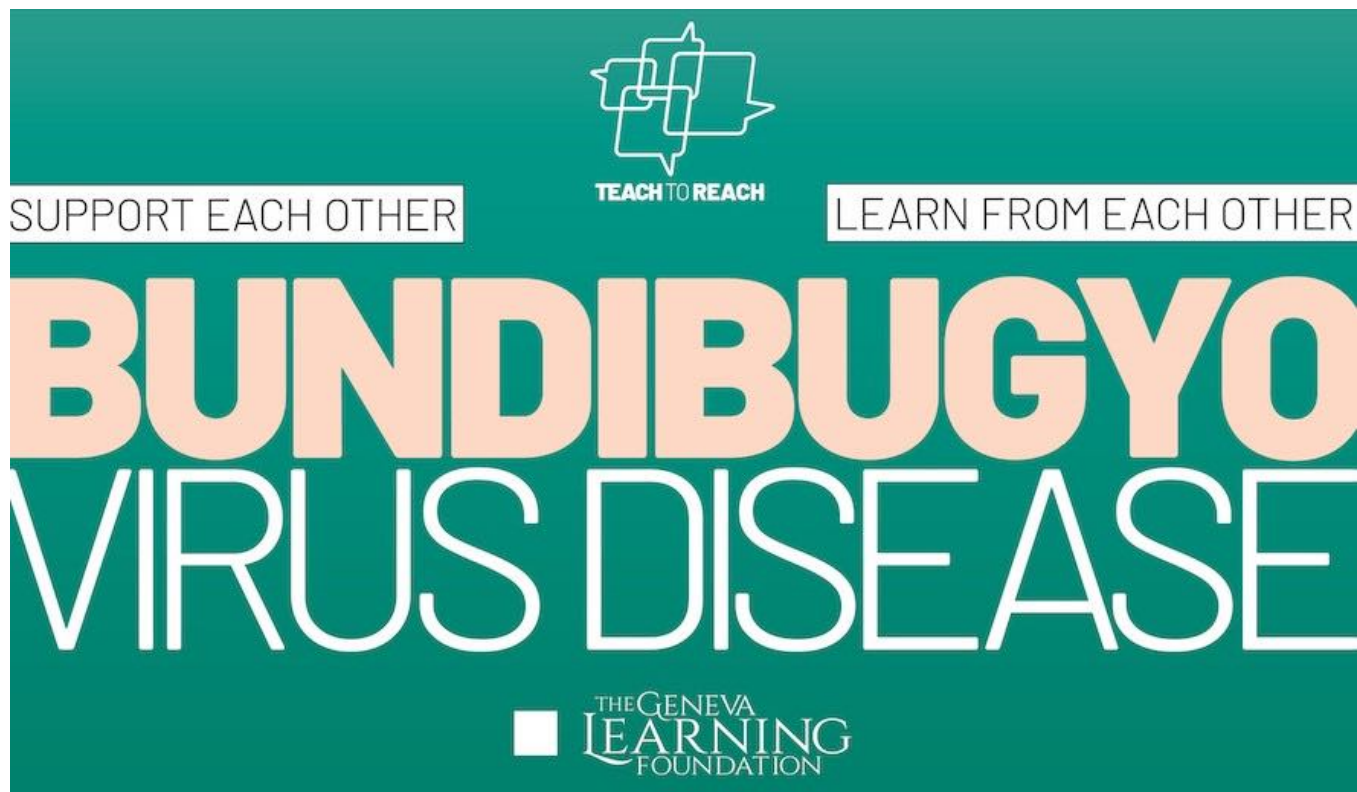
## Want to do more?

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After completing this module, ask about joining our [peer learning programme](#) to connect with other professionals supporting Ukrainian children across Europe. Its contents are the sole responsibility of The Geneva Learning Foundation and IFRC, and do not necessarily reflect the views of the European Union.

The initial development and implementation of this programme (2023-2025) was funded by the European Union through a project partnership with the International Federation of Red Cross and Red Crescent Societies (IFRC). All ongoing activities, content, and their delivery from 1 September 2025 are the sole responsibility of The Geneva Learning Foundation (TGLF).

## ■ HH-EN-01 Share experience: Bundibugyo virus outbreak response in Uganda and the Democratic Republic of Congo



Open access | 12 October 2026

### Enroll in this course

<https://go.learning.foundation/tglf/c/32221/join>

English | Français

### Enroll now. Then invite one person to join you.

Do not enroll in this course alone. Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together.

**Invite a colleague** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

Do not enroll in this course alone. Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together.

**Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

This short course gives you clear, practical guidance for working in a Bundibugyo virus disease outbreak. It also gives you a place to share what you see, learn from colleagues, and support each other during a public health emergency. You learn, you share your experience, and you connect your work to the wider response.

### Certification

You earn a Certificate of Contribution from The Geneva Learning Foundation (TGLF) that documents what you produced in the course. This certificate opens the door to our full Certificate peer learning programme for

humanitarian health. Each module aligns with professional development frameworks for public health, nursing, and medicine. We encourage you to submit the certificate to your employer or your professional body.

## Why this course exists

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The course does not teach you the official guidance. Other technical trainings do that.

- This course helps you relate your own experience to that guidance, then think through what you can do where you work.
- You will read trusted health guidance, check it against your daily work, and write what you observe in your setting.

What you know and what you are doing can help colleagues, help the community, and strengthen our collective response.

## Who this is for

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This course is for anyone working for health in a community affected by an outbreak.

This may include nurses, doctors, lab staff, community health workers, burial teams, contact tracers, risk communication staff, Red Cross and Red Crescent staff, local organisations, and managers.

You do not need a formal health title or qualification to take part.

**If your work supports people to prepare, respond to, or recover from a Bundibugyo virus disease outbreak, this course is for you.**

## Three reasons to make time for this

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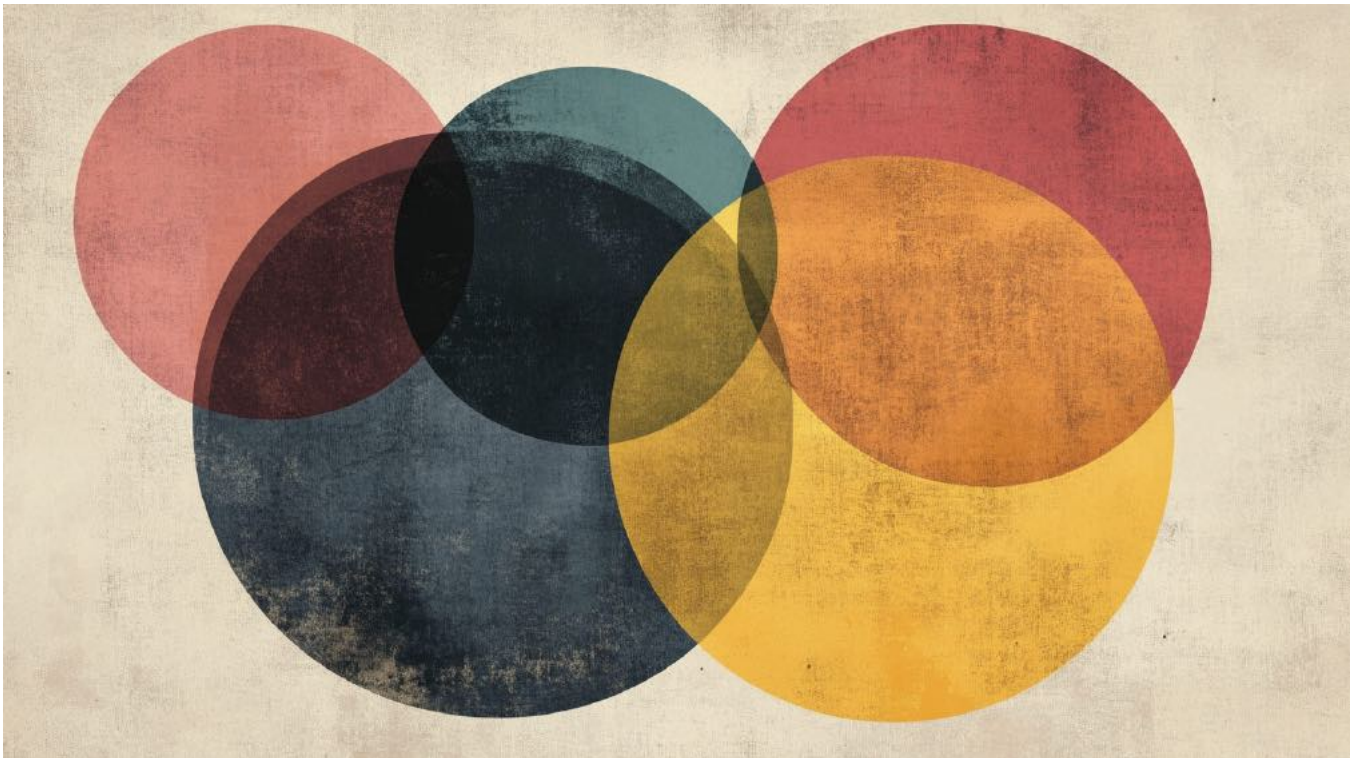
- 1 You join a network responding to the same emergency.** The Primer connects you with peers who are responding to Bundibugyo virus disease outbreak, so we can learn together.
- 2 You work on what is in front of you.** Each activity asks you to connect the guidance to your own site, team, patients, and community.
- 3 You learn by combining experiential and technical knowledge .** You write, review peer work, and receive peer feedback, so real experience becomes shared knowledge.

## Who developed this course?

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This course was developed by The Geneva Learning Foundation with the TGLF Scholar networks in DRC and Uganda. TGLF Scholars are health and humanitarian leaders who support and learn from each other to better serve their communities. The course draws on trusted health guidance referenced in the course, including WHO guidance on infection prevention and control, WHO and IFRC guidance on safe and dignified burial, WHO guidance on supportive care for Ebola virus disease, and WHO guidance on risk communication and community engagement.

## **Learn Psychological First Aid for Children in 20 minutes**



**Open access | Available now**

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/20001/join>

**Tags:** PFA, Children, Global health, Level 1, Ukraine, Self-guided

### **Start any time. Finish at your own pace.**

Are you working with Ukrainian displaced children as an education, social work, or health professional?

**Learn how to provide essential psychological support when it matters most.**

### **Who is this for?**

This self-guided module is part of the EU4Health program, a European Union initiative to strengthen support for children affected by the humanitarian crisis in Ukraine. As such, participation is open to professionals from Ukraine and 27 European Union (EU) and European Economic Area (EEA) member states.

### **What will you learn?**

This practical introduction to Psychological First Aid (PFA) for children shows you how to recognize when children need support and respond in ways that help. Through real stories shared by Red Cross workers, volunteers, and frontline responders supporting children displaced across Europe, you will learn:

- Basic principles of psychological first aid for children
- What to do (and what not to do) when children are in distress
- When and how to connect children with additional support
- How to take care of yourself while helping others

## Why take this course?

---

- Quick to complete: Just 20 minutes
- Learn at your own pace on your phone or computer
- Available in English with subtitles in multiple languages
- Based on real experiences from professionals supporting children in distress
- Developed with the International Federation of Red Cross and Red Crescent Societies

This module gives you foundational knowledge to get started. After completing it, you can:

- Connect with your local Red Cross for in-depth, in-person training
- Join a community of professionals supporting children displaced from and within Ukraine
- Access additional resources and learning opportunities

Important note: This self-guided module verifies your completion of the basic introduction. While it provides essential concepts, developing practical skills requires additional training and practice. We encourage you to view this as a first step in building your capacity to support children affected by crisis.

## Want to do more?

---

After completing this module, ask about joining our [peer learning programme](#) to connect with other professionals supporting Ukrainian children across Europe.

Its contents are the sole responsibility of The Geneva Learning Foundation and IFRC, and do not necessarily reflect the views of the European Union.

## **MALARIA-EN-01 Turning the tide: learn from real-world health worker experience**



Open access | 29 June 2026

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/31995/join>

English | Français

**A peer learning course for everyone whose community faces malaria.**

### **A course built on real stories from health workers**

More than a thousand health workers shared their experience in the fight against malaria. They shared this during Teach to Reach 11, hosted by The Geneva Learning Foundation in partnership with RBM Partnership to End Malaria. We put their stories together in a report called **Malaria: Turning the tide**, published on World Malaria Day 2026. This course helps you read those stories, add your own, and learn from each other.

[Learn about the report](#) | [Download the report](#) | [Chat with the report with AI](#)

**This course is for anyone who works for health in a place where malaria is part of life.**

Your job title does not need to say “malaria”. You may work in a clinic, a hospital, a district office, a national programme, a pharmacy, a drug shop, a private clinic, a lab, a faith-based facility, a research team, or a community. **If the people you serve get malaria, this course is for you.**

## Are you national programme staff or global partner?

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You already know the plans, the targets, and the rules. This course gives you something else. It gives you the voices of the people who carry out those plans every day, in their own words, from every country where malaria is endemic. You can test your next campaign, policy, or budget against what they live. Few things sharpen a plan as fast as one week of listening to the people who deliver it.

## What you take home

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- 1 A professional network of colleagues from all over the world, who stand with you in the fight against malaria.
- 2 Simple ideas from your peers that you can try in your own work this week.
- 3 Fresh eyes on a problem you face, from people who face it too.
- 4 Clear thinking on three big challenges in your malaria work, shaped by your own story and the stories of your peers.
- 5 A certificate of contribution from The Geneva Learning Foundation. It is set at EQF level 7. EQF means the European Qualifications Framework, a system used in Europe to compare studies and work between countries. Level 7 shows advanced professional work, strong thinking, and the ability to lead change.

## Certification that opens new opportunities

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You earn a certificate of contribution from The Geneva Learning Foundation. It is more than a certificate of attendance.

- It shows that you wrote a contribution from your own work, gave useful views to two peers, and made your own thinking stronger with their help.
- This course is also the door to an Impact Accelerator on the same three challenges.

There, the thinking you do here becomes the work you take into your practice over the months that follow, with a peer network that stays with you while you do it.

## What makes this course different

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You do not need a course to read a report. The value here is what happens when you bring your experience and meet the experience of others.

- You read what peers in every country where malaria is endemic have said, and you see your own work in their words.
- You tell one story from your work, and find a colleague far away solving the same problem in another way.
- You read the stories of others, and give them a view they could not see from inside their own place.
- You take back ideas that already worked somewhere, and shape them to fit your place.

This is how a real network forms. Not from lectures, but from sharing experience.

## What happens in each step

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Each step opens with a short set of real stories from health workers who live with malaria.

- 1 You read what they saw, what they tried, and what it taught them. Because the stories come from many places, patterns begin to show.
- 2 You start to see your own work more clearly. You see what is the same for everyone, and what is only true where you are.
- 3 Then the step opens a peer dialogue. You share your own story on the same theme, in your own words. You read what others have shared. You reply to them. They reply to you.

Each step adds a new layer of thinking, so by the end, you have both learned from others and built up your own thinking, ready for your course project.

## Learn about eight thematic areas

---

The eight themes are:

- 1 Personal stories and the impact of malaria.
- 2 Malaria in your local area.
- 3 Malaria treatments.
- 4 Malaria prevention: bed nets.
- 5 Malaria prevention: mosquito control.
- 6 Malaria prevention: vaccines.
- 7 Making a difference.
- 8 Government action on malaria.

## Your course project: three challenges you can act on

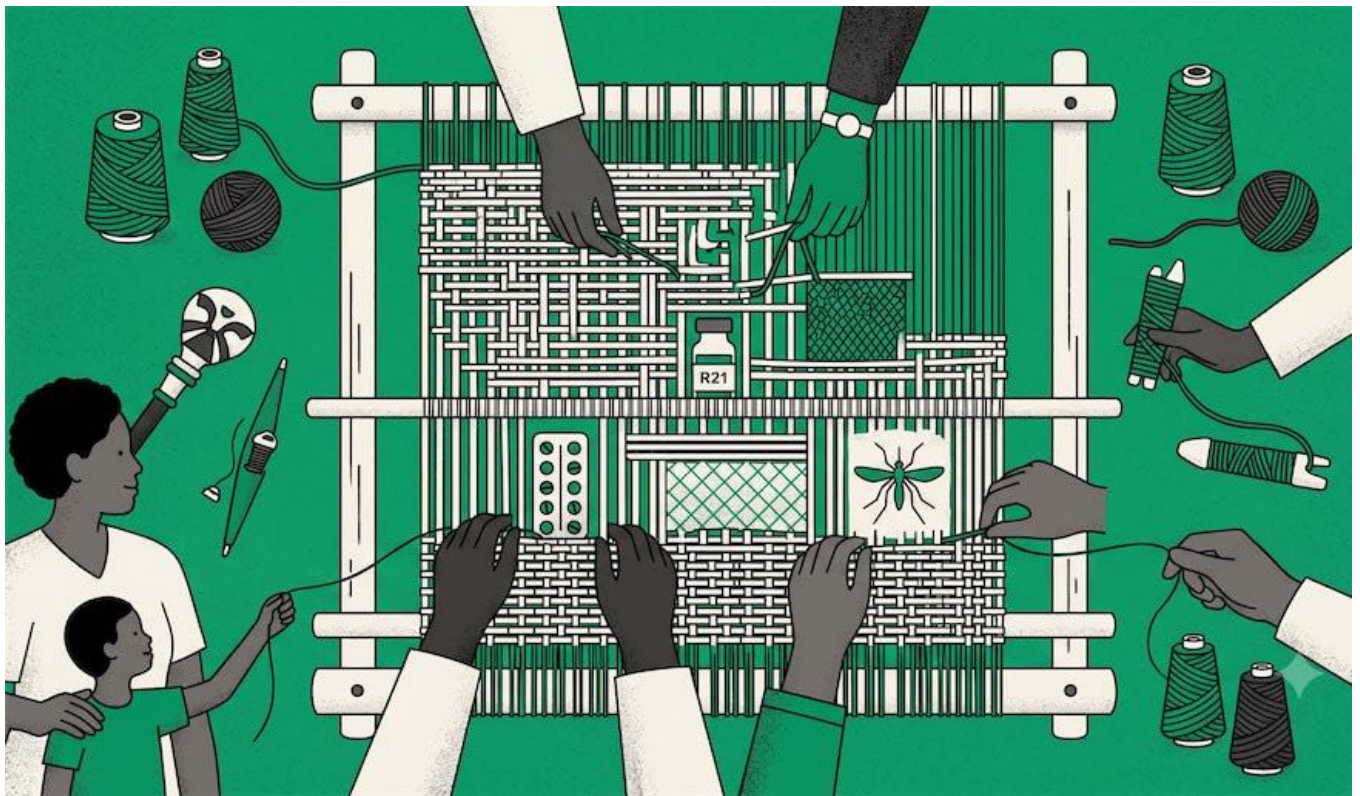
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Your course project is focused work on three challenges that matter for the future of malaria, and for your work right now. For each one, you use what you have shared, what you have heard, and what you see around you. You leave with clear thinking and with actions you can take on the day you go back to work.

- **Private providers.** In many countries, most people go outside public clinics first. What does this mean for you? How could you, in your role, build a stronger link with private pharmacies, drug shops, private clinics, or faith-based facilities? What is one action you could take this month?
- **Quality and use of local data.** The numbers in the system often miss what health workers see. What does this mean for you? How could you make what you and your colleagues see count in the numbers that reach the people who decide? What is one action you could take this month?
- **New malaria tools.** New tools only work if the community accepts them. What does this mean for you? How could you help your community, or the communities you serve, get ready for a tool that is new to them? What is one action you could take this month?

You share your thinking on each one. Two peers read it and give you their view. You read three peers in return. You use what they say to make your thinking stronger. You walk away with three solid footholds for action, already tested against the thinking of people who do work like yours.

## **MALARIA-EN-02 Malaria: New tools to turn the tide**



Open access | 31 August 2026

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/32406/join>

English | Français

### **New tools for malaria prevention and control are coming.**

#### **Do you know what they are?**

New vaccines, medicines, antibodies, nets, and tools that target mosquitoes are all here or close.

This course helps you make sense of each one, then think through what this will mean for your community.

### **Enroll now. Then invite one person to join you.**

**Do not enroll in this course alone.** Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together. **Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

### **Who this is for**

This course is for anyone who works for health in a community affected by malaria.

If you see malaria in your clinic, your data, or your community, this course is for you.

**You do not need a science degree to join.** You need to know how malaria affects your community.

## What you will take away

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**You join people who face what you face.** You will meet colleagues who work in conditions like yours. You are not solving this alone.

- 1 Practical knowledge of the new tools that are coming, and what each one can and cannot do.
- 2 A clearer sense of your own role, drawn from what you did when you introduced something new before.
- 3 The real words you would use with a leader, a mother, a father, and a child to introduce one tool, plus the risks and the people most likely to be left out.

**Everything aligns with the WHO Global Technical Strategy for Malaria 2016 to 2030, which the course connects to your community.**

## How the learning works

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- 1 First you look back at a time you introduced something new, and name what built trust and what you would change.
- 2 Then you work through one future tool for your own setting.
- 3 Then colleagues help you. And you help them.

## Certification

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When you finish this course, you will earn an official Certificate from The Geneva Learning Foundation. Your certificate tells donors and employers that you know about new tools and what they mean for your community.

This primer is one step, not the finish line. It opens the door to the full “Malaria: Turning the Tide” Certificate peer learning programme.

## **MALARIA-EN-03 Turning the tide: Impact Accelerator Launch Pad**



Open access | 9 November 2026

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/32624/join>

### **Do you face a challenge with malaria in your community?**

English | [Français](#)

### **Enroll now. Then invite one person to join you.**

Do not enroll in this course alone. Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together.

**Invite a colleague** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

Is this challenge still there, despite everyone's efforts?

**Join this exercise to find the root cause and take action.**

### **Are you ready to take action?**

Join if:

- 1** you work for health and
- 2** malaria affects the people you serve.

## What you do, step by step

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- 1 **Pick one challenge.** Choose a malaria problem you face at work. Just one.
- 2 **Find the root cause.** Dig under the problem until you find what is really causing it.
- 3 **Write your plan.** Set one goal. List the actions that will get you there.
- 4 **Get it checked.** Other malaria workers read your plan. They tell you how to make it better. You fix it before you start.
- 5 **Start the launch pad.** This is the main part. You stop planning and start doing.

## What is the Impact Accelerator Launch Pad?

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This is where this exercise is different from every training you have done before.

- You do the actions in your plan, at your job, in real life.
- You report what happened. What worked. What did not.
- Other workers support you, share what they tried, and you move forward, together.
- You do it again. And again.

Most people do not get stuck because they lack knowledge.

They get stuck because starting alone is hard.

**The launch pad gets you started and keeps you going.**

## What is in it for you

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- 1 **You use what you already have.** Every action assumes no new money, no new staff, no new supplies. You change how you use your time, your register, your phone, and the people near you.
- 2 **You get answers from people who know your job.** Say the forms ran out. Say a clinician gave medicine after a negative test. Someone in the network has faced this. They will tell you what they did.
- 3 **You build proof of your own work.** By the end you can show what you did and what changed. Not "I attended a training." Instead: "I did this, and this improved."
- 4 **You become known outside your facility.** Malaria workers in other districts and other countries read your work. What you learn goes into reports that national malaria programmes and their partners read.

## How this fits your country's malaria goals

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Malaria killed about 610 000 people in 2024. About 95% of those deaths were in Africa.

Your country is trying to do three things with every malaria case:

- Test every person suspected of having malaria.
- Treat every confirmed case with good quality medicine.
- Track every case in the data.

The World Health Organization calls this Test, Treat, Track. **Your daily work is where it succeeds or fails.**

## What you earn

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You earn a **Certificate of Contribution** from The Geneva Learning Foundation, documenting your progress.

- Your certificate shows what you did to improve health.
- After the course you stay in the network, with other people who are also taking action.
- You keep learning from and supporting each other.

- Your results are followed over time.

You can see if health in your area improved, and show that your work made a difference.

### **Enroll now. Then invite one person to join you.**

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Do not enroll in this course alone. Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together.

**Invite a colleague** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

## ■ MNCH-EN-01 Newborn care foundations: practical actions for newborn survival



Open access | 12 October 2026

### Enroll in this course

<https://go.learning.foundation/tglf/c/32031/join>

English | Français

**Practical actions for newborn survival** is an open access (free), text-based peer learning course that teaches the practical, hands-on skills health workers need to save newborn and maternal lives when resources are limited.

### Enroll now. Then invite one person to join you.

**Do not enroll in this course alone.** Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together.

**Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

### Simple actions, done correctly, can save newborn babies

When the fetal monitor has no battery, the oxytocin is out of stock, and the nearest hospital is two hours away, how do you keep a mother and her baby alive?

Research confirms what experienced health workers already know. Simple actions, done correctly, save more lives than expensive machines.

- A health worker who can place a hand on a mother's abdomen and feel whether her uterus has contracted will detect dangerous blood loss faster than one waiting for a monitor.

- A nurse who knows four specific signs of infection will act before a newborn's sepsis becomes fatal.

**This course is about those actions.** It covers practical skills grounded in the highest global evidence, adapted for settings where resources are limited.

## Who this is for

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This course was designed for **community health workers, nurses, and midwives** working at the point of care, where electricity is not guaranteed, equipment breaks, and families sometimes say no. You have the guidelines. **This course builds the practical skills to act on them when conditions are difficult.**

## For doctors and clinical officers

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You already have the clinical training. This primer is not here to replace what you know. Managing a postpartum hemorrhage in a well-stocked hospital is different from managing it when you have only your hands and two ampoules of oxytocin. Diagnosing newborn sepsis with a full laboratory is different from reading the signs at the bedside. **This primer focuses on that difference, and on the conversations and decisions that surround it.**

## What you will take back to your facility

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Every skill in this primer points to one thing: acting at the right moment to save a life. You will leave knowing what to do, and why it works.

- 1 Spot warning signs early:** A newborn can move from stable to critical in minutes, and the early signs are often quiet. You will learn to read these signs before any test confirms them.
- 2 Stop bleeding with your hands:** Postpartum hemorrhage is a leading cause of maternal death, and your hands are often the first tool on the scene. You will learn safe, external actions that follow WHO guidance.
- 3 Give every baby a stronger start:** A small baby can lose dangerous amounts of heat and energy in the first minutes of life. You will learn the low-cost actions that WHO and UNICEF recommend through the Every Newborn Action Plan.
- 4 Help families say yes to care:** Many newborns die because a family refuses referral, and the real reason is rarely a rejection of medicine. It is often money, transport, or fear.
- 5 Practice in your own facility:** You will try three short activities in the place where you work, so the skills stay in your hands.

## How this course is different

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Most courses give you content and send you away. You return to work full of new ideas but face the same obstacles, the same broken equipment, and the same difficult conversations.

You feel alone with your challenges. This is what happens when learning ends at the moment of completion. This primer is built differently. Three things make it different.

- 1 It is peer learning, not a lecture.** You learn alongside health workers in other countries who are facing the same problems. You complete a short reading, you do an activity in your own facility, and you note what you found. You read what colleagues elsewhere found. You update your thinking based on their experience. The learning comes from the network, not from a single expert handing down instructions. There are no videos to watch, no live sessions to attend, and no fixed schedule.
- 2 It is focused on action.** Every reading is built around a specific action you can take when you return to work. Every activity asks you to do something practical and notice the result. The goal is not to memorize. The goal is to act and to share what happened.
- 3 It is the start of an ongoing journey, not a single event.** The primer is the gateway. It activates the network and gives every practitioner a shared vocabulary.

Complete this primer to start your maternal, newborn, and child care journey.

After the primer, the learning continues through three more stages of the mother and newborn care programme:

- The peer learning exercise. A 16-day structured process where you turn your experience into a written, peer-reviewed action plan to address one specific challenge in your facility.
- The Impact Accelerator. A longitudinal weekly rhythm to implement your plan with local resources. Each Monday you set one specific goal. Each Wednesday you check in with peers. Each Friday you report on what happened. Step by step, you create real change, accountable to colleagues rather than to a boss.
- Teach to Reach. The ongoing community of practice. You join live sessions, share experience, support colleagues, report progress on your work, submit your own challenges for problem-solving, and help others solve theirs. This is where the connections you make in the primer keep growing for years.

You do not have to commit to all four stages now. You begin here. The primer makes the next steps possible.

## **Standards and guidance you can trust**

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This primer is developed by The Geneva Learning Foundation and is built on the highest global standards from the World Health Organization and UNICEF, including the Every Newborn Action Plan, Helping Babies Breathe, and Essential Newborn Care. Every skill reflects current evidence, adapted for low-resource settings.

## **Time and effort**

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The primer takes approximately eight hours to complete over four weeks. You work at your own pace, on any device, without a heavy data connection. You do not attend scheduled sessions. The three practical activities are designed to fit into a working day. You do not need special materials.

## **Certification**

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When you complete this primer, you receive a Certificate of contribution from The Geneva Learning Foundation (TGLF). This is not a certificate for clicking through screens. You can use it to secured continuing professional development (CPD) credit in your country. It documents the practical work you completed: the activities you carried out in your facility, the skills you practiced, and the observations you shared with the learning community. This certificate is designed to be meaningful to employers, supervisors, and institutional partners. It reflects professional engagement, not attendance. Completing this primer also qualifies you to enroll in the Peer learning exercise and, from there, the Impact Accelerator. It is the door to the full programme.

## **NCD-EN-01 What you can do to support people living with Noncommunicable diseases in humanitarian settings**



Open access | 12 October 2026

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/31612/join>

English | Français

Invite your colleagues on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

**When the clinic closes, the pharmacy is empty, or the roads are blocked, how do you ensure continuity of care for people living with noncommunicable diseases (NCDs)?**

**Dr. Shanthi Mendis**, retired Senior Adviser for Noncommunicable Diseases at the World Health Organization, presents this open-access peer learning 'primer' or short course in collaboration with **The Geneva Learning Foundation**.

This short primer course is your entry point. It opens the door to the full **Certificate peer learning programme for noncommunicable diseases (NCDs)**.

### **Who this is for?**

This primer is for any health professional who may find themselves as a first responder during a crisis.

Noncommunicable diseases (NCDs) are long-term health conditions like heart disease, cancer, diabetes, and chronic respiratory diseases.

They are not passed from person to person, but they require daily management that often breaks down completely during a crisis.

You may feel that NCDs are too complex for you to manage.

However, in a humanitarian emergency, no specialists may be available.

This guide will help you to make sense of what you can do to help.

## For medical doctors and specialists

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You may already have deep clinical expertise in NCDs.

However, treating these conditions in a well-equipped hospital is very different from managing them in a disaster zone.

This primer helps you adapt your knowledge to settings where you lack diagnostics, medicines, or referral options.

It challenges you to make clinical decisions based on limited resources and helps you lead your team effectively under pressure.

## Why complete this primer?

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This primer is your gateway to the full **Certificate peer learning programme for noncommunicable diseases**. It introduces you to the full programme that will prepare you and your community to support people living with NCDs before, during, and after a humanitarian crisis.

- 1 It respects your time and bandwidth.** We know you are busy. We use short readings to share the critical information that can actually help you.
- 2 You get knowledge vetted by a global expert.** Dr. Shanthi Mendis led the development of the WHO Package of Essential NCD Interventions (PEN) and its adaptation for humanitarian settings (PEN-H). You can trust that the concepts you learn are grounded in the highest global standards.
- 3 You join a global peer network.** You will not learn in isolation. You will connect with colleagues from other countries who face similar challenges. This network allows you to share experiences and find solutions that you cannot find in a textbook.
- 4 You focus on your reality from day one.** This is not abstract theory. In this primer, you will focus on the challenges you face.

## OD-EN-003 Certification: Learn to use the Local leadership competency framework



Open access | 12 October 2026

### Enroll in this course

<https://go.learning.foundation/tglf/c/32437/join>

English | Français

### What is Local leadership competency framework?

Health workers face problems that clinical guides alone cannot solve. Three examples:

- A community may refuse a service.
- Your data may show that some people are being missed.
- Your team may lack funds, staff, transport, or supplies.

**The Local leadership competency framework helps you develop as a leader to respond to such problems.** It sets out clear actions for solving problems, building trust, using data, finding resources, supporting teams, and reaching people whom services miss.

The framework grew from the Manifesto for global health. More than 1,000 health workers shared the experience behind the Manifesto. In 2023, 390 health leaders from districts and health facilities reviewed it. Their work later grew to include about 1,300 contributors from more than 80 countries.

## Enroll now. Then invite one person to join you.

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**Do not enroll in this course alone.** Think of one colleague who faces similar challenges. Invite them. The course works best when you take it together. **Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

## Is this for me?

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This course is for anyone who works for health or serves a community. No special title or qualification is needed. **If you help solve health problems, you can use the Framework.**

## Why take this course?

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- 1 Use the framework in your own work.** Choose a real example, find the skills you used, and assess your practice against clear signs of progress.
- 2 Help your team improve.** Use the framework to discuss what people do well, where they need support, and which skill they should build next.
- 3 Help your organization act on real needs.** Apply the framework to staff support, work plans, job roles, hiring, and performance reviews.

The course helps you move from the **Practitioner**, who solves problems in daily work, toward the **Collaborator**, who works with peers and adapts action to local needs.

## What you take home

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- 1** You leave with a practical personal plan to become better at helping your community.
- 2** You learn to use the framework with your team or organization.

## Certification

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Earn a **Certificate of Contribution in using the local leadership competency framework** from The Geneva Learning Foundation (TGLF). It records how you applied the framework, used evidence, gave and received peer feedback, and planned a next step. It certifies work, not attendance. It also opens the next stage of the pathway.

## **PFA-EN PFA Connect: Meet, network, and learn to support Ukrainian children**



**Open access** | **Available now**

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/19992/join>

**Tags:** PFA, Education, Health care, Social work, Mental health



### **What is PFA Connect?**

PFA Connect is an online peer learning program that brings together professionals who support children affected by the humanitarian crisis in Ukraine. Over 2,000 professionals have already joined this initiative, which provides a structured platform for sharing experiences, challenges, and solutions. [Learn more...](#)

### **Who should participate?**

PFA Connect welcomes all professionals who support Ukrainian children, including:

- Teachers and other education professionals
- Social workers and community support staff
- Mental health professionals
- Other healthcare professionals
- Red Cross and Red Crescent staff and volunteers

Whether you are new to Psychological First Aid (PFA) or an experienced practitioner, this programme offers valuable opportunities to meet, network, and learn with colleagues from Ukraine and all over Europe.

## What are the benefits?

---

Participants report gaining:

- Practical solutions for working with children
- New professional connections across sectors
- Increased confidence in supporting children in crisis

All participants get access to a summary of Key learning points after each session

Contribution is recognized through certification and an invitation to join the European First Psychological Assistance Leadership Circle.

## How does it work?

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The process is designed for busy professionals:

- 1 Register with one click:** Introduce yourself, invite colleagues, and share an experience or a challenge that you need help with.
- 2 Meet, connect, learn:** Join small group discussions focused on real challenges and practical solutions.
- 3 Get results and insights:** Receive a summary of collective solutions, resources, and ways to stay connected.

## What is Psychological First Aid (PFA)?

---

PFA provides emotional and practical support to people who are struggling to cope with problems. If you are new to First Psychological Assistance (FPA) for children, please complete the "FPA Basics" module before joining the FPA Community.

## Who organizes PFA Connect?

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This initiative is a collaboration between the International Federation of Red Cross and Red Crescent Societies (IFRC) and The Geneva Learning Foundation (TGLF). This project is funded by the EU's EU4Health project. Its content is the sole responsibility of TGLF and IFRC and does not necessarily reflect the views of the European Union.

## How to join?

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Registration requires just one click. Participants agree to comply with commitments on child protection, confidentiality, and professional responsibilities. We adhere to a strict Code of Conduct that emphasizes integrity and ethical standards.

## **PFA-EN Self-guided PFA Connect: Meet, network, and learn to support Ukrainian children**



**Open access** | **Available now**

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/21332/join>

**Tags:** PFA, Education, Health care, Social work, Mental health



### **What is PFA Connect?**

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## How to join?

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**Open access | Available now**

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/23195/join>

**Tags:** Children, Cohort, Global health, Humanitarian, Level 2, PFA, Ukraine

### **What is the PFA Accelerator?**

The PFA Accelerator is the “learn by doing” component of the Certificate peer learning programme on Psychological First Aid (PFA) in support of children affected by the humanitarian crisis in Ukraine. Unlike traditional training, this programme helps you take immediate action in your professional context while learning with peers facing similar challenges.

### **Who is it for?**

The PFA Accelerator is designed for professionals in **eligible countries** working with Ukrainian children, including:

- Teachers and education professionals
- Social workers and counselors
- Healthcare providers
- Red Cross staff and volunteers
- Anyone supporting children affected by the humanitarian crisis in Ukraine

Whether you are new to PFA or have experience with it, the Accelerator meets you where you are and helps you apply PFA principles effectively in your specific context.

## Join any time: flexible learning sessions for busy professionals

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The PFA Accelerator operates as an ongoing community where you can join any session, whenever you need to learn, share, or receive support. There is no fixed start or end date – you participate when it works for you.

### **Mondays: Learning and goal-setting**

- Join a 1-hour interactive session with fellow professionals.
- Share experiences and workshop real challenges together.
- Set a specific, achievable goal for the week ahead.
- **Drop in whenever you need support or have something to share.**

### **Wednesdays: Community discussion**

- Connect with peers in an online forum.
- Share progress, ask questions, and offer support.
- Access resources and ideas between sessions.
- **Participate in discussions that interest you, as your schedule allows.**

### **Fridays: Reflection and Reporting**

- Complete a quick 2-minute report on your progress.
- Document observed changes in children you support.
- Indicate your plans for the following week.
- **Report on weeks when you've implemented actions.**

You can join for a single session when you face a specific challenge, attend several weeks to address a particular issue, or participate continuously to build your skills and support others.

## What makes this programme unique?

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- **Join anytime:** No fixed start date – begin when you are ready.
- **Flexible participation:** Attend sessions that meet your current needs.
- **Learning by doing:** Learn to strengthen support to children by taking action.
- **Peer support:** Connect with others facing similar challenges.
- **Locally relevant:** Focus on actions you can take with available resources.
- **Professional certification:** Earn recognition within the European Qualifications Framework (EQF Level 7) when you complete the required components.

## What will you gain?

---

By participating in the PFA Accelerator, you will:

- Implement practical PFA techniques with children in your care.
- Document tangible improvements in children's wellbeing.
- Build a supportive professional network.
- Develop skills to address ongoing and future challenges.
- Earn professional certification from The Geneva Learning Foundation and the International Federation of Red Cross and Red Crescent Societies (upon completion of certification requirements)

## How to succeed in the programme

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- Start with a specific, realistic challenge you can influence.
- Join sessions when you need support or have experiences to share.
- Share openly about both successes and difficulties.
- Support your peers with constructive feedback.
- Focus on small, achievable actions that build toward larger goals.

## Who organizes the PFA Accelerator?

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## **PFA-EN-AC-01 PFA Accelerator: Learn by doing: Use Psychological First Aid (PFA) to support children affected by the humanitarian crisis in Ukraine**



**Open access** | **Available now**

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/20569/join>

**Tags:** Children, Cohort, Global health, Humanitarian, Level 2, PFA, Ukraine

### **What is the PFA Accelerator?**

The PFA Accelerator is the “learn by doing” component of the Certificate peer learning programme on Psychological First Aid (PFA) in support of children affected by the humanitarian crisis in Ukraine. Unlike traditional training, this programme helps you take immediate action in your professional context while learning with peers facing similar challenges.

### **Who is it for?**

The PFA Accelerator is designed for professionals in **eligible countries** working with Ukrainian children, including:

- Teachers and education professionals
- Social workers and counselors
- Healthcare providers
- Red Cross staff and volunteers
- Anyone supporting children affected by the humanitarian crisis in Ukraine

Whether you are new to PFA or have experience with it, the Accelerator meets you where you are and helps you apply PFA principles effectively in your specific context.

## Join any time: flexible learning sessions for busy professionals

---

The PFA Accelerator operates as an ongoing community where you can join any session, whenever you need to learn, share, or receive support. There is no fixed start or end date – you participate when it works for you.

### Mondays: Learning and goal-setting

- Join a 1-hour interactive session with fellow professionals.
- Share experiences and workshop real challenges together.
- Set a specific, achievable goal for the week ahead.
- **Drop in whenever you need support or have something to share.**

### Wednesdays: Community discussion

- Connect with peers in an online forum.
- Share progress, ask questions, and offer support.
- Access resources and ideas between sessions.
- **Participate in discussions that interest you, as your schedule allows.**

### Fridays: Reflection and Reporting

- Complete a quick 2-minute report on your progress.
- Document observed changes in children you support.
- Indicate your plans for the following week.
- **Report on weeks when you've implemented actions.**

You can join for a single session when you face a specific challenge, attend several weeks to address a particular issue, or participate continuously to build your skills and support others.

## What makes this programme unique?

---

- **Join anytime:** No fixed start date – begin when you are ready.
- **Flexible participation:** Attend sessions that meet your current needs.
- **Learning by doing:** Learn to strengthen support to children by taking action.
- **Peer support:** Connect with others facing similar challenges.
- **Locally relevant:** Focus on actions you can take with available resources.
- **Professional certification:** Earn recognition within the European Qualifications Framework (EQF Level 7) when you complete the required components.

## What will you gain?

---

By participating in the PFA Accelerator, you will:

- Implement practical PFA techniques with children in your care.
- Document tangible improvements in children's wellbeing.
- Build a supportive professional network.
- Develop skills to address ongoing and future challenges.
- Earn professional certification from The Geneva Learning Foundation and the International Federation of Red Cross and Red Crescent Societies (upon completion of certification requirements)

## How to succeed in the programme

---

- Start with a specific, realistic challenge you can influence.
- Join sessions when you need support or have experiences to share.
- Share openly about both successes and difficulties.
- Support your peers with constructive feedback.
- Focus on small, achievable actions that build toward larger goals.

## Who organizes the PFA Accelerator?

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This initiative is a collaboration between the International Federation of Red Cross and Red Crescent Societies (IFRC) and The Geneva Learning Foundation (TGLF). This project is funded by the EU's EU4Health project. Its content is the sole responsibility of TGLF and IFRC and does not necessarily reflect the views of the European Union.

# **PFA-EN-IN-01 Experiences of children, caregivers and helpers: Psychological first aid in support of children affected by the humanitarian crisis in Ukraine**

#EU4Health #PeerLearning

## **PSYCHOLOGICAL FIRST AID IN SUPPORT OF CHILDREN AFFECTED BY THE HUMANITARIAN CRISIS IN UKRAINE EXPERIENCES OF CHILDREN, CAREGIVERS AND HELPERS**



**Open access | Available now**

**Enroll in this course**

<https://go.learning.foundation/tglf/c/20002/join>

**Tags:** PFA, Ukraine, Self-guided, Children, Global health, Level 1

**Start any time. Earn up to six certificates.**

**This peer learning journey explores psychological first aid (PFA) for children affected by the humanitarian crisis in Ukraine through the lens of real practitioner experiences.**

Unlike conventional courses, this programme connects your own experiences with those of practitioners participating in the Certificate programme, creating opportunities for meaningful peer learning and reflection.

By engaging with this course, you become part of a learning community drawing on collective experience to improve support for affected children. The optional peer learning components allow you to enrich your learning through exchange with others while maintaining flexibility to engage at your preferred level.

The course emphasizes practical application and values your own experience as an essential part of the learning process. Rather than simply transmitting information, it creates opportunities to connect others' experiences with your own practice, leading to deeper understanding and more effective support for affected children.

**Learning time:** 1 hour per module, 6 modules.

**Format:** Self-paced reading and reflective peer learning activities

**Content:** Experiences of children, caregivers, and helpers: Psychological first aid in support of children affected by the humanitarian crisis in Ukraine. <https://doi.org/10.5281/zenodo.13618862>

## Learning outcomes

---

By completing this course, you will be able to:

- 1 Analyze common challenges in providing PFA to displaced children
- 2 Compare different approaches to supporting children and caregivers
- 3 Evaluate intervention strategies based on practitioner experiences
- 4 Apply insights to your own practice
- 5 Develop strategies for self-care and sustainable practice

## Learning activities

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- 1 Read short thematic summaries
- 2 Share your reflections about what you learn
- 3 See what others are learning - and give them feedback
- 4 Measure the value created by your learning

## What makes this course different:

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1. **Experience-based learning:** based on real-world practitioner experiences
2. **Flexible engagement:** choose your level of participation and learn at your own pace, with optional peer interaction
3. **Practice-Focused:** connects learning to your daily work and build on existing experience

# **PFA-EN-IN-02 Children in Crisis, Communities of Care: Psychological first aid for children affected by the humanitarian crisis in Ukraine**

#EU4Health #PeerLearning

## **PSYCHOLOGICAL FIRST AID IN SUPPORT OF CHILDREN AFFECTED BY THE HUMANITARIAN CRISIS IN UKRAINE CHILDREN IN CRISIS, COMMUNITIES OF CARE**



**Open access | Available now**

**Enroll in this course**

<https://go.learning.foundation/tglf/c/20131/join>

**Tags:** Children, Global health, Level 1, Self-guided, PFA, Ukraine

**Start any time. Earn up to six certificates.**

**This peer learning journey explores psychological first aid (PFA) for children affected by the humanitarian crisis in Ukraine through the lens of real practitioner experiences.**

Unlike conventional courses, this programme connects your own experiences with those of practitioners participating in the Certificate programme, creating opportunities for meaningful peer learning and reflection.

By engaging with this course, you become part of a learning community drawing on collective experience to improve support for affected children. The optional peer learning components allow you to enrich your learning through exchange with others while maintaining flexibility to engage at your preferred level.

The course emphasizes practical application and values your own experience as an essential part of the learning process. Rather than simply transmitting information, it creates opportunities to connect others' experiences with your own practice, leading to deeper understanding and more effective support for affected children.

**Learning time:** 1 hour per module, 5 modules.

**Format:** Self-paced reading and reflective peer learning activities

**Content:** Children in Crisis, Communities of Care - Psychological first aid for children affected by the humanitarian crisis in Ukraine. <https://doi.org/10.5281/zenodo.14732092>

## Learning outcomes

---

By completing this course, you will be able to:

- 1 Analyze common challenges in providing PFA to displaced children
- 2 Compare different approaches to supporting children and caregivers
- 3 Evaluate intervention strategies based on practitioner experiences
- 4 Apply insights to your own practice
- 5 Develop strategies for self-care and sustainable practice

## Learning activities

---

- 1 Read short thematic summaries
- 2 Share your reflections about what you learn
- 3 See what others are learning - and give them feedback
- 4 Measure the value created by your learning

## What makes this course different:

---

1. **Experience-based learning:** based on real-world practitioner experiences
2. **Flexible engagement:** choose your level of participation and learn at your own pace, with optional peer interaction
3. **Practice-Focused:** connects learning to your daily work and build on existing experience

## **PFA-PL-EN-03 Peer learning exercise: Creating case studies of Psychological First Aid to support Ukrainian children**



**Open access** | 30 March 2025 – 15 April 2025

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/20291/join>

**Tags:** Children, Cohort, Global health, PFA, Ukraine

### **About this peer learning exercise**

**This peer learning exercise is open to professionals in Ukraine and the European Union.**

Learn to better support children affected by the humanitarian crisis in Ukraine by sharing experiences with other professionals. Over 16 days, you will develop a case study about supporting a child, give and receive feedback from peers, and strengthen your practice through structured reflection and collaboration.

### **Time commitment**

- 20 hours total over 16 days
- Work on your case study and peer review at the time you choose, within strict deadlines
- Three mandatory live sessions (with catch-up options if you miss a session)
- Optional peer support sessions for anyone who needs it - or wants to help their colleagues
- Most activities can be completed offline

## Learning objectives

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By completing this exercise, you will:

- Strengthen your ability to provide psychological first aid (PFA) to children
- Learn from real experiences of supporting children in crisis
- Build practical skills through structured peer feedback
- Develop valuable connections with other professionals
- Gain confidence in supporting children's mental health needs

## Requirements for certification

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To earn your certificate from TGLF and IFRC, you must:

- Write and submit a case study analyzing your experience
- Review three peers' case studies and provide feedback
- Share feedback about mandatory live sessions
- Revise your case study based on peer feedback
- Submit your final improved case study

## Technology requirements

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You will need:

- Internet access for live sessions and submissions
- Device (computer/tablet/phone) with your own Zoom account (free)
- Email account
- Access to Telegram (optional but recommended)

## Support available

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- Technical support sessions
- Peer support meetings
- Guidance documents and tutorials
- Expert facilitators
- Active peer learning community

## Languages

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Available in:

- English
- Ukrainian
- Other languages if there is sufficient demand

## Cost

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- No cost to participate
- No travel required
- Internet/data costs are your responsibility

**Join us to strengthen your ability to support children while building valuable professional connections.**

This project is funded by the European Union. Its contents are the sole responsibility of TGLF and IFRC, and do not necessarily reflect the views of the European Union.



Open access | Available now

### Enroll in this course

<https://go.learning.foundation/tglf/c/21192/join>

**Tags:** Children, Cohort, Global health, PFA, Ukraine

**Цей Цикл навчання за принципом «рівний-рівному» відкритий для фахівців з України та Європейського Союзу.**

Женевська освітня фундація (TGLF) пропонує цю вправу з навчання за принципом «рівний — рівному» у партнерстві з організацією SVOJA — асоціацією, заснованою українками у Хорватії. Діяльність організації спрямована на допомогу українцям в адаптації до нового життя у Хорватії. [Дізнайтеся більше про наших організаційних партнерів...](#)

Навчіться краще підтримувати дітей, постраждалих від гуманітарної кризи в Україні, поділившись досвідом з іншими фахівцями. Протягом 16 днів ви розробите практичний випадок про підтримку дитини, надаватимете та отримуватимете зворотний зв'язок від колег, і зміцните свою практику через структурну рефлексію та співпрацю.

### Необхідний час

- 25 годин в цілому протягом 16 днів
- Робота над Вашим практичним випадком та рецензування колег у вибраний Вами час, у межах суворих термінів
- Більшість заходів можна виконувати офлайн

## Цілі навчання

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Завершивши цю вправу, Ви:

- Зміцните свою здатність надавати Першу психологічну допомогу (ППД) дітям
- Навчитесь з реального досвіду підтримки дітей у кризі
- Розвинете практичні навички через структурований зворотний зв'язок колег
- Побудуєте цінні зв'язки з іншими фахівцями
- Здобудете впевненість у підтримці потреб дітей у сфері психічного здоров'я

## Вимоги для сертифікації

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Щоб отримати Ваш сертифікат від Женевської освітньої фундації (TGLF) та Міжнародної федерації товариств Червоного Хреста і Червоного Півмісяця (МФЧХ і ЧП), Ви маєте:

- Написати та подати практичний випадок, аналізуючи Ваш досвід
- Переглянути практичні випадки трьох колег та надати зворотний зв'язок
- Поділитися зворотним зв'язком про обов'язкові завдання
- Переглянути Ваш практичний випадок на основі зворотного зв'язку колег
- Подати Ваш остаточний удосконалений практичний випадок

## Технічні вимоги

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Вам знадобиться:

- Доступ до інтернету для онлайн-сесій та подання матеріалів
- Пристрій (комп'ютер/планшет/телефон) з Вашим власним обліковим записом Zoom (безкоштовно)
- Електронна пошта

## Доступна підтримка

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- Документи-інструкції та навчальні матеріали
- Активна спільнота взаємного навчання

## Мови

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Доступні:

- Англійська
- Українська
- Інші мови за умови достатнього попиту

## Вартість

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- Участь безкоштовна
- Поїздки не потрібні
- Витрати на інтернет/дані — Ваша відповідальність

**Приєднуйтеся до нас, щоб зміцнити Вашу здатність підтримувати дітей, одночасно будуючи цінні професійні зв'язки.**

Цей проєкт фінансується Європейським Союзом. Його зміст є виключною відповідальністю TGLF та МФЧХ і ЧП і не обов'язково відображає погляди Європейського Союзу.

## **SISQ The Writer's Room (2026): Turn your ideas into a published story**



Open access | 13 September 2026

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/31641/join>

Every week you have a story in your head.

This is the workshop where it finally reaches the page, and by the end of the year, real readers.

### **What this workshop is**

Ink and Story is a weekly writing community for students in Grades 6 to 12.

Across three terms, you move from a blank page to a short story you have written, revised, and self-published, with your own name on it and readers outside the school able to find it.

You will not sit and listen to lectures.

You will write, you will read each other's work, and you will help each other get better, week after week.

### **What you will actually do**

- 1 Build a story from the ground up.** In Term 1 you build your map, a character who wants something and an obstacle in the way, using tools like Kurt Vonnegut's eight rules and the STEAL method for bringing a character to life.
- 2 Draft and revise it.** In Term 2 you write the whole story scene by scene, then revise it through real peer feedback, learning that revision is a set of choices, not just fixing mistakes.

- 3 Publish and share it.** In Term 3 you prepare your manuscript, create a publishing account, write your author bio and blurb, and read your work aloud at a public sharing event.

## Why it is different from anything else on offer

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- 1 You leave with something real.** Not a grade, not a folder that gets thrown away, but a published short story that exists in the world and that readers who are not your family can actually read.
- 2 You learn from writers who did it, and from each other.** The workshop is led by a student who self-published his first short story at age 12 and has since finished a novella, supported by the Head of English. Every week you also learn from the world's great writers, Octavia Butler, Toni Morrison, James Baldwin, Chinua Achebe, and more, each introduced on their own screen with one book and one idea worth keeping.
- 3 Your voice stays yours.** In an age of AI-generated text, this workshop is built on a simple promise: the words are yours. You learn to do the thinking that a machine cannot do for you, and that is exactly what will make you stand out as a writer and a communicator for the rest of your life.

## What you do not need

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You do not need to be a natural.

**Octavia Butler**, who opens the course, said it plainly: you do not start out writing good stuff, you get better by showing up.

You show up.

You practice.

You grow your talent.

## The promise

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Give one hour a week.

By June you will have written a story, helped other writers grow, stood in front of an audience, and become someone who publishes their own work.

Come and write the thing you have been meaning to write.

## **T2R-EN-001 Measles outbreaks: prevention, response, and recovery**



**Open access** | **Available now**

### **Enroll in this course**

<https://go.learning.foundation/tglf/c/20117/join>

**Tags:** Global health, Immunization, Measles, Teach to Reach, Self-guided

**English** | **Français** | **Teach to Reach**

### **Learn from health workers' real-world experience with measles outbreaks**

**Invite your colleagues** on [WhatsApp](#), [Gmail](#), [Yahoo Mail](#), [LinkedIn](#), [Telegram](#), [Facebook](#), or [X/Twitter](#).

### **What you will gain**

Hundreds of health workers shared their measles experiences at Teach to Reach 9. This course provides a new way to use these key insights about:

- Finding measles cases early
- Working with communities
- Managing vaccine supplies
- Getting children both doses
- Preparing for outbreaks

## How this course works

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Study these experiences at your own pace:

- About 6 hours of learning
- Break it into small steps that fit your schedule
- Think deeply about how to use the insights
- Connect with colleagues to share ideas

## Why learn with colleagues

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Taking this course works better when you join with others because:

- 1 You need colleague feedback to complete activities
- 2 Discussing ideas helps you think deeper
- 3 Connections help long after the course ends

## What makes this course valuable

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- Real-world experiences from health workers
- Practical knowledge tested in actual communities
- Ideas you can use in your work
- Deep learning through colleague feedback
- Professional connections that last

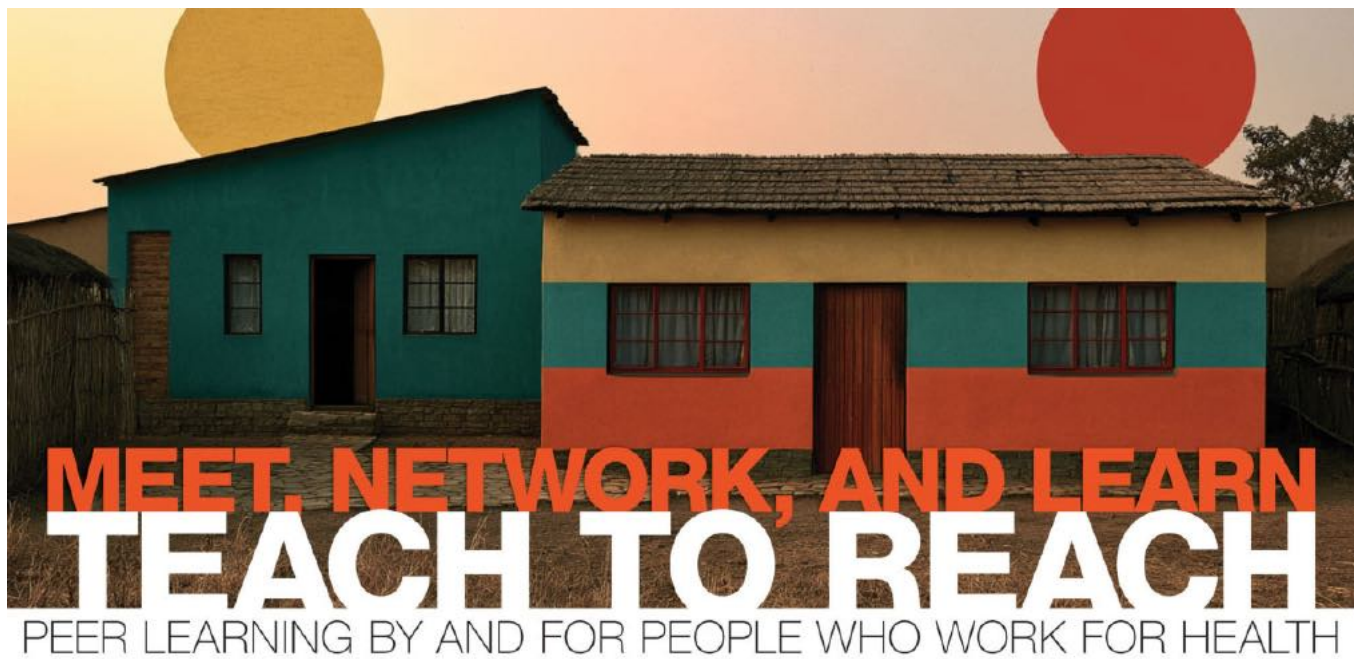
## To earn your certificate

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- 1 Read health workers' experiences from Teach to Reach 9
- 2 Think about how their insights help your work
- 3 Share your thoughts in the discussion
- 4 Give helpful feedback to one colleague

**Remember: Through Teach to Reach 9, health workers shared what really works. Now you can learn from their experience while building useful connections with colleagues.**

## Teach to Reach: meet, network, and learn



Open access | 11 October 2026

### Enroll in this course

<https://go.learning.foundation/tglf/c/32850/join>

You are stuck on a problem at work. A colleague in another country has already solved it. How can you connect?

Teach to Reach, hosted by The Geneva Learning Foundation (TGLF), is built to answer that question.

In it, you will:

- 🔗 Name a challenge you are working on and leave knowing which of the Foundation's courses is built for it
- 🗣️ Hear directly from peers who turned the same kind of problem into a working solution in their own context
- 👥 Meet colleagues from dozens of countries, including alumni, Ambassadors, and first-time participants, and walk away with contacts you can message next week
- 📄 Get clear answers on enrollment, time, certification, and what it actually takes to finish

Come with a challenge.

Leave with a course, a contact, and a next step you can take before the end of the month.

Open to all. Registration required.

# **TGLF-EN-2026 Become an Ambassador of The Geneva Learning Foundation**



Open access | 10 August 2026

## **Enroll in this course**

<https://go.learning.foundation/tglf/c/31625/join>

**Tags:** Global health, Self-guided

**English** | [Français](#)

**The Geneva Learning Foundation is honored to invite leaders from our international learning and action community to become Ambassadors. In this role, you will represent the alumni of your country. This is a position of honor created to recognize excellence and strengthen our community.**

An Ambassador serves as the voice of their alumni community. You have seen how sharing knowledge with colleagues can lead to local actions that accelerate change. As an Ambassador, you will inspire your colleagues, share your experience, and help build a network of professionals in your country.

This program recognizes your leadership. It provides tools to develop your leadership skills and make a difference for children and families, particularly those who are most vulnerable.

## **How to enrol and join this programme.**

[Download the step-by-step tutorial](#) or watch it below.

## **What is this programme?**

This is a four week peer learning programme that you can complete at your own pace. It is designed for health professionals who prioritize field action. You will deepen your understanding of the Foundation model and how it helps health workers lead actions informed by shared experience. You will create a step by step personal action

plan that defines your work as an Ambassador. You will also refine your communication skills to mobilize colleagues and obtain support from partners.

### **Who is this programme for?**

Participation in this programme is by invitation from the Foundation only. This programme is for Foundation alumni who meet the following criteria:

- Actively participate in TGLF programmes and hold at least one certificate.
- Have demonstrated interest and commitment to sharing experiences to help their colleagues.
- Are ready to commit to growing the community of Foundation Scholars in their country.

### **What you will learn and do**

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- Understand the role and responsibilities of an Ambassador.
- Practice your digital skills to mobilize your colleagues around public health issues.
- Learn how to represent the community of “Scholars” professionally, whether online or in person.
- Develop your personal action plan to guide your mission as an Ambassador.
- Give and receive feedback from your colleagues to strengthen your action plan and help them to strengthen their plans.