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**Global Laboratory Leadership Programme (GLLP)**

**Terms of Reference**

**For implementation in Country name**

**Draft – VX**

**Date XX/XX/XXXX**

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# GLLP IMPLEMENTATION IN *COUNTRY NAME* AT A GLANCE

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| --- | --- | --- |
| *Context and justification*  *Laboratories play a critical role in the detection, prevention and control of diseases and enhanced laboratory capacity is identified as a core indicator of International Health Regulations (IHR) implementation. Effective function of this essential component mandates that laboratory management including laboratory directors and senior laboratory managers worldwide receive specialized training in leadership and management.* | | |
| *Goal*  *The goal of the Global Laboratory Leadership Programme (GLLP) is to foster and mentor current and emerging laboratory leaders to build, strengthen and sustain national laboratory systems.* | | *Target audience*  *Current and emerging laboratory leaders from health and veterinary sectors, i.e. individual laboratory science subject matter expert responsible for managing finances, motivating staff, advocating for the laboratory, building relationships with external partners or navigating legislative processes.* |
| *Duration and delivery modes*  *X weeks, representing a total of X learning hours delivered through a combination of face-to-face learning, on-the-job assignments, and supported by mentoring.* | | *Language*  *X* |
| *Venue*  *X* |
| *Dates*  *X* |
| *Expected numbers of trainees*  *Ideally 10 to 15* | | *Prerequisites - Required qualifications*   * *Mid-career and senior level public sector/Government employee, with postgraduate degree in laboratory science* * *At least 5 years of experience in a laboratory setting with minimum 2-3 years of experience in managerial capacity involving staff supervision* * *Demonstrated ability of managing staff/decision making role (Identified nominees are advised to submit a cover letter /purpose statement highlighting their current role and commitment to leadership)* * *Good working knowledge of XXX* * *Computer proficiency* |
| *GLLP Partnership*  *World Health Organization (WHO)*  *U.S. Centers for Disease Control and Prevention (CDC)*  *European Centre for Disease Prevention and Control (ECDC)*  *Association of Public Health Laboratories (APHL)*  *Food and Agriculture Organization of the United Nations (FAO)*  *World Organization for Animal Health (OIE)* | |
| *Competencies targeted*  Refer to [Laboratory Leadership Competency Framework](https://www.who.int/ihr/publications/laboratory-leadership-competency-framework-first-edition/en/) to fill in this section | *Related modules* | |
| *XXX* | *XXX* | |
| *XXX* | *XXX* | |
| *XXX* | *XXX* | |
| *XXX* | *XXX* | |
| *XXX* | *XXX* | |
| *Implementing partners for Country name*  *XXX* | | |

# 1. CONTEXT

Laboratories are an essential and fundamental part of health systems and play a critical role in the detection, diagnosis, treatment and control of diseases. However, reliable laboratory services continue to be limited in many low- and middle-income countries. Although there have been examples of effective laboratory response to outbreaks a number of well-documented events have shown how a lack of robust laboratory systems can impede disease control and prevention efforts. Strong laboratory leaders are needed to build sustainable national health laboratory systems that are a component of overall health systems.

It is recognized that laboratory leaders require meaningful education and training to lead efforts in the development and direction of a capable laboratory system and most of them have not had sufficient specific training in leadership and management. The lack of adequate leadership and management training is particularly acute in low- and middle-income countries. To effectively address this gap, a comprehensive, competency-based learning programme applicable on a global scale is needed to provide the foundation for training programmes for laboratory leadership and management.

Towards this end, six leading organizations [World Health Organization (WHO), the U.S. Centers for Disease Control and Prevention (CDC), the European Centre for Disease Prevention and Control (ECDC), the Association of Public Health Laboratories (APHL), the Food and Agriculture Organization of the United Nations (FAO) and the World Organization for Animal Health (OIE)]  have partnered to develop a Global Laboratory Leadership Programme (GLLP) targeting human and animal health laboratories, as well as laboratories with public health impact (e.g. environmental, agricultural, food or chemical laboratories). The GLLP is based on a competency framework that aims at harmonizing and building global consensus on critical laboratory leadership competencies applicable across human, animal, environmental and other relevant health sectors.

*Add a paragraph on GLLP implementation in the given country.*

# 2. PROGRAMME GOAL

The goal of the Global Laboratory Leadership Programme (GLLP) is to foster and mentor current and emerging laboratory leaders to build, strengthen and sustain national laboratory systems. A laboratory leader is defined in laboratory leadership competency framework as an “individual laboratory science subject matter expert responsible for managing finances, motivating staff, advocating for the laboratory, building relationships with external partners and navigating legislative processes.”

Furthermore, this first in-country validation of selected GLLP modules will help review and consolidate content, methodologies and processes, and this will inform the design and development of the entire GLLP.

# 3. EXPECTED RESULTS

It is expected that at the end of the implementation of the GLLP in-country in *Country name* there will be:

* *X* laboratory leaders qualified to build, strengthen and sustain the national laboratory system in *Country X*.
* *X* laboratory leader’s mentors introduced on mentoring techniques.
* Content, methodologies and processes for leadership and communication modules consolidated to further inform the development of entire GLLP.
* Improved synergy and collaboration between human, animal environment sector laboratory leaders in *Country name.*

# 4. PROGRAMME OBJECTIVES

## 4.1 Operational objectives (competencies targeted)

While the full GLLP is a two-year programme, targeting a set of 9 competency domains, further to an assessment of training needs in *Country name*, it was decided that the implementation of the GLLP will focus on reinforcement of the following competency domains (can be one or several depending on country needs, time and resources allocated):

* *Competency X, Add short description.*
* *XXX*

## 4.2 Specific objectives

The objectives listed below are related to the competencies listed above. It is expected that upon completion of the programme, participants will be able to (Objectives are proposed at the beginning of each GLLP module):

* *XXX*
* *XXX*
* *XXX*

# 5. PARTICIPANTS AND FACILITATORS

## 5.1 Target audience

(The paragraph below is to be adapted to country needs and context)

The GLLP target audience is mid to upper level career laboratory professionals with a minimum of 2-3 years managerial and decision-making experience with the laboratory programmes. The GLLP target audience is diverse, from different backgrounds and fields (human, animal, environment, etc.). Participants in the GLLP may include, but are not limited to, laboratory programme managers, supervisory laboratory scientists, laboratory directors, and non-bench laboratory program personnel in multidisciplinary private and public-sector laboratories. The GLLP is designed to support current laboratory leaders; it may also support emerging laboratory leaders.

In the context of GLLP implementation in *Country name*, the audience will be composed of *X* participants, including:

* *X* from human health sector
* *X* from veterinary health sector
* *X* from environmental health sector

These participants will be professionals working at the national level.

## 5.2 Selection process

### *5.2.1 Prerequisites*

Candidates from human health, veterinary and environmental sectors in *Country name* should fulfill the following criteria:

* Mid-career and senior level public sector/Government employee, with postgraduate degree in laboratory science
* At least 5 years of experience in a laboratory setting with minimum 2-3 years of experience in managerial capacity involving staff supervision (laboratory programme managers, supervisory laboratory scientists, laboratory directors)
* Demonstrated ability of managing staff/decision making role (Identified nominees are advised to submit a cover letter /purpose statement highlighting their current role and commitment to leadership)
* Good working knowledge of *XXX*
* Computer proficiency.

### *5.2.2 Nomination and selection process*

(The paragraph below describes an example of the selection process in one country, to be adapted)

WHO requested relevant authorities from the human and animal health sectors in *Country name* to share with WHO Country Office (WCO) the nominations of up to five individuals from each sector meeting the criteria, along with their detailed *curriculum vitae* and a statement of purpose (cover letter).

A joint committee from GLLP partners and including national authorities (named GLLP In-country validation’s *Review Committee*), - will review the nominations and documentation for relevance and share its recommendations.

## 5.3 Requirements for instructors

Instructors that will deliver the GLLP in *Country name* are professional experts in adult learning and technical trainings that were selected among several proposals for implementation, with potential assistance from experts from both national human and animal health sectors in *Country name*, and technical experts from different stakeholders. Implementers in general should meet a number of requirements:

*Education/qualifications:*

* 4-year degree or equivalent certificate in relevant laboratory science field (ex. Biology, microbiology, clinical laboratory scientist)
* Specialization in health care sector within “clinical laboratory diagnostics” (ex. microbiology, hematology, biochemistry, blood banking) or in the relevant specialty (biology, chemistry)
* Higher education in the field of healthcare (ex. Veterinarian, medical doctor, PhD), and/or “health care management” (“public health”)
* Didactic experience in a university or a laboratory or teaching certification (teaching certification)

*Skills:*

* Technical expertise in at least one of the areas above listed.
* Capacity to work collaboratively with team members to achieve results.
* Excellent communication skills: speaks clearly, adapting communication style and content to the audience; ensures messages have been heard and understood.
* Good facilitation skills, including capacity to engage and motivate a group of participants through adult learning techniques
* Capacity to use and accept constructive criticism to improve performance/learn from experience.
* Excellent organizational skills.
* Good working knowledge of *XXX*
* Computer proficiency.

*Experience:*

* Work experience in the laboratory: at least **10** years -10 points At least 3 years of experience in a managerial capacity involving staff supervision (laboratory program managers, supervisory laboratory scientists, laboratory directors)
* Computer proficiency, including Microsoft office (Word, Powerpoint, virtual platforms, etc.)…

# 6. DESCRIPTION OF THE CURRICULUM

## 6.1 Programme high level design

The GLLP implementation in *Country name* will be of *X* weeks duration and combine delivery modes as follows:

* *X* week face-to-face learning
* *X* week virtual learning at distance
* *X* week on-the job assignments/projects with mentoring

Two weeks prior to the beginning of the programme, participants will complete a personal goals questionnaire that will help the facilitation team to further tailor the programme to participants specific needs.

## 6.2 Programme content, delivery modes and learning methodologies

### *6.2.1 Programme content*

A set of modules are associated to each competency targeted. Approximate respective weight of each module and other content to be covered (in hours) is presented below:

|  |  |  |
| --- | --- | --- |
| **Competency** | **Module** | **Hours** |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL course content** |  | XXX |

|  |  |  |
| --- | --- | --- |
| **Others** | **Item** | **Hours** |
|  | Opening/closing | 1 |
|  | Recap of previous days | 1 |
|  | Daily and final evaluations | 1 |
|  | Pre-post tests | 1 |
|  | On-the-job assignments/projects | 8 |
|  | Presentation of on-the-job assignments/projects | 3 |
|  | Mentoring | 6 |
| **TOTAL Others** |  | **21** |
|  |  |  |
| **TOTAL PROGRAMME** |  | **XXX** |

### *6.2.2 Delivery modes and learning methodologies*

The design and delivery of the programme will be based on the following adult learning principles:

* + Participants are involved in learning activities
  + The aims/objectives of the course are realistic and are felt to be important
  + The contents are linked to their everyday activities
  + The learning is based on action
  + The contents are presented using a variety of methods
  + There are problem solving activities
  + There are opportunities to apply what is being learnt
  + The learning situations are cooperative and in groups
  + Participants are not tested, judged
  + Participants receive feedback

The programme will be delivered through a combination of learning methodologies that will vary depending on the delivery mode. Participant learning will be supported by mentoring throughout the programme (see section 6.2.3 below).

**During the face-to-face session** learning methodologies may include:

* + Group discussion, brainstorming
  + Role plays with structured feed-back
  + Case studies with presentation of findings
  + Application/simulation exercises
  + Assignments/homework and presentation of those
  + Field visits of different institutions relevant to the programme
  + Interactive presentations
  + Mentoring

**During the on-the job learning period** learning methodologies may include:

* + Assignments/projects
  + Research projects
  + Self-learning
  + Mentoring

### *6.2.3 Mentoring*

Mentoring allows for skills development through exchange of experience between a more skilled or experienced person and a person seeking to develop those skills.

A mentoring mechanism will be put in place in the context of this programme to ensure participants get support from selected senior staff at the various stages of their learning.

The tasks of mentors may include:

* + Debrief with the mentee(s) on their initial formulation of personal development goals (self-assessment)
  + Assist the mentee(s) in the selection/design of a project to conduct
  + Dedicate at least 2 to 4 hours per mentee per week for support and supervision
  + Dedicate at least 1 hour per week to exchange within a “mentors’ group” so that they can support each other/learn from others in their mentoring function
  + Conduct the mentee final competency assessment, including revising initial development goals and drafting personal/career plan/action

Mentors would be selected based on specific criteria and would receive an introduction to their mentoring roles prior to the beginning of the programme.

## 6.3 Programme schedule

See Annex 1

# 7. EVALUATION

## 7.1 Training programme and participant evaluation

### *7.1.1 Training evaluation framework*

The purpose for conducting evaluation of this training programme is to identify good practices and areas of improvement on programme structure, design, content, methodologies, and facilitation. Evaluation results will ultimately help review these aspects/address issues in future implementations of this programme.

Training evaluation will be conducted using the Kirkpatrick 4-level training evaluation model. This model that includes 4 evaluation levels and respond to different evaluation questions:

* Reaction – To what extent did participants find the training favorable, engaging and relevant to their jobs?
* Learning – To what extent participants acquired the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training?
* Behavior –To what extent participants apply what they learned during training when they are back on the job?
* Results – which overall outcomes benefits, or final results at the level of the organization are most closely linked to the training (moving towards programme goal?)?

For this in-country validation, evaluation is limited to reaction and learning (levels 1+2).

### *7.1.2 Training evaluation methodology and tools*

Evaluation will be conducted at different times/stages of the programme, to respond to specific questions above listed, using a combination of methodologies and tools that may include:

|  |  |  |
| --- | --- | --- |
| **LEVEL** | **TIME** | **METHODOLOGIES/TOOLS** |
| **Reaction** | At the end of each session/learning block and/or day | Quick polling facilitated by the observers, or paper-based survey/questionnaire. |
| **Learning** | Before-after the training  Throughout the learning programme | Pre-post-test for each training week, review/grading of on-the-job assignments/projects, structured observation… |
| **Behavior** | 6 months after completion of the training  TO BE CONFIRMED | Post-training evaluation questionnaire, Post-training interview of learner/supervisor, Community of practice… |
| **Results** | 1 year after completion of the training  TO BE CONFIRMED |  |

### *7.1.3 Certificate*

Participants will be delivered a certificate of completion of the relevant GLLP modules upon completion of the programme and successful evaluation of learning.

## 7.2 GLLP implementation and concept evaluation

Besides evaluating the training programme itself, a framework will be put in place to evaluate broader aspects of the implementation of the GLLP.

The purpose for evaluating the implementation of the GLLP in *Country name* is to identify good practices and areas of improvement in the processes used for implementing GLLP. Evaluation results will ultimately help rethink implementation processes and address issues in future implementations of the GLLP, or components of the GLLP. Some of the key aspects this evaluation should look at may include:

* Training materials development
* Training materials adaptation to *Country name* context
* Roles of parties involved (national authorities from both human and animal health sectors, WHO Country Office, Regional Office and HQ, implementor, GLLP partners, etc.)
* Collaboration between parties involved
* Definition/identification/selection of facilitators/trainers, observers, additional experts
* Definition of the audience/selection of participants/adequacy of participants
* Definition/role of the mentors/selection of mentors/adequacy of mentors
* Points for improvement of the overall programme (content and organization of GLLP)
* Points for improvement of individual sessions
* Points for improvement of the delivery of the GLLP
* Elements that should be more extensively piloted in future GLLP implementations
* …

This part of the evaluation will be conducted through:

* Satisfaction/feedback questionnaire at the end of each week for participants and mentors
* Logbook kept by facilitators/trainers
* Timing of activities and comments by the external observers
* Interview/debrief with the national authorities

# 8. IMPLEMENTATION

## 8.1 Work packages, roles of parties involved

Key work packages to be handled are:

* Administration and Management
* Participants Selection Process is established and adapted to *Country name*
* Based on core competencies identified by *Country name*, training, modules are developed or adapted
* Mode of Implementation is framed, and implementers are identified and selected
* The programme is implemented
* Participants received guidance and are assisted to generate a career development plan and identify areas for improvement
* Monitoring and evaluation process of both the in-country validation and Participants are identified and finalized

## 8.2 Implementation timeline

Key implementation milestones:

*Adapt Gantt chart to country*