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**Global Laboratory Leadership Programme (GLLP)**

**Terms of Reference**

**For implementation in Country name**

**Draft – VX**

**Date XX/XX/XXXX**

Approved: Fill in the table below with details on who will approve the ToR (head of the organization responsible for hosting of the GLLP-based programme or director of the GLLP-based programme)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Organization** | **Full name** | **Position** | **Signature** |
|  |  |  |  |  |

Agreed with: Fill in the table below with details on who will be consulted and agreed on the ToR (e.g., any collaborators or supporting organizations like representatives from the three sectors within Ministries or other agencies – human, animal, and environmental health)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Organization** | **Full name** | **Position** | **Signature** |
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# Table of contents

[Table of contents 3](#_Toc190776271)

[GLLP IMPLEMENTATION IN *COUNTRY NAME* AT A GLANCE 5](#_Toc190776272)

[1. CONTEXT 7](#_Toc190776273)

[2. PROGRAMME GOAL 8](#_Toc190776274)

[3. EXPECTED RESULTS 8](#_Toc190776275)

[4. PROGRAMME SPECIFIC OBJECTIVES 8](#_Toc190776276)

[6. PARTICIPANTS, INSTRUCTORS AND MENTORS 10](#_Toc190776277)

[6.1 Participants 10](#_Toc190776278)

[6.1.1 Target audience 10](#_Toc190776279)

[6.1.2 Selection process 10](#_Toc190776280)

[*6.1.2.1 Prerequisites* 10](#_Toc190776281)

[*6.1.2.2 Nomination/selection process* 11](#_Toc190776282)

[6.2 Instructors 11](#_Toc190776283)

[6.2.1 Target audience 11](#_Toc190776284)

[6.2.2 Selection process 12](#_Toc190776285)

[*6.2.2.1 Prerequisites* 12](#_Toc190776286)

[*6.2.2.2* *Nomination/selection process* 12](#_Toc190776287)

[6.3 Mentors 13](#_Toc190776288)

[6.3.1 Target audience 13](#_Toc190776289)

[6.3.2 Selection process 13](#_Toc190776290)

[*6.3.2.1 Prerequisites* 13](#_Toc190776291)

[*6.3.2.2* *Nomination/selection process* 14](#_Toc190776292)

[7. DESCRIPTION OF THE CURRICULUM 15](#_Toc190776293)

[7.1 Programme high level design 15](#_Toc190776294)

[7.2 Programme content, delivery modes and learning methodologies 15](#_Toc190776295)

[*7.2.1 Programme content* 15](#_Toc190776296)

[*7.2.2 Delivery modes and learning methodologies* 16](#_Toc190776297)

[*7.2.3 Mentoring* 16](#_Toc190776298)

[*7.2.4 Projects* 17](#_Toc190776299)

[*7.2.5 Community of practice (CoP)* 17](#_Toc190776300)

[8. EVALUATION 18](#_Toc190776301)

[8.1 Training programme and participant evaluation 18](#_Toc190776302)

[*8.1.1 Monitoring and evaluation* 18](#_Toc190776303)

[*8.1.2 Graduation criteria* 19](#_Toc190776304)

[*8.1.3 Certificate* 21](#_Toc190776305)

[*8.1.4 Academic leave* 22](#_Toc190776306)

[9. IMPLEMENTATION 22](#_Toc190776307)

[9.1 Roles and responsibilities of parties involved 22](#_Toc190776308)

[9.1.1 Steering committee 22](#_Toc190776309)

[9.1.2 National entity 23](#_Toc190776310)

[9.1.3 Implementer 24](#_Toc190776311)

[9.1.4 Technical working group 25](#_Toc190776312)

[9.1.5 Instructors 25](#_Toc190776313)

[9.1.6 Mentors 26](#_Toc190776314)

[9.2 Overview of implementation timeline 27](#_Toc190776315)

# GLLP IMPLEMENTATION IN *COUNTRY NAME* AT A GLANCE

|  |  |  |
| --- | --- | --- |
| *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.*  *Should be aligned with section 2* | | *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.*  *Should be aligned with section 6.1.1* |
| *Duration and delivery modes*  *Please, ensure that hrs here and in section 7.1 match*  *X weeks, representing a total of X learning hours delivered through a combination of X hrs of face-to-face and X hrs of online learning, X hrs on-the-job assignments, X hrs of work on capstone projects, and supported by X hrs of mentoring.* | | *Language*  *Copy-paste from section 5* |
| *Venue*  *Copy-paste from section 5* |
| *Dates*  *Copy-paste from section 5* |
| *Expected numbers of trainees*  *Copy-paste from section 6.1.1*  *X* | | *Prerequisites - Required qualifications for participants*  *Copy-paste from the section 6.1.2.1*  *Prerequisites - Required qualifications for instructors*  *Copy-paste from the section 6.2.2.1*  *Prerequisites - Required qualifications for mentors*  *Copy-paste from the section 6.3.2.1* |
| *Collaborators*  *Copy-paste from section 5* | |
| *Competencies targeted*  *Copy-paste from section 7.2* | *Related modules*  *Copy-paste from section 7.2* | |
| *Year X – X hrs of didactic sessions* | | |
| *Competency 1 – X hrs* | *List all modules in the competency that will be delivered in the iteration* | |
| *Competency 2 – X hrs* | *List all modules in the competency that will be delivered in the iteration* | |
| *Competency 3 – X hrs* | *List all modules in the competency that will be delivered in the iteration* | |
| *Competency 4 – X hrs* | *List all modules in the competency that will be delivered in the iteration* | |
| *Competency 5 – X hrs* | *List all modules in the competency that will be delivered in the iteration* | |
| *Year X – X hrs of didactic sessions* | | |
| *Competency 6 – X hrs* | *List all modules in the competency that will be delivered in the iteration* | |
| *Competency 7 – X hrs* | *List all modules in the competency that will be delivered in the iteration* | |
| *Competency 8 – X hrs* | *List all modules in the competency that will be delivered in the iteration* | |
| *Competency 9 – X hrs* | *List all modules in the competency that will be delivered in the iteration* | |

# 1. CONTEXT

Well-functioning, sustainable laboratory services, operating in accordance with international principles of quality and safety, are an integral part of strong health systems and are crucial for improving public health. Successful detection, characterization and tracking of disease transmission, which is essential for the prevention and control of public health events, requires effective laboratory systems. In turn, strong laboratory leadership is crucial to ensure that the laboratory system is operational.

Towards this end, six leading organizations [the Food and Agriculture Organization of the United Nations (FAO), the World Health Organization (WHO), the World Organization for Animal Health (WOAH), the European Centre for Disease Prevention and Control (ECDC), the U.S. Centers for Disease Control and Prevention (CDC), and the Association of Public Health Laboratories (APHL)]  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[[1]](#footnote-2) that aims at harmonizing and building global consensus on critical laboratory leadership competencies applicable across human, animal, environmental and other relevant health sectors and includes the following competencies: Laboratory system; Leadership; Management; Communication; Quality management system; Biosafety and biosecurity; Disease surveillance and outbreak investigation; Emergency preparedness, response and recovery; and Research.

The programme consists of 4 components, including:

* over 200 hours of didactic sessions on the nine competencies
* mentorship to support learning and professional development
* individual and group activities between didactic sessions to support learning, including small projects to reinforce learning
* mentored capstone project to reinforce learning and support national laboratory system building needs
* development of a community of practice, a platform for learning from each other and improving through interaction with the community

The GLLP Partners have defined the Core Values for implementation of GLLP:

* One Health - Multisectoral representation and involvement in the governance of GLLP planning, development, implementation, evaluation, and participation in GLLP from human, animal and environmental health sectors.
* Ownership - Commitment to workforce capacity development by incorporating GLLP-based programmes at national level, through equivalence with national continuing education policy(ies), and/or integration in national curriculum.
* Sustainability - Development of the capacity, including availability of resources, to maintain or improve delivery of GLLP

*Add a paragraph on GLLP implementation in the given country. This can include the dates when the GLLP programme was first presented in the country, the agencies involved in the discussions, the organization designated for hosting the programme, the implementer responsible for the delivery of the programme (if different from the national entity), and the sectors involved in the programme.*

# 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-based programme.*

# 3. EXPECTED RESULTS

*X – to be aligned with sections 6.1.1 and 6.3.1*

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

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

# 4. PROGRAMME SPECIFIC OBJECTIVES

The full GLLP is estimated to two years, targeting a set of 9 competencies.

Further to an assessment of training needs in *Country name*, it was decided that the implementation of the GLLP will focus on reinforcement of all or the competencies as follows:

*Can be one, several or all depending on country needs, time and resources allocated; Note: to be eligible for affiliation, all nine competencies and all forty-three modules must be delivered; modules can be delivered in any order and it’s up to you and available resources to decide how the competencies or modules are delivered: e.g.*

* *Year 1* 
  + *Competency X*
* *Year 2 (as relevant)*
  + *Competency X*

At the end of the GLLP-based programme in *Country name*, programme participants are expected to be able to:

• Assess the laboratory system performance and formulate plans to advance and sustain the system

• Recognize, adopt, and apply best practices in the human, animal, and environmental sectors to ensure quality laboratory services

• Advocate for the contribution of human, animal and environmental laboratories

• Successfully demonstrate laboratory management and leadership skills including effective communication

• Mentor laboratory professionals in order to help build human resource capacity

More specifically, XXX *(here, please add any additional specific objective for your country programme if they are not reflected above)*.

**5. ORGANIZATIONAL ARRANGEMENTS**

**Collaborators** *(refer to section 9 for roles and responsibilities)*

National entity: *include the name of the designated organization responsible for hosting of the programme*

Implementer: *include the name of the implementer of the programme responsible for delivery of the content of the programme (can be the same as national entity or outsourced to another organization)*

National collaborators: *include any national organizations that will be involved in planning, implementation, monitoring, evaluation and improvement of the programme (outside of the national entity) (this includes steering committee and technical working group)*

Regional/ international collaborators: *include any regional or international organizations that will be involved in planning, implementation, monitoring, evaluation and improvement of the programme*

**Commitment**

*Include a brief explanation on whether the programme implementation in the country has been discussed with the government, including but not limited to the Ministries, public health agencies, etc. and whether there has been agreement, support or commitment from their side for long-term implementation and programme sustainability*

**Staff of the programme**

*Include the list of positions that will be supporting programme planning, implementation, monitoring, evaluation and improvement and respective time commitment to the programme (do not include instructors, mentors, technical working group members). Time commitment can be shown in Full Time Equivalents (FTEs), where 1 FTE is comparable to a full-time worker (e.g., if 3 people are working 50% of their full time, it will be 1.5 FTE).*

*Staff responsible for managing and coordinating all phases of programme planning and implementation – X FTEs*

*Administrative support (including logistics, communication) – X FTEs*

*Monitoring and evaluation focal point – X FTEs*

**Language of the programme:** *include the language of delivery of the programme (language of instruction, communication, language of materials, etc.)*

**Venue:** *include the name and address of the venue where the programme will be delivered on-site*

**Dates of the programme:** *include dates of the complete iteration from the start to the completion of the iteration*

**Funding source:** *include funding source for implementation of the full iteration (complete programme) (see* [*GLLP Readiness Assessment Guide, Annex 1. Sample line-item budget categories for reference*](https://extranet.who.int/hslp/gllp)*)*

# 6. PARTICIPANTS, INSTRUCTORS AND MENTORS

*The whole section 6 below is to be adapted to country needs and context*

## 6.1 Participants

### 6.1.1 Target audience

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 *(or X years of working experience in the laboratory)*. 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 programme 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 (ideally 12-20)* 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, regional and district levels*.

### 6.1.2 Selection process

### *6.1.2.1 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 undergraduate/graduate/postgraduate degree in laboratory science, biology, veterinary, ecology or similar degree
* 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* languages
* Computer proficiency.

### *6.1.2.2 Nomination/selection process*

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

1. XXX places a call for applications on the X web-site with description of the programme, eligibility requirements, the content of application package (application form, CV, etc.), and the process of selection with corresponding dates for a one month period. In addition, the link to the call is shared with the Ministries and agencies from the three sectors, and shared on social media, group chats, etc.
2. Prospective applicants send their applications to XXX
3. XXX creates a committee consisting of representatives of three sectors from ministries/agencies, representatives of the hosting organization, independent experts, WHO and/or other Partners, with a total number of at least 5 people
4. Selection committee prepares test questions, interview questions and agree on the scoring criteria
5. XXX forms a list of all applicants, reviews applications and sends an invitation to take the test to all eligible applicants
6. All candidates that score X% on the test are invited to interview
7. Following the interview, the scores from the test and interview are combined and candidates are ranked separately for the three sectors. The top candidates are accepted into the programme based on the allocated quota for each sector as stated in 5.1.1. In case of equal scores of candidates, the preference is given to a candidate with greater competencies (including work experience, recommendations, etc.).
8. Selected candidates’ organizations are informed about programme details, programme benefits, selection of the participant, programme requirements and time commitment of the participant

## 6.2 Instructors

### 6.2.1 Target audience

Instructors that will deliver the GLLP in *Country name* are professional experts in adult learning and technical trainings, with potential assistance from experts from national human, animal and environmental health sectors in *Country name*, and technical experts from different stakeholders. Instructors should be subject matter experts for the sessions they will be teaching.

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

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

### 6.2.2 Selection process

### *6.2.2.1 Prerequisites*

*Education/qualifications:*

* Undergraduate /graduate/postgraduate degree or equivalent certificate in the relevant laboratory science or related field (e.g., Biology, microbiology, clinical laboratory, ecology, veterinary medicine) OR undergraduate /graduate/postgraduate degree or equivalent certificate in the field of leadership, communication, etc. (relating to the modules/sessions they will be teaching)

*Experience:*

* Work experience in an area related to the modules/sessions they will be teaching (for instance in the laboratory for laboratory-related topics): at least **10** years Didactic /teaching experience in a university or a laboratory or teaching certification

Optional: At least 3 years of experience in a managerial capacity involving staff supervision

*Skills:*

* Technical expertise in at least one of the areas covered by the programme.
* 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.

### *Nomination/selection process*

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

1. XXX places a call for applications on the X web-site with description of the programme, eligibility requirements, the content of application package (application form, CV, etc.), and the process of selection with corresponding dates for a one month period. In addition, the link to the call is shared with the Ministries and agencies from the three sectors, and shared on social media, group chats, etc.
2. Prospective applicants send their applications to XXX
3. XXX creates a committee consisting of representatives of three sectors from ministries/agencies, representatives of the hosting organization, independent experts, WHO and/or other Partners, with a total number of at least 5 people
4. Technical working group prepares test questions, interview questions and agree on the scoring criteria
5. XXX forms a list of all applicants, reviews applications and sends an invitation to take the test to all eligible applicants
6. All candidates that score X% on the test are invited to interview
7. Following the interview, the scores from the test and interview are combined and candidates are ranked separately for the three sectors. The top candidates are accepted into the programme based on the allocated quota for each sector as stated in 5.2.1. In case of equal scores of candidates, the preference is given to a candidate with greater competencies (including work experience, recommendations, etc.).
8. Selected candidates’ organizations are informed about programme details, programme benefits, selection of the instructor, programme requirements and time commitment of the instructor

## 6.3 Mentors

### 6.3.1 Target audience

Mentors that will support mentees with their professional development, small and capstone projects for the GLLP in *Country name* are professional experts in adult learning and technical trainings, with potential assistance from experts from national human, animal and environmental health sectors in *Country name*, and technical experts from different stakeholders.

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

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

### 6.3.2 Selection process

### *6.3.2.1 Prerequisites*

*Education/qualifications:*

* Undergraduate /graduate/postgraduate degree or equivalent certificate in relevant laboratory science or related field (e.g., Biology, microbiology, clinical laboratory, ecology, veterinary medicine)

*Experience:*

* Work experience in the laboratory: at least **10** years At least 3 years of experience in a managerial capacity involving staff supervision (laboratory program managers, supervisory laboratory scientists, laboratory directors)
* Optional: 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.

### *Nomination/selection process*

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

1. XXX places a call for applications on the X web-site with description of the programme, eligibility requirements, the content of application package (application form, CV, etc.), and the process of selection with corresponding dates for a one month period. In addition, the link to the call is shared with the Ministries and agencies from the three sectors, and shared on social media, group chats, etc.
2. Prospective applicants send their applications to XXX
3. XXX creates a committee consisting of representatives of three sectors from ministries/agencies, representatives of the hosting organization, independent experts, WHO and/or other Partners, with a total number of at least 5 people
4. Technical working group prepares test questions, interview questions and agree on the scoring criteria
5. XXX forms a list of all applicants, reviews applications and sends an invitation to take the test to all eligible applicants
6. All candidates that score X% on the test are invited to interview
7. Following the interview, the scores from the test and interview are combined and candidates are ranked separately for the three sectors. The top candidates are accepted into the programme based on the allocated quota for each sector as stated in 5.3.1. In case of equal scores of candidates, the preference is given to a candidate with greater competencies (including work experience, recommendations, etc.).
8. Selected candidates’ organizations are informed about programme details, programme benefits, selection of the mentor, programme requirements and time commitment of the mentor

# 7. DESCRIPTION OF THE CURRICULUM

## 7.1 Programme high level design

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

* *X* weeks *(X hours)* face-to-face learning
* *X* weeks *(X hours)* virtual learning at distance
* *X* weeks *(X hours)* capstone project
* *X* weeks *(X hours)* on-the job assignments/small projects
* *X* weeks *(X hours)* of mentoring support

## 7.2 Programme content, delivery modes and learning methodologies

### *7.2.1 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:

*Include the name of competencies and the list of modules as well as their respective duration in hours for the implementation in this iteration. In addition, include additional components in the second table below.*

*Refer to* [*Laboratory Leadership Competency Framework*](https://www.who.int/publications/i/item/9789241515108) *and* [*GLLP Modules Content Summary*](https://extranet.who.int/hslp/who-hslp-download/package/575/material/918) *to fill in this section. Note: to be eligible for affiliation, all nine competencies and all forty-three modules must be delivered; modules can be delivered in any order and it’s up to you and available resources to decide how the competencies/modules are delivered.*

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

|  |  |  |
| --- | --- | --- |
| **Others** | **Item** | **Hours** |
|  | Opening/closing |  |
|  | Recap of previous days |  |
|  | Daily and final evaluations |  |
|  | Pre-post tests |  |
|  | On-the-job assignments and small projects/capstone projects |  |
|  | Presentation of on-the-job assignments and small projects / capstone projects |  |
|  | Mentoring |  |
| **TOTAL Others** |  |  |
|  |  |  |
| **TOTAL PROGRAMME** |  |  |

### *7.2.2 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

### *7.2.3 Mentoring*

*Adapt and complete the section as needed. Refer to* [*GLLP Mentorship Guide*](https://extranet.who.int/hslp/gllp)*.*

Mentoring allows for skills development through exchange of experience between a more skilled or experienced person and a person seeking to develop those skills. In the context of the GLLP, the mentorship component provides formal support to participants for developing their personal goals within the programme and aligning them with their career development goals. Mentors play an important role not only in supporting mentees to develop and implement individual projects, but also in helping them to further develop their leadership and management skills and expand their professional networks.

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.

### *7.2.4 Projects*

*The section below is to be adapted to country needs and context*

During the programme, all participants will be working on *three* small projects and one major capstone project (thesis) supported by mentoring:

* Small projects support the learning process of participants and provides an opportunity to apply the knowledge/competencies acquired in didactic sessions. Small projects can be individual or group projects and are based on the competencies that the participant needs to improve (as per Laboratory Leadership Competency Framework etool). Each small project should focus on different competencies. Each participant must produce a report and present the results for each small project.
* Capstone project is the final project that supports the learning process of participants and provides an opportunity to apply the knowledge/competencies acquired in didactic sessions. In addition it is aimed at supporting the improvement of the national laboratory system. Selection of project topics should consider laboratory sector needs, as well as national laboratory policies, strategic plans and priorities. Capstone project can be individual or group project and is based on the competencies that the participant needs to improve (as per Laboratory Leadership Competency Framework etool). Development of GLLP Capstone Projects includes project identification, project planning, project implementation and reporting of results. Capstone Projects topics should be approved by the Technical Working Group *and/or* and by the appropriate Ministry or national authority. Each participant must produce a report on the main capstone project and defend their work. Scoring criteria are developed by the technical working group and will be provided to mentors and participants in a timely manner.
  + Potential areas for capstone projects: *If gap analysis, situational analysis or any other review of national laboratory system has been performed, include the list of potential areas for capstone projects, focusing on improvement of national laboratory system*

### *7.2.5 Community of practice (CoP)*

*The section below is to be adapted to country needs and context (detail the opportunities and tools to develop a GLLP CoP).*

A community of practice (CoP) is a group of individuals who share a common profession, interest or passion and who learn from each other and improve themselves through interaction with their community. Developing a network of GLLP participants will facilitate continued professional development and may assist in attracting additional support for the programme.

# 8. EVALUATION

## 8.1 Training programme and participant evaluation

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

*The Kirkpatrick 4-level training evaluation model is one possible model and responds to different evaluation questions:*

* *Reaction (level 1) – To what extent did participants find the training favorable, engaging and relevant to their jobs?*
* *Learning (level 2) – To what extent participants acquired the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training?*
* *Behavior (level 3) – To what extent participants apply what they learned during training when they are back on the job?*
* *Results (level 4) – which overall outcomes benefits, or final results at the level of the organization/institution/country are most closely linked to the training (moving towards programme goal?)?*

### *8.1.1 Monitoring and evaluation*

*The section below is to be adapted to country needs and context. Refer to the GLLP Monitoring and evaluation framework (to come)*

Monitoring and evaluation will be conducted at different times/stages of the programme, to respond to specific questions, using a combination of methodologies and tools:

1. Pre- and post-tests for each competency to assess the knowledge increase for each participant (with pre-test being taken at the beginning of the competency, and the post-test taken at the end of the competency)
   1. The test for each competency consists of *20-40* multiple-choice questions (*5-10* questions per module in each competency).
2. *Final test based on the content of all modules to assess the knowledge increase for each participant*
   1. *The test consists of two sections:*
      1. *Up to 5 open questions requiring a short answer*
      2. *Up to 50 multiple-choice questions (across all programme modules)*
3. Participant evaluation forms
   1. Participant module evaluation form to assess the content of the module and learning materials as well as instructors (collected following each module)
   2. Participant session evaluation form to assess organization, infrastructure, logistics; communication from the implementer; length/format of the session; and mix of participants (collected at the end of each session)
   3. Participant final evaluation form to assess the overall learning package and measure learning outcomes (collected at the end of didactic sessions)
   4. Participant follow up form to assess on-the-job application of competencies, career advancement and other items (collected at least 6 months after the programme completion)
   5. Mentee midway mentoring evaluation form to assess mentoring support for professional development, small projects and capstone project; mentor-mentee relationships; and self-reflection on own work (collected in the middle of the programme)
   6. Mentee midway mentoring evaluation form to assess mentoring support for professional development, small projects and capstone project; mentor-mentee relationships; and self-reflection on own work (collected after capstone project defense)
4. Instructor evaluation forms
   1. Instructor module evaluation form to assess the content of the module and learning materials as well as instructors (collected following each module)
   2. Instructor session evaluation form to assess organization, infrastructure, logistics; communication from the implementer; length/format of the session; and mix of participants (collected at the end of each session)
5. Mentor evaluation forms
   1. Mentor midway mentoring evaluation form to assess organization, infrastructure, logistics; communication from the implementer; length/format of the session; mentor-mentee relationships; self-reflection on own work; and content of the learning package (collected in the middle of the programme)
   2. Mentor final mentoring evaluation form to assess organization, infrastructure, logistics; communication from the implementer; length/format of the session; mentor-mentee relationships; self-reflection on own work; and content of the learning package (collected after capstone project defense)

The steering committee, the technical working group, together with the national entity/implementerand the M&E focal point, will be compiling all the data above, analyze, and based on the analysis, identify opportunities for programme improvement, including lessons learned, and implement them depending on the feasibility and available resources.

Data will be analyzed regularly (frequency to be defined) and at the end of the iteration (*year*).

Original documents will be archived (all physical copies to be scanned and physical copies archived; electronic copies to be archived).

### *8.1.2 Graduation criteria*

*The section below is to be adapted to country needs and context*

To successfully complete the programme and receive a certificate of successful completion of the GLLP programme, each participant must score at least X% across the following criteria, with successfully meeting minimum passing percentage in each criterion:

Example of graduation criteria:

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Weight in the overall score** | **Minimum passing percentage within the criterion** | **Calculation** |
| Post-test for each module within the competency | 10% | At least 60% on average for all tests. If participant scores less than 60%, the participant does not receive points for this criterion.  If participant misses a post-test, the participant has an opportunity to retake it once within two weeks since the actual test date. | Number of points scored on all post-tests/maximum number of possible points on all tests\*100% (for example, a participant scores 50 points on all tests out of 60 maximum possible points: 50/60\*100%=83.3%) |
| Attendance for each module (face-to-face, online, hybrid) | 10% | At least 80% of all modules. In case of attendance less than 80%\*, the participant does not receive points for this criterion. | Number of modules attended/number of all modules\*10% (for example, 30 modules attended out of 43: 30/43\*10%=7%) |
| Final test based on all modules | 15% | At least 60%. In case of scoring less than 60%, the participant has an opportunity to retake the test once within a week since the date of the actual test. In case a participant score less than 60% again, the participant does not receive points for this criterion. | Number of points scored/maximum number of possible points\*15% (Average percentage on all tests\*0.15) (for example, a participant scored 220 points out of 350 maximum possible points: 220/350\*15%=9.4 % or 62.9%\*0.15=9.4%) |
| Small projects | 15% for 3 small projects (5% for each project) | At least 60% for each project, minimum 2 projects.  In case of scoring less than 60% for a project, the participant has the opportunity to retake it once within a week. In case the participant scores less than 60% again, the participant does not receive points for the project for this criterion. | Average percentage for the three projects\*0.15 (for example, for the first project the participant received 89%, for the second – 78%, for the third – 91%: (89+78+91)/3\*0.15=12.9%) |
| Capstone project (report) | 20% | At least 60%.  If the score is less than 60%, the participant does not receive points for this criterion. | The score received for the capstone project/maximum possible score\*20% (for example, the participant scored 70 points out of 100 maximum possible: 70/100\*20=14%) |
| Capstone project defense (presentation) | 20% | At least 60%.  If the score is less than 60%, the participant has an opportunity to retake it once at a time appointed by the committee, but not less than one week since the project defense date. In case of scoring less than 60% again, the participant does not receive points for this criterion. | The score received for capstone project defense/maximum possible score\*20% (for example, the participant scored 80 points out of 100 maximum possible: 80/100\*20=16%) |
| Participation in mentoring sessions | 10% | At least 80% of all sessions. In case of participation in less than 80% of sessions, the participant does not receive points for this criterion. | Number of mentoring sessions attended/maximum possible number of sessions\*15% (e.g. 15 sessions attended out of 24: 15/24\*15%=9.4%).  If participant misses a session for valid reasons, the same calculation as for attendance applied. |

\*Attendance percentage is not affected in cases where the participant has encountered serious, unforeseen, and unavoidable circumstances that prevented him/her from attending classes. The circumstances must:

* Be unexpected
* Be out of control and beyond the ability to be prevented
* Be directly related to the timing of the modules
* Have documented evidence
  + Illnesses and injuries – a certificate issued by a doctor, a discharge note from the hospital
  + Complications during pregnancy/childbirth – a certificate or statement confirming complications during pregnancy/birth certificate
  + Business trip – travel memo, letter of participation in meetings, etc.
  + Loss of close family members - a copy of the death certificate, documents confirming relationship
  + Emergency - a certificate or equivalent document from the police, court or other authorities

In this case, attendance is calculated from the total number of modules minus the number of modules missed for one of the above reasons (for example, out of 43 modules, a participant missed 2 modules for one of the above reasons and 3 modules for personal reasons, attendance is calculated from 41 modules).

### *8.1.3 Certificate*

*The section below is to be adapted to country needs and context. You need to describe what kind of certificate is issued to the participants (national diploma, advanced training certificate counting towards continuous education, etc.; whether the curriculum is agreed with any Ministries to provide a certificate)*

Participants will be delivered a certificate of completion of the relevant GLLP modules upon completion of the programme and successful evaluation of learning as per clause 8.1.2 of the ToR.

### *8.1.4 Academic leave*

*The section below is to be adapted to country needs and context*

Academic leave can be granted to a participant due to their inability to complete the programme due to medical, family and other circumstances. To apply for academic leave, the participant submits an application addressed to the director of *XXX* providing the following documents:

* For medical circumstances – supporting document, note from a medical team
* For family circumstances – supporting documents (e.g., birth certificate, etc.)
* Conscription for military service - a document from the military registration and enlistment office indicating information about the time and place of service
* In other circumstances – supporting documents

Academic leave lasts until the next iteration starts and the participant is expected to continue the programme keeping the achievements before taking academic leave. Continuation of the programme after academic leave will depend on whether the programme has resources to continue.

# 9. IMPLEMENTATION

*Adapt this section based on country and programme needs*

## 9.1 Roles and responsibilities of parties involved

### 9.1.1 Steering committee

Definition: Steering committee are members of the national collaborators that are responsible for programme oversight. The representative can come from the relevant Ministries, academic/training institutions, and organizations addressing laboratory strengthening representing human, animal and environmental health.

Roles and responsibilities:

1. Together with the national entity and support from the technical working group, establish criteria and process for selection of qualified participants, instructors and mentors from animal, human and environmental health, including selection forms
2. Together with the national entity and support from the technical working group, establish criteria for successful programme completion/graduation
3. Together with the national entity and support from the technical working group, define the type of certificate/diploma
4. Together with the national entity, M&E focal point, and support from the technical working group, define monitoring and evaluation framework to monitor programme implementation, progress review and continuous improvement of the programme, including review of evaluation forms
5. Together with the national entity, M&E focal point, and support from the technical working group (and implementer if applicable), review and analyze the data on a regular basis, create, implement and follow up with the action plan for continuous improvement of the programme
6. Facilitate release of participants, instructors and mentors from their workplace to participate in the programme
7. Facilitate issuing certificates to participants who complete the programme successfully as per defined graduation criteria
8. Facilitate building of the Community of Practice (CoP) that will allow continued professional development of programme participants and graduates, instructors and mentors
9. Support development and implementation of sustainability plan for long term implementation (budget, funding sources, infrastructure and logistics, staffing, creation of pool of national instructors and mentors, mechanism for maintaining CoP, potential integration into national programmes, etc.)
10. Provide support to decision making on programme planning, implementation, monitoring and evaluation

### 9.1.2 National entity

Definition: National entity is the organization responsible for hosting GLLP. Personnel involved in planning, implementation, monitoring, evaluation and improvement of the programme includes staff responsible for managing and coordinating all phases of programme planning and implementation, administrative support (including logistics, communication), and monitoring and evaluation focal point. *If the national entity is also responsible for implementation of the programme, add the roles and responsibilities of the implementer below to the ones of the national entity.*

Roles and responsibilities:

1. Establish technical working group with members coming from animal, human and environmental health to provide guidance and strategic support on the programme content, planning, implementation, monitoring, and evaluation (implementer must be a part of the TWG and steering committee)
2. Establish selection committee, ideally coming from animal, human and environmental health, to select qualified participants, instructors and mentors from animal, human and environmental health
3. *Select and contract an implementer (if applicable)*
4. With potential support from the steering committee and technical working group, establish criteria and process for selection of qualified participants, instructors and mentors from animal, human and environmental health, including selection forms
5. With potential support from the steering committee and technical working group, establish criteria for successful programme completion/graduation
6. With potential support from the steering committee and technical working group, define the type of certificate/diploma
7. Organize recruitment process of and select participants, instructors and mentors from animal, human and environmental health
8. Together with steering committee, technical working group and M&E focal point(-s), define monitoring and evaluation framework to monitor programme implementation, progress review and continuous improvement of the programme, including review of evaluation forms
9. Ensure collection and storage of M&E data by M&E focal point (-s), reporting of the data to the national entity, steering committee and technical working group on a regular basis, tracking progress of implementation of action plans
10. Together with technical working group, steering committee (and implementer if applicable) review and analyze the data on a regular basis, create, implement and follow up with the action plan for continuous improvement of the programme
11. Following selection of participants, instructors, and mentors, conduct calls/meetings with participants’, instructors’ and mentors’ management/supervisors to communicate to them about the programme, its structure, benefits, time commitment for the programme
12. Facilitate release of participants, instructors and mentors from their workplace to participate in the programme
13. Ensure induction sessions for participants’ understanding of the programme, its structure, benefits, time commitments for all programme components
14. Ensure induction sessions for instructors and mentors; training of trainers for instructors and training of mentors for mentors (if needed)
15. Provide overall coordination function between national (human, animal and environmental health, universities/academia etc.) and external (funding organizations, etc.) stakeholders, communication with GLLP Secretariat and GLLP Partners
16. Ensure effective communication with participants, mentors, instructors, technical working group members and steering committee before, during, and after programme completion to ensure needs of each group are being met, including programme expectations, requirements and milestones, and any changes in the programme
17. Conduct GLLP opening meeting and graduation ceremony
18. Ensure infrastructure and logistics for programme sessions (online and onsite) for all programme components (didactic sessions, mentoring, small and capstone projects, community of practice)
19. Conduct capstone project defense session for each participant and ensure independent scoring committee with representation from animal, human and environmental health
20. Provide ongoing support to instructors, mentors, and participants to ensure programme implementation
21. Coordinate work of instructors and mentors (and implementer in general, if applicable)
22. Track participants’ performance and their progress towards graduation requirements
23. Ensure supportive and respectful environment that encourages everyone’s input
24. Ensure issuing certificates to participants who complete the programme successfully as per defined graduation criteria
25. Build Community of Practice (CoP) that will facilitate continued professional development of programme participants and graduates, instructors and mentors
26. Develop a sustainability plan for long term implementation (budget, funding sources, infrastructure and logistics, staffing, creation of pool of national instructors and mentors, mechanism for maintaining CoP, potential integration into national programmes, etc.)
27. Apply for affiliation process if deemed necessary

### 9.1.3 Implementer

Definition: Implementer is an entity responsible for delivery of the content of the programme (all or most of the programme components), considering that participants, instructors and mentors should be coming from human, animal and environmental health. If different from the national entity, it can be a national institution nominated by the national entity, a private company contracted by the national entity, etc. *If programme implementer is the national entity, combine the roles and responsibilities of the implementer with the ones of the national entity.*

Roles and responsibilities:

1. In coordination with the national entity, conduct induction sessions for instructors, mentors and participants; training of trainers for instructors and training of mentors for mentors (if needed)
2. Deliver didactic sessions (200+ hrs of interactive sessions) involving human, animal and environmental health
3. Ensure mentoring support to each participant throughout the programme
4. Ensure implementation of small and capstone projects by each participant
5. Coordinate with the national entity to ensure implementation of the programme according to the terms of references
6. Coordinate with the M&E focal point (-s) to ensure collection of M&E data, support implementation of the action plans (if applicable)
7. Ensure effective communication with participants, mentors, instructors, national entity and if applicable with the steering committee and the technical working group members before, during, and after programme completion
8. Coordinate work of instructors and mentors
9. In coordination with the national entity, track participants’ performance and their progress towards graduation requirements
10. Ensure supportive and respectful environment that encourages everyone’s input
11. *If the implementer role is outsourced to another organization (especially if international), ensure training of in-country/national experts for sustainability purposes*

### 9.1.4 Technical working group

Definition: Technical working group are members of the national collaborators that provide strategic support in programme planning, implementation, monitoring and evaluation.

Roles and responsibilities:

1. Together with the national entity and support from the steering committee, establish criteria and process for selection of qualified participants, instructors and mentors from animal, human and environmental health, including selection forms
2. Together with the national entity and support from the steering committee, establish criteria for successful programme completion/graduation
3. Together with the national entity and support from the steering committee, define the type of certificate/diploma
4. Together with the national entity, M&E focal point, and support from the steering committee, define monitoring and evaluation framework to monitor programme implementation, progress review and continuous improvement of the programme, including review of evaluation forms
5. Together with the national entity, M&E focal point, and support from the steering committee (and implementer if applicable), review and analyze the data on a regular basis, create, implement and follow up with the action plan for continuous improvement of the programme
6. Select modules to be covered, their order, and method of delivery
7. Develop capstone scoring criteria and communicate them to mentors and participants in a timely manner
8. Provide support to decision making on programme content, planning, implementation, monitoring and evaluation

### 9.1.5 Instructors

Definition: Instructors are experts recruited or identified by the implementer to deliver the didactic component of the programme.

Roles and responsibilities:

1. Attend instructor induction session, training of trainers (if applicable), programme opening meeting, and graduation ceremony
2. Review and adapt all materials of selected modules of the programme to the local context, including presentations, exercises, pre- and post-tests, handouts and other materials
3. Develop/revise a package of questions for pre- and post-tests for each module (10-20 questions for each module, 43 modules in total) and final test (if applicable)
4. Prepare agendas for all modules and assign order of modules
5. Prepare for and deliver all adapted modules in the selected mode (online or on-site)
6. Conduct pre- and post-tests for all modules
7. Maintain database of scores for attendance and pre- and post-tests and share with the implementer/national entity
8. Facilitate collection of evaluation forms from participants, and share forms and pre- and post-test scores with the M&E focal point (-s)
9. Provide regular constructive feedback to participants
10. Ensure supportive and respectful environment that encourages everyone’s input

### 9.1.6 Mentors

Definition: Mentors are senior subject matter experts who support participants throughout the programme, by developing their personal goals within the programme and aligning them to their career development/enhancement goals. They support mentoring process and projects component of the programme.

Roles and responsibilities:

1. Attend mentor induction session, training of mentors (if applicable), programme opening meeting, and graduation ceremony
2. Review, revise and develop mentoring materials to support mentoring process
3. Together with the mentees agree on a mentoring programme, including key milestones and day, time, and frequency for meetings
4. Together with the mentees work on developing and updating a work plan that includes leadership self-assessment, laboratory sector questionnaire, mentoring plan and schedule, capstone project component, individual and/or small group projects plan, capstone project plan, summary of activities, accomplishments, challenges, and mentor recommendations
5. Support mentees in defining personal development and career development objectives (personal goals questionnaire, mentor and mentee competency self-assessment questionnaire)
6. Provide guidance, advice, and expertise to the mentee to help them advance their careers, enhance their education and skills, and build their networks
7. Together with mentee define capstone project scope based on national context and priorities
8. Provide guidance, advice, and expertise to the mentee on capstone project development and implementation
9. Conduct regular meetings with mentees to work on professional development and capstone projects (in person, email, telephone, and other modalities)
10. Provide regular constructive feedback to the mentees
11. Ensure supportive and respectful environment for mentees to be able to share their challenges, successes and ideas
12. Ensure confidentiality of all the information regarding mentees
13. Facilitate collection of evaluation forms from participants, and share them with the M&E focal point (-s)

## 9.2 Overview of implementation timeline

*Adapt this section based on country and programme needs (a proper and complete Gantt chart to monitor all steps is encouraged).*

Preliminary implementation benchmarks:

* Designation of the technical working group - *Date*
* Regular meetings of the technical working group – *Dates*
* Selection of instructors and mentors – *Date*
* Selection of programme participants – *Date*
* Induction sessions for instructors and mentors – *Date*
* Development of programme agenda - *Dates*
* Adaptation of learning package materials and pre-identification of capstone project topics – *Dates*
* Programme opening – *Date*
* Development of CoP – *Dates*
* Development of mentoring schedule and tasks – *Dates*
* Development and approval of participants’ capstone project – *Dates*
* Didactic sessions - *Dates*
* Work on capstone projects - *Dates*
* Monitoring of programme implementation and programme improvement (TWG and *XXX*) – *Date*
* Project defense – Date
* Closing ceremony – Date
* Evaluation of GLLP implementation and programme improvement (TWG and *XXX*) – *Date*
* Development of a sustainability plan for long-term implementation – *Date*

1. World Health Organization. (‎2019)‎. Laboratory leadership competency framework. World Health Organization. <https://iris.who.int/handle/10665/311445>. License: CC BY-NC-SA 3.0 IGO [↑](#footnote-ref-2)