

# *GLLP Planning and Implementation Guide*

Version 3, 2026

## TABLE OF CONTENTS

FOREWORD .....	4
ACKNOWLEDGEMENTS .....	4
Technical content development .....	5
Technical editing and revision .....	5
Content review .....	5
ACRONYMS .....	6
PURPOSE AND STRUCTURE OF THIS GUIDE .....	7
PROGRAMME OVERVIEW .....	8
GLLP VALUES .....	9
PROGRAMME LEARNING OBJECTIVES .....	9
PROGRAMME COMPETENCIES .....	9
INTENDED AUDIENCE .....	11
PROGRAMME COMPONENTS .....	11
GLLP IMPLEMENTATION .....	13
ROLES AND RESPONSIBILITIES .....	13
National authorities .....	14
National collaborators .....	14
National entity .....	14
Steering committee .....	15
Technical working group .....	15
Implementer .....	15
GLLP LEARNING PACKAGE .....	16
Implementation phases .....	17
1 Pre-planning .....	18
1.1 Express interest in GLLP .....	18
1.2 Assess country readiness .....	18
1.3 Create steering committee .....	18
1.4 Designate national entity in charge of GLLP implementation .....	18
1.5 Develop country terms of reference (ToR) .....	18
2 Programme planning and development .....	19
2.1 Convene collaborators and establish the programme management structure .....	19
2.2 Develop module delivery methods and schedule .....	20
2.3 Select instructors and mentors .....	22
2.4 Recruit and select participants .....	24
2.5 Develop programme monitoring and evaluation framework .....	26

3	Programme implementation.....	29
3.1	Ensure programme administration and logistics.....	29
3.2	Organize, conduct, and deliver training of trainers and mentors .....	30
3.3	Adapt learning materials .....	30
3.4	Develop mentoring schedule and participant learning plan .....	31
3.5	Delivery of didactic sessions and projects .....	31
3.6	Implement Capstone projects .....	32
3.7	Evaluate participant performance .....	32
3.8	Build a community of practice .....	32
4	Post-implementation.....	33
4.1	Review and evaluate programme implementation.....	33
4.2	Develop programme sustainability plan .....	33
	REFERENCES .....	34
	ANNEX A. RACI table template for GLLP implementation.....	36

## FOREWORD

The emergence and spread of SARS-CoV-2 has tested the ability of the world's health systems to detect, respond to, and monitor emerging pathogens and has highlighted the interrelatedness of human, animal, and environmental health. An unprecedented demand for testing has outstripped capacity at critical points and has underscored the need to strengthen laboratory systems not only for today, but also for future health emergencies and challenges. The role played by all laboratories has been essential to pandemic response efforts. Laboratories across sectors have conducted rapid diagnosis; performed confirmatory testing; shared expertise, equipment and consumables; organized surge capacity; and provided real-time reporting that is critical for outbreak response and disease surveillance.

A functional and efficient laboratory system is the cornerstone of any robust health response. Strong systems require strong leadership to establish and maintain strong connections, and the following organizations have recognized and responded to the need for enhanced leadership training for laboratory professionals: the Food and Agriculture Organization of the United Nations (FAO), the World Health Organization (WHO), the World Organisation for Animal Health (WOAH), the European Centre for Disease Prevention and Control (ECDC), the Centers for Disease Control and Prevention (CDC), and the Association of Public Health Laboratories (APHL).

Through global collaboration, our organizations – leaders in their own fields – have joined together in the Global Laboratory Leadership Programme (GLLP) to provide a comprehensive competency-based curriculum for laboratory professionals. The GLLP seeks to foster current and emerging laboratory leaders and mentor them as they build, strengthen, and sustain National Laboratory Systems. We acknowledge that every country and region face unique circumstances, but we also recognize that, from a global perspective, there are universal needs, shared expectations and common opportunities to continuously improve laboratory systems.

This GLLP Planning and Implementation Guide provides options on how best to implement and deliver the GLLP materials, while allowing for flexibility to meet local needs. The guide also stresses the importance of the GLLP values, a One Health approach, ownership, and sustainability, when strengthening National Laboratory Systems. Implementation of the GLLP is designed to be country-led and sustainable. The tools and framework developed empower countries to independently strengthen the capacity of their laboratory workforce.

Competent laboratory leadership at all levels – local, national, and regional – is essential if we are to ensure the delivery of efficient, reliable, and high-quality laboratory services. These services, in turn, provide the data needed to guide effective national planning, decision-making, and response to public health emergencies. We, and the organizations we represent, have committed ourselves to magnify the work of the GLLP and, through it, to strengthen the core leadership capacities needed for the global prevention, detection, and treatment of diseases and conditions.

## ACKNOWLEDGEMENTS

The Global Laboratory Leadership Programme (GLLP) and all its materials were developed through a collaboration between the Food and Agriculture Organization of the United Nations (FAO), the World Health Organization (WHO), the World Organisation for Animal Health (WOAH), the European Centre for Disease Prevention and Control (ECDC), the Centers for Disease Control and Prevention (CDC) and the Association of Public Health Laboratories (APHL), hereafter designated as “the GLLP Partners”.

Each Partner organization contributed to the GLLP Learning Package by providing source learning materials, developing new materials, liaising with experts, and editing and revising materials.

**The members of the GLLP core group who participated in defining the overall GLLP Learning Package concept:**

Mustafa Aboualy (WHO Regional Office for the Eastern Mediterranean); Adilya Albetkova (CDC); Tatianna Autrey (APHL); Amanda Balish (CDC); Uzma Bashir (WHO); Scott Becker (APHL); Tianna Brand (WOAH); Evelyne

Chaignat (WHO); Sébastien Cognat (WHO); Cristian Debattisti (FAO); Samantha Dittrich (APHL); Virginie Dolmazon (WHO); Shannon Emery (APHL); Theresa Enkirch (ECDC); Philippe Gasquet (WHO); Paula Gomez (WHO); Whitney Hill (CDC); Jocelyn Isadore (APHL); Alexandr Jaguparov (WHO Regional Office for Europe); Aftab Jasir (ECDC); Rebecca Kaiser (CDC); Barbora Kinross (ECDC); Frank Konings (WHO Regional Office for the Eastern Mediterranean); Varsha Kumar (CDC); Jennifer Lasley (WOAH); Barbara Martin (FAO/WOAH); Lucy Maryogo Robinson (APHL); Béatrice Mouillé (FAO); Samantha Musumeci (APHL); Daniel Palm (ECDC); Michele Parsons (CDC); Leonard Peruski (CDC); Teresa Puente (CDC); Philomena Raftery (WHO); Mark Rayfield (CDC); Adam Roth (ECDC); Jennifer Sedillo (APHL); Carmen Varela Santos (ECDC); Rita Vaz Drago (WHO); Lidewij Wiersma (FAO); Burton Wilcke (University of Vermont); Veronica Yu (WHO); Goritsa Zlatanova (ECDC)

In addition, the GLLP Partners would like to thank the following contributors.

### Technical content development

#### Persons who created the first drafts of the materials:

Adilya Albetkova (CDC); Shirematee Baboolal (APHL); Amanda Balish (CDC); Uzma Bashir (WHO); Juliet Bryant (WHO); Evelynne Chaignat (WHO); Virginie Dolmazon (WHO); Shannon Emery (APHL); Martin R. Evans (APHL); Paula Gomez (WHO); Marta Guerra (CDC); Jocelyn Isadore (APHL); Alexandr Jaguparov (WHO Regional Office for Europe); Paul Jankauskas (APHL); Varsha Kumar (CDC); Jennifer Lasley (WOAH); Kim Lewis (APHL); Sally Liska (APHL); Barbara Martin (FAO/WOAH); David E. Mills (APHL); Samantha Musumeci (APHL); Mark Rayfield (CDC); Jennifer Sedillo (APHL); Julie Sinclair (CDC/WOAH); Bob Sokolow (APHL); Rita Vaz Drago (WHO); Sara Vetter (Minnesota Department of Health); Lidewij Wiersma (FAO); Burton Wilcke (University of Vermont); Veronica Yu (WHO)

### Technical editing and revision

#### Persons who revised and edited the materials, and provided content:

Mustafa Aboualy (WHO Regional Office for the Eastern Mediterranean); Jonathan Abrahams (WHO); Céline Barnadas (WHO); Colin Basler (CDC/WOAH); Allan Bell (WHO); Guillaume Belot (WHO); Antonia Calafat (CDC); Sébastien Cognat (WHO); Frederik Copper (WHO); Cristian Debattisti (FAO); Jodi Devoll (APHL); Theresa Enkirch (ECDC); Kathryn Fitzpatrick (Arizona Department of Health Services); Philippe Gasquet (WHO); Kersten Gutschmidt (WHO); Warren J. Hendrickson (HDR); Tori Hicks (CDC); Francis Yesurajan Inbanathan (WHO Regional Office for South-East Asia); Aftab Jasir (ECDC); Lilit Kazazian (CDC); Nicolas Keck (FAO); Barbora Kinross (ECDC); Zisis Kozlakidis (International Agency for Research on Cancer); John Krueger (Maine Public Health Laboratory); Peter Kyriacopoulos (APHL); Gael Lamielle (FAO); Terry McElwain (Washington State University); Anya Minnick (CDC); Michael Mottet (HDR); Béatrice Mouillé (FAO); Joseph O'Keefe (WOAH); Modupe Osinubi (CDC); Christopher Oxenford (WHO); Michael Park (CDC); Michele Parsons (CDC); Leonard Peruski (CDC); Blaine Rhodes (Washington State Public Health Laboratories); Joanna Salvi Le Garrec (WHO Regional Office for Europe); Rachel Silver (CDC); Lisa Stevens (WHO); Maureen Sullivan (Minnesota Department of Health); Ralph Timperi Jr. (APHL); Zoumana Traoré (WHO); Michaël Treilles (FAO); Carmen Varela Santos (ECDC); Ryan Wallace (CDC); Goritsa Zlatanova (ECDC)

### Content review

#### Persons who reviewed and commented on the materials:

Masato Akiba (National Institute of Animal Health, Japan); Mohamed A. Alhosani (Abu Dhabi Agriculture and Food Safety Authority); Maria Amante (WHO Regional Office for Europe); Pawan Angra (CDC); Tatianna Autrey (APHL); Rodrigue Barry (WHO Regional Office for Africa); Jan Baumann (WHO Regional Office for Europe); Myriam Ben Mamou (WHO Regional Office for Europe); Stuart Blacksell (Oxford University/FAO); Mary Bonifas (Michigan Department of Health and Human Services, Bureau of Laboratories); Stephanie Brickman (WHO Regional Office for Europe); Sharon Brookes (Animal and Plant Health Agency [APHA]); Adam Brouwer (APHA); Sara Canna (WHO);

Lisa Carter (WHO); Giovanni Cattoli (International Atomic Energy Agency); Filip Claes (FAO); Gordon Clark (APHA); Patrizia Colangeli (Istituto Zooprofilattico Sperimentale Teramo); Charlotte Cook (APHA); Emmanuel Couacy-Hymann (WOAH); Ana Paula Coutinho Rehse (WHO Regional Office for Europe); Samantha Cruise (CDC); Klaas Dietze (Friedrich-Loeffler Institut); Marlène Domingues (WHO); Trevor Drew (Commonwealth Scientific and Industrial Research Organisation); Debbie Eagles (Commonwealth Scientific and Industrial Research Organisation); Tony Fooks (APHA); Marcel Foster (CDC); Daniel Garcia (CDC); Juan Garcia-Araez Martin-Montalvo (WHO); Frank Grenier (WHO); Jean-Paul Gressard (WHO); Peter Griffiths (APHA); Rowena Hansen (APHA); Richard Hepple (APHA); Luis Hernandez-Triana (APHA); Alex Holland (APHA); Qudsia Huda (WHO); Eurig James (APHA); Joe James (APHA); Robert Jones (CDC); Rebecca Kaiser (CDC); Akiko Kamata (FAO); Erik Karlsson (Pasteur Institute Cambodia/FAO); Samantha Kasloff (Public Health Agency of Canada/FAO); Warren Kathleen (WHO); Jessica Kayamori Lopes (FAO); Pakapak Ketmayoon (WHO Country Office in Lao People's Democratic Republic); Abdelmalik Khalafalla (Abu Dhabi Agriculture and Food Safety Authority); Ewa King (Rhode Island Department of Health, State Health Laboratories); Carl Kinkade (CDC); Kazunobu Kojima (WHO); David Korcal (American Association of Veterinary Laboratory Diagnosticians); Jostacio M. Lapitan (WHO); Elena Levina (WHO); David Lowe (CDC); Matthew McCarroll (APHL); Irene Melamed (Facultad Latinoamericana de Ciencias Sociales Argentina [WHO Collaborating Centre on Bioethics]); Isabelle Monne (Istituto Zooprofilattico Sperimentale Venezia); Chris Morrissey (FAO); Salama Muhairi (Abu Dhabi Agriculture and Food Safety Authority); Ana María Nicola (WOAH); Alison Osborne Frank (WHO); Mary Pantin-Jackwood (Southeast Poultry Research Laboratory); John Pasick (WOAH); Ludovic Plee (FAO); Matthew Price (APHA); Teresa Puente (CDC); Lila Rahalison (CDC); Scott Reid (APHA); Xavier Roche (FAO); Eugene Saxentoff (WHO Regional Office for Europe); Chiara Scoccianti (International Agency for Research on Cancer); James Seekings (APHA); Asma Abdi Mohamed Shah (Abu Dhabi Agriculture and Food Safety Authority); Erica Spackman (Southeast Poultry Research Laboratory); Avery Strait (Wyoming United States Department of Agriculture, Animal and Plant Health Inspection Service, Veterinary Services); David Swayne (Southeast Poultry Research Laboratory); Celine Taboy (CDC); Eeva Tuppurainen (Friedrich-Loeffler Institut); Katja Voller (APHA); Karin Waefler (WHO Regional Office for Europe); Philip Waite (APHA); Toni Whistler (CDC); Ali Yahaya (WHO Regional Office for Africa); Maryam Yunus (WHO Country Office in Pakistan); Laura Zani (Friedrich-Loeffler Institut)

Instructional design: Colter Learning Partners, Inc.

Graphic design: Chandler Design and Colter Learning Partners, Inc. Project Design Company

## ACRONYMS

<b>AH</b>	Animal health
<b>ALC</b>	APHL Learning Center
<b>APHL</b>	Association of Public Health Laboratories
<b>CDC</b>	Centers for Disease Control and Prevention
<b>EH</b>	Environmental health
<b>ECDC</b>	European Centre for Disease Prevention and Control
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>GLLP</b>	Global Laboratory Leadership Programme
<b>HSLP</b>	Health Security Learning Platform
<b>HH</b>	Human health
<b>WHO</b>	World Health Organization
<b>WOAH</b>	World Organisation for Animal Health

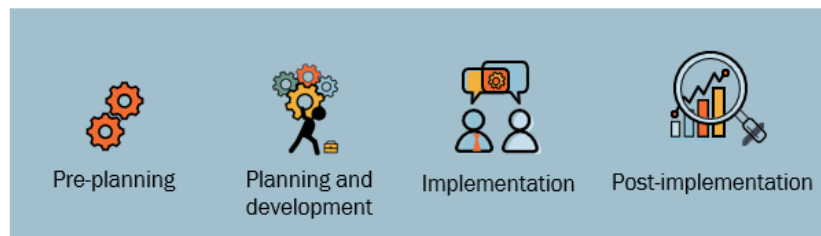
## PURPOSE AND STRUCTURE OF THIS GUIDE

This guide is intended for use by organizations responsible for implementing the [Global Laboratory Leadership Programme \(GLLP\)](#). The guide provides the information necessary to plan, develop, implement and evaluate a programme using the GLLP Learning Package materials (hosted on the [WHO Health Security Learning Platform \(HSLP\)](#) and on the [APHL Learning Center \(ALC\)](#). The content of both learning platforms is identical. This guide is to be read in conjunction with the **GLLP Implementation Roadmap**.

The GLLP requires significant organizational commitment and coordination for implementation. In this regard, the **GLLP Implementation Roadmap** was developed to guide countries towards the implementation of the programme for the first iteration defined as one cycle of the programme resulting in one cohort of participants being trained at the national level. The implementation process consists of four phases described in the roadmap (pre-planning, planning and development, implementation, and post-implementation) with monitoring and evaluation (M&E) data collected throughout the programme.

Before beginning the pre-planning process, implementing countries or regions should use the **GLLP Readiness Assessment Guide** to verify their readiness for implementing the programme. The **GLLP Implementation Roadmap** and the **GLLP Readiness Assessment Guide** are available as pre-planning tools in the GLLP Learning Package Implementation toolbox.

This guide provides a description of the pre-planning, programme planning and development, implementation, and post-implementation steps. Additional information on how to prepare for implementation (pre-planning) can be found in the **GLLP Readiness Assessment Guide**.



*Implementers are encouraged to read this guide entirely prior to beginning the planning process.*

## PROGRAMME INTRODUCTION

Every day across the world, patients, health care providers, veterinarians, farmers, hospitals, public health institutions and industries rely on laboratory results from their human, animal and environmental health laboratories to heal the sick, to understand what is happening in the world around them, and to prevent harm. There have been many effective laboratory responses to outbreaks (1–3), including examples of cross-sectoral laboratory responses, in which human, animal, and environmental health laboratories have worked to meet the demand for laboratory testing (4).

Unfortunately, across the globe, and especially in low- and middle-income countries, laboratory detection and diagnostic services are of variable quality (5, 6). Many countries struggled to meet the unprecedented challenges of the coronavirus disease (COVID-19), and equally, laboratory systems were not fully prepared to respond effectively. Several well-documented events (7–9), including the COVID-19 pandemic, have shown how a lack of robust laboratory systems can impede disease detection, control, and prevention efforts anywhere in the world. These circumstances highlight the importance of building sustainable national health laboratory systems, including strong linkages and cooperation among sectors using a One Health approach. Such systems require



laboratory leaders who can lead and manage laboratories under any circumstances, advocate successfully for appropriate laboratory diagnostics and build strong collaborative networks with relevant sectors at every level of the health system. The GLLP Partners are committed to their vision and mission.



*Vision: Laboratory leaders empowering National Laboratory Systems across the globe using a One Health approach to strengthen health security.*



*Mission: To provide laboratory professionals with the tools necessary to develop their laboratory leadership competencies and advance effective National Laboratory Systems for improved health security using a One Health approach.*

The GLLP Partners first developed the Laboratory Leadership Competency Framework (10), which outlines the essential competencies needed by laboratory leaders to build and direct sustainable National Laboratory Systems for disease detection, control and prevention in health systems. This framework can be used for developing the laboratory workforce, informing the development of laboratory leadership programmes and providing guidance on self-assessment (11). The framework provided the foundation for the development of the learning materials (the GLLP Learning Package) coordinated by a working group comprising representatives of each of the GLLP Founding Partners.

The didactic materials in the GLLP Learning Package are organized into four sections: Introduction to the GLLP; Laboratory Management; Laboratory Leadership; and Laboratory Systems. More than 150 contributors from the human, animal, and environmental health sectors participated in the development, revision and review of the GLLP Learning Package. The GLLP Learning Package is made up of guides and course modules that may be revised by the GLLP partners over time. To ensure continuous improvement of the programme and materials, implementers and those using the materials will be asked to provide feedback to the GLLP Partners during and after programme implementation.

## PROGRAMME OVERVIEW

The Global Laboratory Leadership Programme (GLLP) is a comprehensive workforce development initiative led by six partner organizations working across the human, animal, and environmental health sectors. Its purpose is to cultivate and support both emerging and established laboratory leaders who can build, strengthen, and sustain robust national laboratory systems.

The GLLP integrates didactic learning with mentorship, practical experience, and participation in a community of practice—an approach designed to enhance individual competencies while advancing laboratory systems strengthening.



*A GLLP programme is a nationally or regionally implemented programme that encompasses all GLLP competencies and components.*

*Note that partial use of GLLP components and competencies is allowed but should not be considered a GLLP programme.*

### GLLP Founding Partners

- Food and Agriculture Organization of the United Nations (FAO),
- World Health Organization (WHO)
- World Organisation for Animal Health (WOAH)
- European Centre for Disease Prevention and Control (ECDC)
- Centers for Disease Control and Prevention (CDC)
- Association of Public Health Laboratories (APHL)



## GLLP VALUES

The GLLP Partners have established a set of core values that guide all GLLP-based programmes. Any programme adapted to meet national or regional needs must uphold these foundational principles.

**One Health:** The Programme is designed to support multisectoral laboratory system building, and an inclusive One Health (12) approach to implementation is key to success. Multisectoral representation and involvement in governance of GLLP planning, development, implementation and evaluation should be sought as much as possible, as well as participation by multisectoral participants, instructors, and mentors.



**Ownership:** The countries are strongly encouraged to commit to workforce capacity development by incorporating GLLP programmes at the national level by using the GLLP didactic content and including all programme components, resulting in pre-service or in-service (continuing) education credit. Local institutions across sectors should be included in the earliest programme planning stages to ensure ownership, consider equivalence with national continuing education policy, and/or integration into the national curriculum.

**Sustainability:** Building on the values of a One Health approach and ownership, sustainability refers to the ability to maintain or enhance delivery of GLLP programmes over time. Implementing the GLLP requires collaboration and long-term commitment among numerous stakeholders to strengthen the workforce, support professional development, and promote opportunities for career advancement. To ensure continuity, technical and financial resources for the programme should be incorporated into national planning processes.

## PROGRAMME LEARNING OBJECTIVES

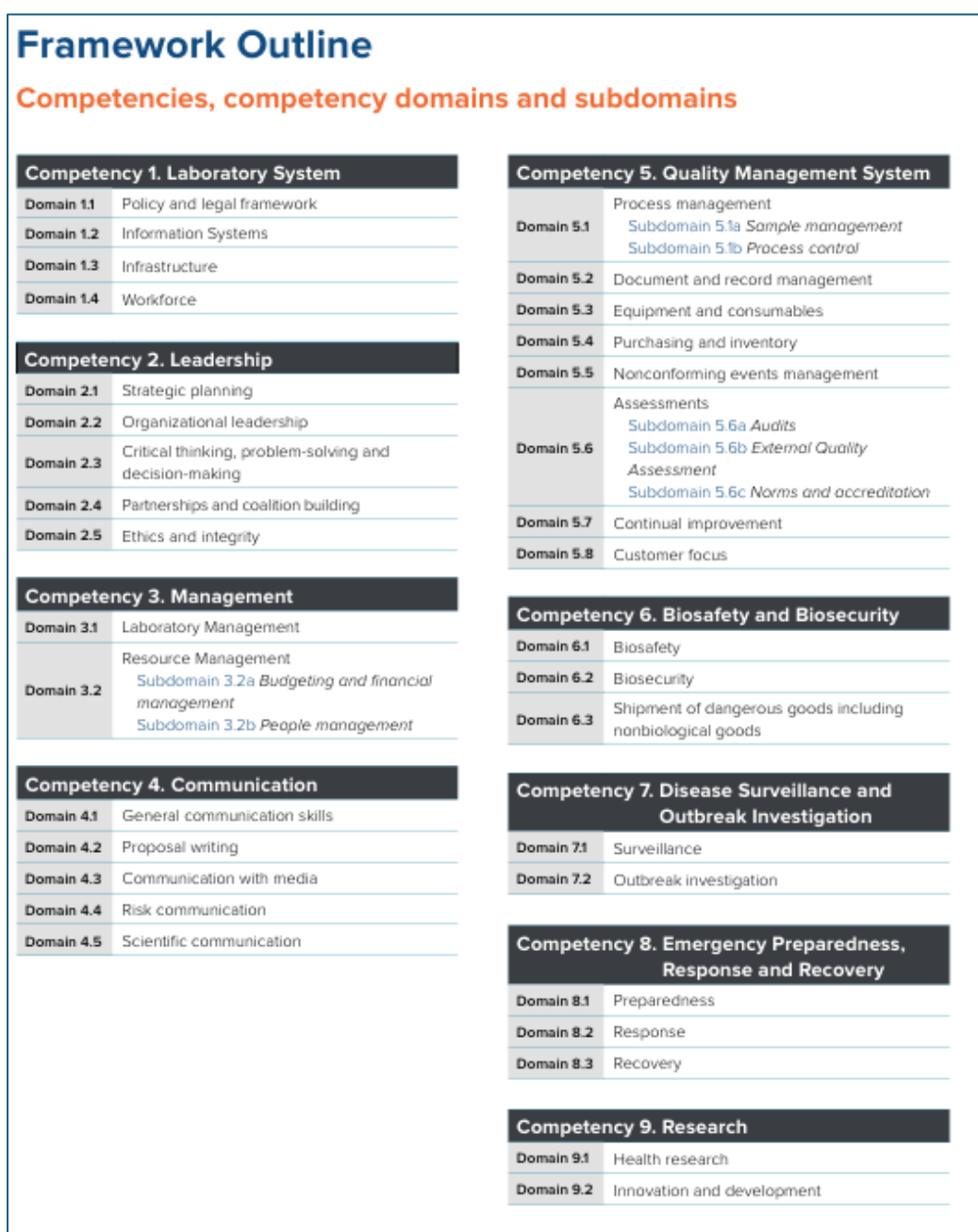
Upon completion of the programme, participants should be able to:

- 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

## PROGRAMME COMPETENCIES

The foundation of the programme is built on the [Laboratory Leadership Competency Framework](#) (10), which defines the nine core competencies that guide the GLLP curriculum. All didactic modules collectively address these competencies, which are further organized into domains, subdomains, and 170 interconnected areas of activity. The curriculum is structured to support participants in achieving the highest levels of proficiency outlined in the framework. Completion of the full GLLP requires participants to demonstrate competence across all nine areas.

Figure 1. Laboratory Leadership Competency Framework outline



## INTENDED AUDIENCE

The intended audience for the GLLP is current and emerging laboratory leaders, including mid- to upper-level career laboratory professionals, with a minimum of two years of managerial, leadership and decision-making experience related to laboratory services.

GLLP participants may include laboratory managers, supervisory laboratory scientists, laboratory directors and non-bench laboratory personnel in multidisciplinary, university, private and public sectors related to laboratory services. Multidisciplinary and multisectoral participant cohorts are strongly encouraged to support the integration of the One Health approach at all levels of national laboratory systems and to support the sustained development of communities of practice for laboratory leaders at the national, regional, and global levels.

## PROGRAMME COMPONENTS

The GLLP curriculum adopts a One Health approach, which emphasizes the interconnectedness of human, animal, and environmental health, to strengthen laboratory systems globally. The programme focuses on the development of essential management and leadership skills through a structured learning process. Participants engage in a series of training modules, practical exercises, and real-world applications to build their capabilities effectively. The culmination of the programme involves a Capstone project, where learners apply their acquired skills to address complex challenges within laboratory systems. This project-based component encourages innovative problem-solving and strategic thinking, ultimately fostering the development of comprehensive, resilient laboratory infrastructures. The curriculum's holistic approach ensures that participants are well-equipped to lead and manage laboratory operations efficiently, contributing to improved health outcomes and system sustainability. Overall, the GLLP programme aims to produce competent leaders capable of driving continuous improvement and innovation within laboratory environments, aligning with global health security objectives.

The programme consists of four components that are complementary to each other:

1. **Didactic sessions:** Modular content is provided for over 200 contact hours of interactive, didactic sessions for virtual, in-person or hybrid delivery. Self-paced eLearning modules are also available to supplement in-person or virtual sessions for some modules. Figure 2 outlines the didactic sessions.
2. **Mentorship:** Participants are paired with a mentor at the beginning of the programme. Mentorship sessions occur at regular intervals throughout the programme to support learning and professional development.
3. **Projects:** Small, mentored projects are designed and implemented between didactic sessions to support learning. At the end of the didactic portion, a Capstone Project is completed to reinforce learning and support national laboratory system building needs.
4. **Community building:** Activities take place within and between cohorts to facilitate network building and exchange within a community of practice that extends beyond the programme.

*For more guidance on the individual components, the GLLP Learning Package provides tools and materials to support each component.*

**Figure 2. GLLP Course sections, units, and modules**

<b>1. Introduction</b>		<b>3. Laboratory Leadership</b>	
1.A	Introduction to GLLP and Laboratory Systems	3.A	General Leadership
1.A.1	An Introduction to GLLP	3.A.1	General Leadership Skills
1.A.2	An Introduction to Laboratory Systems	3.A.2	Laboratory Policy and Strategic Planning
		3.A.3	Organizational Leadership
		3.A.4	Critical Thinking, Problem-Solving and Decision-Making
		3.A.5	Partnerships and Coalition Building
		3.A.6	Ethics in the Laboratory
		3.B	Communications
		3.B.1	General Communication Skills
		3.B.2	Proposal Writing
		3.B.3	Messaging and Media Relations
		3.B.4	Risk Communication
		3.B.5	Scientific Communication
		3.C	Research
		3.C.1	Research and Innovation
<b>2. Laboratory Management</b>		<b>4. Laboratory Systems</b>	
2.A	General Management Principles	4.A	Model Laboratory Systems
2.A.1	General Management Skills	4.A.1	Model Laboratory System Overview
2.A.2	Financial Management	4.B	Laboratory System Essentials
2.A.3	People Management	4.B.1	Policy and Legal Framework
2.A.4	Laboratory Information Systems	4.B.2	Infrastructure
2.B	Quality Management System	4.B.3	Workforce
2.B.1	Introduction to QMS for Laboratory Leaders	4.B.4	Information Systems
2.B.2	Quality Management – Policies, Processes and Documentation	4.B.5	Quality Management System
2.B.3	Laboratory Quality Standards	4.B.6	Biosafety and Biosecurity
2.B.4	QMS Accreditation	4.C	Case Study
2.B.5	Audits	4.C.1	Infectious Disease Case Study
2.B.6	Continual Quality Improvement	4.D	Laboratory System Development
2.B.7	Nonconforming Events Management	4.D.1	Moving Forward
2.B.8	Building Trust and Quality		
2.C	Safety		
2.C.1	Biosafety		
2.C.2	Biosecurity		
2.C.3	Shipment of Dangerous Goods		
2.D	Laboratory Role in Disease Surveillance		
2.D.1	Principles of Surveillance		
2.D.2	Outbreak Investigation		
2.E	Managing Emergencies		
2.E.1	Emergency Preparedness		
2.E.2	Emergency Response		
2.E.3	Emergency Recovery		

## GLLP IMPLEMENTATION

Implementation of the GLLP is a significant undertaking that requires participation from multisectoral collaborators with clearly defined functional roles. The following sections outline the roles and responsibilities and the stepwise process as described in the **GLLP Implementation Roadmap**. It is advisable to have a unique GLLP national entity coordinating GLLP implementation at national level, and to start implementation as a single programme in-country/within the same geographical scope rather than multiple programmes concurrently.



A One Health focus means the implementation and delivery of GLLP should be a multi-sectoral collaboration. Representatives of each sector should be engaged and involved in all stages of planning and implementation, as possible.

Country- or region-specific GLLP development should follow a stepwise process including:



### Pre-planning

- Express interest in GLLP
- Assess country readiness
- Create steering committee
- Designate National Entity
- Develop country Terms of Reference



### Planning and Development

- Convene all collaborators to establish the programme management structure
- Develop module delivery methods and schedule
- Select instructors and mentors
- Recruit and select participants
- Develop programme monitoring and evaluation framework



### Implementation

- Ensure programme administration and logistics
- Organize, conduct and deliver training of trainers and mentors
- Adapt learning materials
- Develop mentoring schedule and participant learning plan
- Delivery of didactic sessions and projects
- Implement Capstone projects
- Evaluate participant performance
- Build a community of practice



### Post-implementation

- Review and evaluate programme implementation
- Develop programme sustainability plan

## ROLES AND RESPONSIBILITIES

Each GLLP implementation may be structured differently based on existing systems and priorities. This section provides guidance on a recommended administrative structure for GLLP implementation; however, countries may not include every group as outlined below. If the geographic scope of the programme is regional/international, national roles listed below may be complemented or replaced by regional or international roles. Figure 3 provides an example of possible GLLP programme management structure including all groups discussed, however, management structure will be based on the country and maybe any configuration that fits the needs of the programme.

Annex A provides a RACI chart with an overview of tasks during all implementation phases. The chart can be filled in based on the organization of the actual programme management.

### National authorities

National authorities are expert authorities with responsibility for health issues at national level, including Ministry of Health, Ministry of Agriculture and Ministry of Environment.

### National collaborators

National collaborators are national health authorities specifically addressing laboratory strengthening and having an interest in laboratory workforce development. They include Ministry of Health, Ministry of Agriculture, Ministry of Environment, and academic/training institutions and organizations addressing laboratory strengthening. National collaborators will support the national entity throughout all phases of GLLP implementation. National collaborators may also be part of the steering committee.

Throughout the GLLP implementation phases, collaborators will:

- Act as programme advisors
- Provide technical support and potentially financial support

Additionally, regional and international collaborators may be involved in planning, implementation, monitoring, evaluation and improvement of the programme and act as programme advisors and provide technical and financial support. Regional/ international collaborators can also facilitate regional synergies, encouraging the sharing of best practices between participating countries.

### National entity

The national entity is the organization responsible for hosting GLLP and coordinating GLLP implementation. The national entity will have personnel involved in planning, implementation, monitoring, evaluation and improvement of the programme including staff responsible for managing and coordinating all phases of programme planning and implementation, administrative support (including logistics, communication), and a monitoring and evaluation (M&E) focal point. *A national entity may also serve as implementer. See implementer section below.*

Throughout the GLLP implementation phases, the national entity is responsible for:

- Coordinating overall with national (human, animal and environmental health, universities/academia etc.) and external (funding organizations, etc.) stakeholders, and communicating with GLLP Secretariat and GLLP Partners as needed
- Ensuring 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
- In coordination with implementer(s), providing support to instructors, mentors, and participants to ensure programme implementation
- Ensuring a supportive and respectful environment that encourages everyone's input
- Ensuring the monitoring, evaluation and selection activities described below are effectively carried out:

### M&E activities

The national entity should ideally include a national M&E focal point assigned to track progress of planning and programme implementation through a monitoring and evaluation framework. The M&E focal point role can be covered by the programme manager or any other member of the programme management team.

Throughout the GLLP implementation phases, the M&E focal point is responsible for:

- Dissemination and collection of M&E forms
- Analyzing M&E indicators and feedback
- Summarize and report data to the national entity and technical working group and any other stakeholders, as needed, for programme improvement

### Selection activities

The national entity will also decide to convene a selection committee. Members of the selection committee can come from the steering committee and/or the technical working group or be external to the GLLP administrative structure. The selection committee defines selection criteria and runs recruitment process to select, as needed, participants, instructors, and mentors. This committee is optional depending on the process for selection of participants, instructors, and mentors.

Depending on the process, the selection committee may be responsible for:

- Establish recruiting procedures and requirements
- Promote and solicit applications
- Define application criteria and review applications
- Develop interview process
- Select applicants for interviews and conduct interviews

### Steering committee

Steering committee are members of the national collaborators that are responsible for programme oversight. The representatives can come from the relevant Ministries, academic/training institutions, and organizations addressing laboratory strengthening representing human, animal and environmental health. The steering committee will provide support for decision making on programme planning, implementation, monitoring and evaluation. The steering committee may have members who also serve on other groups, such as the technical working group and the selection committee.

### Technical working group

The technical working group are members of the national collaborators that provide strategic support in programme content, planning, implementation, monitoring and evaluation. This group may be a subset of the steering committee and may report to the steering committee, national entity or the implementer depending on the governance structure of the programme. In some cases, the steering committee may also function as the technical working group.

### Implementer

Implementer is the entity responsible for implementing the GLLP including delivery of the content of the programme (all or most of the programme components). The national entity in some cases may also be the implementer. If different from the national entity, it can be a public or private entity, for example, a national institution nominated by the national entity.

Note: If outsourced to another organization (especially if international), sustainability and training of national experts should be planned in advance for subsequent GLLP cohorts.

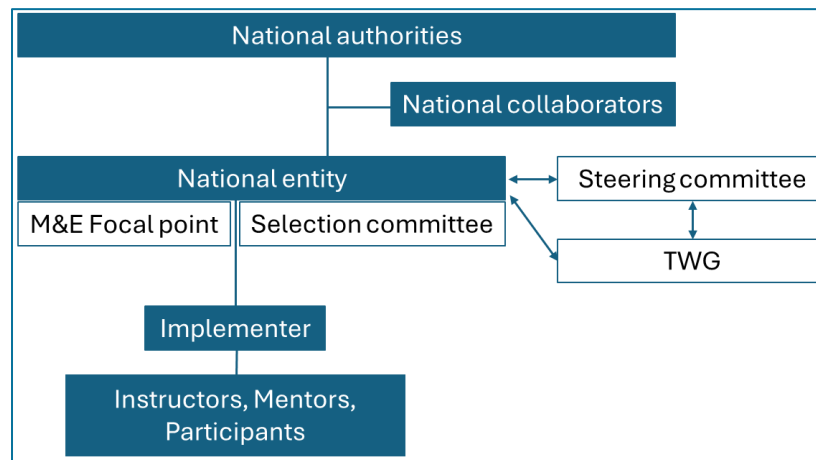
Throughout the GLLP implementation phases, the implementer is responsible for:

- Coordinating with the national entity to ensure implementation of all components of the programme according to the programme's terms of references (if implementer is external)



- Ensuring 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
- Coordinating work of instructors and mentors
- Ensuring supportive and respectful environment that encourages everyone's input

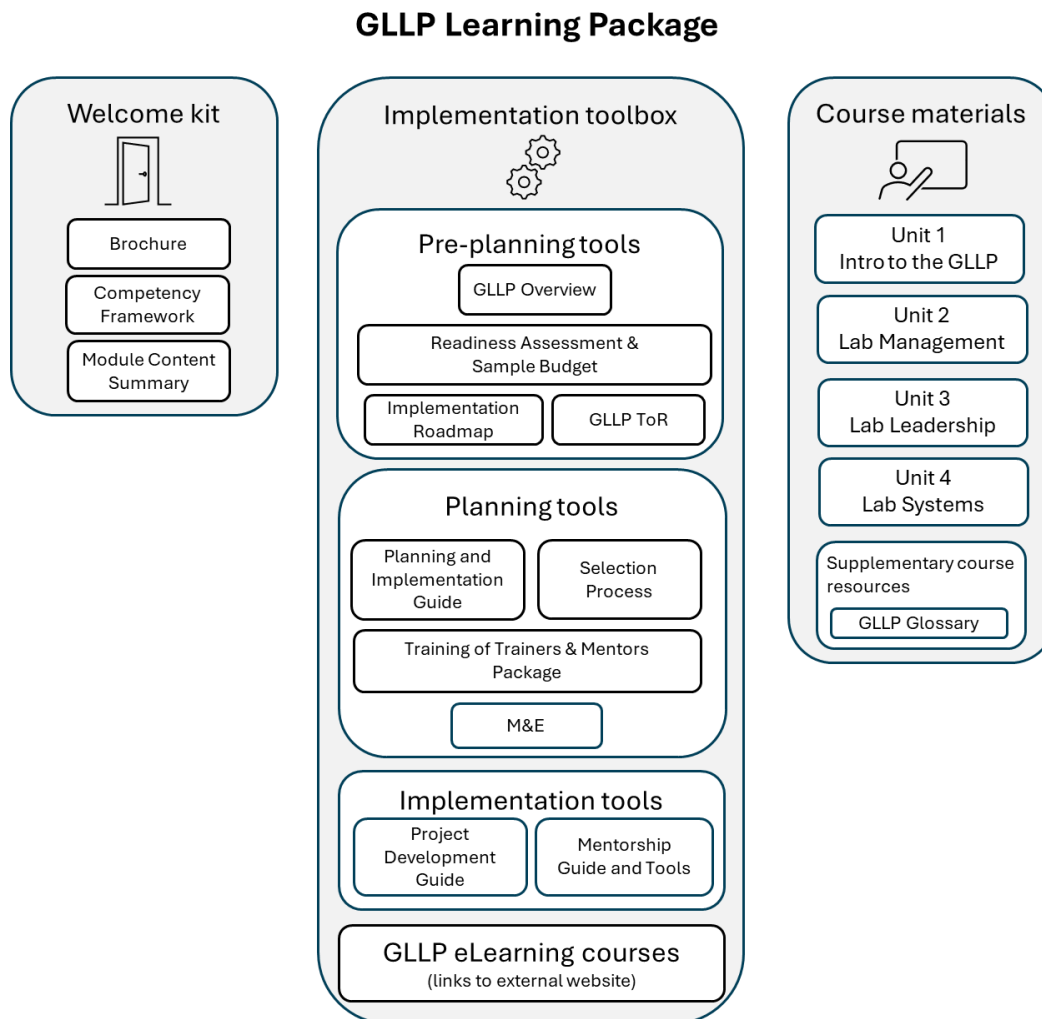
Figure 3. GLLP programme management structure example including all possible roles listed above.



## GLLP LEARNING PACKAGE

The **GLLP Learning Package** is hosted on the [WHO Health Security Learning Platform](#) and the [APHL Learning Center](#) with both platforms the identical materials necessary to implement a GLLP programme in any region, country or educational institution in the world. The Learning Package is broken down into a Welcome Kit, Implementation Toolbox, and Course Materials (Figure 4). The Welcome Kit includes an overview of GLLP and other resources about the programme. The Implementation Toolbox is broken down by implementation phase and provides tools and resources needed for full implementation. The Course Materials includes all materials needed for the didactic component.

Figure 4. Graphic of organization of tools and documents in the GLLP Learning Package.



### Implementation phases

The Learning Package provides tools and resources for implementers throughout the phases of implementation which can be found in the Implementation Toolbox. The tools and resources are provided as guidance and not meant to be prescriptive. GLLP implementers should use existing infrastructure and tools when available and can modify the steps and phases to meet their needs and resource availability.

The recommended implementation process is presented below and summarized in the **GLLP Implementation Roadmap** that serves as a comprehensive overview to help countries develop and sustain a national GLLP programme by outlining four key phases: pre-planning, planning and development, implementation, and post-implementation review. It describes critical steps across these phases, including readiness assessment, establishment of governance structures, development and adaptation of programme materials, selection of instructors, mentors, and participants, delivery of didactic and mentorship components, and development of capstone projects. The roadmap also references the tools and guidance documents to support countries. The remainder of this document expands on each of these phases and steps, providing detailed context and guidance, and sustainability considerations for institutionalizing the programme and ensuring long-term impact.

## 1 Pre-planning



The following tasks should be completed in the specified order to prepare for GLLP implementation. These tasks may be completed prior to the implementer being identified. Tools and templates for pre-planning can be found within the Implementation Toolbox.

### 1.1 Express interest in GLLP

A country or region interested in the GLLP programme should begin by reviewing the **GLLP brochure** and the Welcome Kit before communicating interest to the GLLP Partners using the email address [gllp@who.int](mailto:gllp@who.int). At the same time, the country or region should complete the readiness assessment.

### 1.2 Assess country readiness

The country or region will determine if it is ready to establish the programme using four criteria: evaluation of collaborator commitment (including identification and mapping of One Health national collaborators); availability of funding; availability of personnel and supporting infrastructure; risks and assumptions. The first step to start the country's readiness self-assessment is to convene stakeholders representing One Health and other relevant sectors (such as pre-existing national One Health working group or national laboratory working group, etc.). The self-assessment can be found in the **GLLP Readiness Assessment Guide**. Once the country has determined it is ready, the following steps should be taken prior to planning and development and implementation of the GLLP.

### 1.3 Create steering committee

The steering committee is a multidisciplinary and multisectoral group responsible for programme oversight. The roles and responsibilities of this committee are listed above in Roles and responsibilities section.

When creating the committee, the following aspects should also be defined:

- Assign co-chairs with representation from all sectors
- Roles and responsibilities should be established, defined and distributed across the One Health sectors
- Whether the committee will rely on external advice and/or a programme advisor with GLLP implementation experience will be engaged for counsel
- A meeting schedule

### 1.4 Designate national entity in charge of GLLP implementation

It is advisable to have a GLLP national entity coordinating GLLP implementation at the national level, and to start implementation as a single programme in-country or within the same geographical scope rather than multiple programmes running concurrently. The national entity will become accountable for programme implementation.

### 1.5 Develop country terms of reference (ToR)

The terms of reference (ToR) should be created that include the goal, expected results and operational and specific objectives of implementing the GLLP in the country. They are a description of the country programme and can serve as an agreement on implementation modalities (confirm implementer and transfer of knowledge/expertise to the national entity as appropriate, target audience, selection criteria, methods of

delivery, topics and arrangements to support capstone projects, etc.). There is a **GLLP Terms of Reference template and instructions** that may be used for drafting the programme's ToR.

## 2 Programme planning and development



Once a given country or region determines that it is prepared to establish a programme and a draft of ToR is made, the ToR will be operationalized and finalized during the programme planning and development. The following steps outline the planning and development phase of implementation.

### 2.1 Convene collaborators and establish the programme management structure

Ensuring that all competent authorities are involved as early as possible is critical for programme ownership and implementation of a One Health approach. The GLLP Partners have designed the learning materials and supporting documents for multisectoral implementation therefore, all sectors should be engaged equally throughout the planning and implementation.

Once the multisectoral collaborators have been identified and their commitment confirmed, the national entity should convene to plan and develop the programme to fit the needs of the country. During the initial meeting the ToR should be operationalized. Key programme management decisions – including processes, administrative arrangements, and budgeting – should be clearly defined and agreed upon.

The following should be addressed:

- Administrative structure for programme planning and implementation, including clearly defined roles and responsibilities across organizations and sectors
- Funding mechanisms for programme and comprehensive programme budget, if not developed already
- Continuing collaborations and new partnerships
- Programme communication and advocacy planning
- Programme sustainability should be considered throughout the planning process and a sustainability plan should be developed during a post-implementation review

### Development of processes

Processes should be developed to ensure that the operational components of the programme are clearly delineated and agreed upon. Such processes may require the development of formal and, if necessary, legal agreements, such as:

- Memoranda of Understanding
- Contracts
- Administrative procedures
- Human resources policies and practices
- Travel policies
- Reimbursement policies for expenses incurred on behalf of the programme
- Other standard operating procedures as required by the country-specific programme
- An outline, timetable, and comprehensive schedule for the planned educational programme.

### *Detailed budget*

To ensure sustainability, the national entity should develop a comprehensive and detailed budget laying out capital and operating costs over the lifespan of the programme, including direct and indirect costs. A **Sample Budget by GLLP Implementation Phase** is provided as a tool for the national entity (see Pre-planning tools).

### *Programme administration*

A plan to assure administrative and technical support guaranteeing the success of the programme should address:

- Administration support personnel
- Logistics for programme delivery (whether on-site or virtual)
- Decision to form a selection committee (See Selection process section below for discussion on selection committee)

### *Programme outreach and promotion*

Developing a process for marketing and advertising the programme can be important for recruiting the most qualified applicants. It is desirable for ministry, university, and other programme collaborators to follow a consistent and agreed-upon marketing and advertising process.

Some ideas for marketing a programme include:

- **GLLP Brochure** and **GLLP overview** (from the GLLP Learning Package) for informational purposes
- a website to host programme information
- meeting with directors and other staff of the agencies from which participants will be recruited (national, regional, and local public health agencies and laboratories across sectors, universities and research organizations) to engage their cooperation and support for the programme and their staff's participation in the programme
- attending public health, medical, veterinary, and other relevant conferences and meetings to speak with potential participants, mentors, instructors and supporters
- requesting sector-specific outreach by gatekeepers and champions in each sector
- posting information on websites, in journals relevant to potential participants, or through professional societies and associations
- enlisting academic partners for advertising and recruiting
- preparing press releases for the media

## **2.2 Develop module delivery methods and schedule**

The GLLP comprises modules organized into 13 units divided into 4 sections: Introduction, Laboratory Management, Laboratory Leadership and Laboratory Systems. The materials and programme design should be adapted to meet the specific needs of the implementing country or region. The GLLP Implementation Toolbox provides tools to assist in the planning and implementation of a programme. The following documents should be fully reviewed before making decisions on the programme schedule and delivery:

- **Laboratory Leadership Competency Framework**
- **GLLP Modules content summary**
- **Project Development Guide**

### *Develop module delivery schedule*

The GLLP is intended to be delivered in its entirety, however, countries may choose to add content or adapt content as needed for their context. When scheduling delivery of the modules, implementers should use the contact hours for each module as a guide for putting modules together into sessions. The current didactic content for in-person sessions is over 200 contact hours. This content can be broken up in different ways, for example, if a session is held over a 5-day period and each day is 6 hours of contact time, then the entire programme will need ~7 weeks to be delivered. These weeklong sessions can be held every other month or once a quarter, or at a cadence that meets country needs, keeping in mind participants will need time between sessions to complete projects. Implementers can use the **Module Content Summary** which provides contact hours for in-person delivery as a guide for creating sessions. Depending on delivery methods used, the total contact hours may change.

The didactic content of the modules was created to build on previously introduced concepts. However, the modules were developed to be flexible and programmes can choose the best order to deliver the modules, as needed to fit the schedules.

### *Programme method of delivery*

The GLLP is designed to be a flexible programme with multiple forms of delivery. The method(s) of delivery should be determined early on to enable instructors to familiarize themselves with the content and incorporate country-specific information and examples as needed.

Course materials are available for:

- in-person instructor led
- virtual instructor-led
- hybrid presentation
- self-paced eLearning\*

It is highly recommended that all the modules under the nine competencies are delivered in-person with pre-learning using eLearning materials where available. However, recognizing the logistics and cost implications, alternative modes of delivery, such as virtual instructor-led (VIL) and self-paced e-Learning\*, are proposed for some of the content. If eLearning is chosen as the method of delivery for some of the content, it is recommended to follow up with in-person review sessions. If planning the delivery of a large part of the programme content using virtual modalities, it is strongly recommended to have in-person sessions to focus on priority areas of didactic sessions, mentoring, small projects and capstone projects and to build interpersonal communication, rapport, and networking, reinforcing a multisectoral approach towards laboratory system strengthening.

*\*Some modules have been developed as self-paced eLearning modules by GLLP Partners. eLearning modules are meant to supplement in-person or virtual instructor-led sessions and can be used to reduce face-to-face lecture time. These modules are open access but may require registration to enroll. Please see the GLLP Learning Package for an updated list of eLearning offerings.*

### *Capstone project planning*

It is highly recommended that Capstone Project topics be aligned with national plans and priorities. Capstone project topics should be approved by the appropriate national authority (to be defined depending on context) to encourage utilization of the projects to advance national priorities. For more information on Capstone Projects see the **Project Development Guide** under Implementation tools in the Learning Package.

### *Programme completion and certification*

GLLP programmes are encouraged to offer formal recognition or certification for the programme that can be recognized at a national level.

When considering formal recognition of programme completion, address the following:

- Decision on certificate, diploma, or other recognition for completion of the programme
- Formation of partnership with an academic or training institution to accredit the programme nationally
- Process documentation of participant learning in the M&E process
- Criteria to award programme completion (ex. attendance, completion of projects, scores on knowledge assessments, etc.)

## 2.3 Select instructors and mentors

A programme will need to decide whether to establish a selection committee and decide how instructors, and mentors will be selected for the programme. A marketing campaign may be important to recruit qualified applicants, or other methods may be used to identify potential candidates. Screening and selecting applicants should be a methodical process.

### *Best practices when screening applicants*

- Design a systematic procedure to log applications as they are received and ensure that access to private information is secure and data are handled and stored in accordance with local privacy regulations.
- Record the date an application is received and keep a log to list the documents received for each applicant. A log will enable application reviewers to quickly scan and determine whether materials are complete and received on time.
- Screen all applications through a selection committee to ensure that all requirements are met. Only those applicants who meet all requirements should move on to the interview stage.
- Develop and maintain a checklist of the minimum criteria for admission/hiring for unsuccessful applicants seeking information about why their application was not accepted.

### *Interviewing applicants*

Applicants who pass the screening process should be invited to an interview. An interview panel made up of selection committee members should conduct all the interviews. A standardized questionnaire should be used for interviewing all applicants. Ideally, interviews should be conducted in person, but other electronic means, such as phone or video conferencing, could be used if necessary. All interviews should be documented, and documentation kept on file for future reference. Guides for interviewing are available under **Selection process** in the Implementation Toolbox.

### *Selection*

The selection committee (or interview panel) should have a standardized process to discuss, rank and select successful applicants for positions as instructors or mentors or for admission into the programme as a participant (see step 2.4 below). A few applicants should be identified for a waiting list in case any of the selected applicants are unable to commit to the programme. Although standards for selection should not be lowered, every attempt should be made to have representation from all three sectors among the successful applicants (human, animal and environmental health). A template for a selection checklist is available under **Selection process** in the Implementation Toolbox. Instructors and mentors recruitment criteria are also proposed in the **GLLP Terms of Reference instructions**.



### Notification

Those candidates who do not pass the screening process or who are not selected after interviews should be sent a brief letter thanking them for their application but informing them that they have not been selected.

Those candidates who are selected should be notified in writing and provided with the programme schedule so they can plan accordingly. Templates for communications during the selection process are available in the Implementation Toolbox.

### Roles and responsibilities of instructors and mentors

**Instructors** are experts recruited or identified to deliver the didactic component of the programme coming from human, animal and environmental health or other fields related to the modules/sessions they will be teaching.

**Mentors** are senior subject matter experts coming from human, animal and environmental health 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 the mentoring and projects components of the programme.

*In some instances, especially when resources and/or human resources are limited, instructors can also serve as mentors.*

### Responsibilities:

#### Attendance

- Attendance at training of trainers and mentors and other required activities according to country implementation plan
- Attendance at programme opening and graduation ceremony is highly recommended
- Mentors' attendance in didactic sessions is optional but strongly encouraged

#### Programme/session pre-work

##### Instructors

- Review and provide input on programme schedule and logistics
- 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
- Prepare agendas for all modules and assign order of modules
- Prepare for and deliver all adapted modules in the selected mode (online or on-site)

##### Mentors

- Review, revise and develop mentoring materials to support mentoring process

#### Throughout programme and during didactic sessions

##### Instructors

- Conduct pre- and post-tests for all modules (see **Training of Trainers & Mentors Package**)
- Maintain database of scores for attendance and pre- and post-tests and share with the implementer/national entity
- Facilitate collection of evaluation forms from participants, and share forms and pre- and post-test scores with the M&E focal point (-s)
- Provide regular constructive feedback to participants
- Ensure supportive and respectful environment that encourages everyone's input

*Mentors* (refer to the **Mentorship Guide** for details)

- Agree with their mentee(s) on mentoring goals and schedule, including key milestones and day, time, and frequency for meetings
- Support mentee(s) in developing and updating a work plan that includes leadership self-assessment, laboratory sector questionnaire, mentoring plan and schedule, individual and/or small group projects plan, capstone project plan, summary of activities, accomplishments, challenges, and mentor recommendations
- Support mentee(s) in defining personal development and career development objectives
- Provide guidance, advice, and expertise to the mentee to help them advance their careers, enhance their education and skills, and build their networks
- Support mentee(s) to define capstone project scope based on national context and priorities
- Provide guidance, advice, and expertise to the mentee(s) on capstone project development and implementation
- Conduct regular meetings with mentee(s) to work on professional development and capstone projects (in person, email, telephone, and other modalities)
- Provide regular constructive feedback to the mentee(s)
- Ensure supportive and respectful environment for mentee(s) to be able to share their challenges, successes and ideas
- Ensure confidentiality of all the information regarding mentee(s)
- Facilitate collection of evaluation forms from participants, and share them with the M&E focal point (-s)

The selection of qualified instructors and mentors for the GLLP is essential and the process should be very rigorous and competitive. The process for recruitment and selection should be well defined and implemented as described in the finalized Terms of Reference document. Required or recommended qualifications may include education, professional experience, and skill sets.

During the interview process, instructor candidates can be evaluated based on presentation skills, knowledge of laboratory systems, teaching style, organizational skills, and technical skills. Mentor candidates can be evaluated based on motivation and commitment, understanding of mentoring relationships, communication and organizational skills.

Other considerations when selecting instructors and mentors:

- Compensation for the instructors and/or mentors
- Language proficiency
- Over time and multiple cohorts, evaluations of mentors and instructors should be considered

Tools for instructor and mentor selection can be found in the Implementation Toolbox under Planning tools **Selection Process**.

## 2.4 Recruit and select participants

The process for participant recruitment and selection needs to be formal, fair, inclusive, and representative of the diversity of the various health sectors. Please refer to the previous section (step 2.3) for considerations regarding best practices when recruiting, screening, interviewing, selecting and notifying applicants. Additionally, the following should be considered when selecting participants.

### *Size of the class*

GLLP course materials were developed for a class size of 12–20 participants. However, some cohorts may have fewer than 12 participants.

The following factors should be considered when determining the size of the class:

- Availability of qualified mentors (see **GLLP Mentorship Guide**)
- Funding availability
- Size of qualified applicant pool
- Supervision, mentoring capacity and support to participants
- Resource limitations (training space, technology available)
- Availability of advanced career opportunities for programme graduates

### *Qualifications of participants*

The qualifications of participants entering the programme will be determined by the implementing country or region. The following are minimum recommended qualifications for entry into a programme:

- Mid- to upper-level career laboratory professionals
- Minimum of two years of managerial and decision-making experience in laboratory programmes
- Optionally, an educational requirement (such as Master's degree or PhD in a particular field) may be considered by individual programmes

Programmes should encourage and fully consider all applications from candidates who meet the eligibility and selection criteria, with no distinction on the grounds of age, gender, race, sexual orientation, or political, philosophical, or religious convictions, and regardless of disabilities, while striving to provide equitable access and promote representativeness in leadership and management positions in the laboratory system.

GLLP participants may include current or emerging laboratory managers, supervisory laboratory scientists, laboratory directors and non-bench laboratory personnel in multidisciplinary, university, private and public sectors related to laboratory services. Multidisciplinary and multisectoral cohorts are key to a successful programme, as the programme was conceived and developed using a One Health approach.

Programme participants may be selected based on assessments of their likelihood and motivation towards pursuing leadership roles in the laboratory system, relevance of previous work experience, or other traits and qualifications.

### *Participant application process*

The recommended participant application process involves solicitation and selection through an open application process. Implementing countries or regions may select their own application process that ensures that participants have the appropriate qualifications and motivation to complete the full programme. The recruitment and selection processes should be clearly communicated in a timely manner to all prospective participants to ensure fairness.

The application process should ensure enough time to announce the programme, distribute and receive applications, select applicants, and inform the applicants of the decisions. This may require several months, so early planning is encouraged.

An application form and specific instructions should be developed and distributed to all applicants. A standardized form will ensure that all applicants submit the same type of information and can be judged equally based on the same criteria. It may be helpful for the application forms to be available on a website so that applicants can print the forms themselves.

Application forms should include a programme description, criteria for acceptance (qualifications required) and documents needed for application, such as:

- Curriculum vitae or resume (recommend limiting number of pages applicants can provide)
- Reference letters (indicate how many and from what types of people)

- Personal statement (define length; suggest that applicants state what experiences have led them to want to pursue a leadership role in the laboratory and what motivates them)
- Transcripts from all educational institutions attended
- Proof of professional licensure and degrees
- Name and contact information to receive additional information or submit questions

Tools for implementers to use for participant selection can be found in the Implementation Toolbox under Planning tools **Selection Process**.

## 2.5 Develop programme monitoring and evaluation framework

Monitoring and evaluation (M&E) of the programme should be in place prior to the first didactic sessions, and ideally prior to training the trainers and mentors so that tools and processes can be presented to instructors and mentors as needed. Countries can apply pre-existing M&E frameworks to their programme. Alternatively, or in complement, an M&E framework has been developed by the GLLP Partners, based on the Kirkpatrick model.

The Kirkpatrick model (13) is a globally recognized method for evaluating the results of training and learning programmes. It builds on four levels of evaluation, in the context of GLLP:

**Level 1:** covers the participants', instructors' and mentors' reactions or satisfaction.

**Level 2:** covers the participants' learning or increase of knowledge. This is more specifically covered in Step 3.7.

**Level 3:** covers transfer or application of new knowledge and skills.

**Level 4:** covers results and impact on the participants and the laboratory system.

The GLLP M&E framework builds on the core values of GLLP – One Health, ownership, and sustainability, and the four GLLP components – didactic component, small and capstone projects, mentorship, and community of practice. If the programme uses another M&E framework, it is important to adapt the chosen framework to monitor and evaluate all programme components and values (i.e. make sure to include questions on mentorship in evaluation forms, etc.).

Monitoring and evaluation activities are to be conducted throughout the programme, using a combination of methodologies and tools, to:

- 1) track programme implementation progress and performance
- 2) inform continuous improvement of the programme
- 3) evaluate the outcomes and impact of the programme.

They should cover all groups involved in the programme (participants, instructors, mentors, others as needed).

The following tools are available in the Implementation Toolbox and are further described in **Description of M&E tools** also in the Toolbox:

### What is M&E?

**Monitoring** - a *continuing* function that aims primarily to provide the management and main stakeholders of an *ongoing intervention* with *early indications* of progress, or lack thereof, in the achievement of results (*outputs*).

**Evaluation** - a selective exercise that attempts to systematically and objectively assess progress towards and the achievement of an *outcome*.

From: [UNDP Handbook for Monitoring and Evaluation for Results - EO.pdf](#)

### *Participant evaluation forms*

- Participant module evaluation form to assess the content of the module and learning materials as well as instructors (collected following each module)
- 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). Note: A session is a scheduled block of didactic time within the programme duration designed to deliver one or more modules (e.g., one week to deliver 4 modules at once is one session).
- Mentee midway mentoring evaluation form to assess mentoring support for professional development, and small projects; mentor-mentee relationships; and self-reflection on own work (collected in the middle of the programme). Note: “Middle” is defined as either the half of the overall programme duration (e.g. after 1 year if the overall programme covering all components is scheduled for 2 years), or towards the end of the didactic component (noting that implementation and completion of capstone projects would be next).
- Mentee final 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 final mentoring session)
- Participant final evaluation form – Didactic component to assess the overall learning package (collected at the end of didactic component)
- Participant final evaluation form – Projects and learning outcomes to assess programme delivery and small and capstone projects component and to measure learning outcomes (collected after capstone project defense)
- Participant follow-up form to assess programme outcomes for participants, e.g. on-the-job application of competencies and career advancement (collected at least 6 months after the programme completion)

### *Instructor evaluation forms*

- Instructor module evaluation form to assess the content of the module and learning materials (collected following each module)
- 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)
- Instructor final evaluation form to assess the overall didactic component (collected at the end of the didactic component).

### *Mentor evaluation forms*

- Mentor midway mentoring evaluation form to assess organization, infrastructure, logistics; communication from the implementer; length/format of the mentoring component; mentor-mentee relationships; and content of the learning package pertaining to mentoring (collected in the middle of the programme)
- Mentor final mentoring evaluation form to assess organization, infrastructure, logistics; communication from the implementer; length/format of the mentoring component; mentor-mentee relationships; self-reflection on own work; and the overall mentorship component (collected after final mentoring session)

### *Iteration data management tool*

This tool helps to compile and analyze all the data related to the iteration. It also proposes and describes a set of M&E indicators (14) covering all four programme components and values (One Health, ownership, sustainability). The indicators are presented in 3 groups: 1) to monitor implementation progress and performance, 2) to evaluate implementation outcomes (participants' learning, career progression, impact on workplace and on national laboratory system), and 3) to inform programme continuous development and improvement (learning package and implementation modalities). Note: Programmes may choose to track all indicators or a subset of indicators.

Considering the extent of data to be collected about the programme, it is recommended to appoint one or more M&E focal points. The M&E focal point will collect, compile, analyze, summarize and report all the data above to the national entity, the technical working group and the steering committee, as appropriate based on the programme administrative structure. Based on the analysis, lessons learned and opportunities for programme improvement can be identified and implemented depending on feasibility and available resources. Data should be collected, analyzed and reported regularly during (frequency to be defined, at least once every two months is a good practice) and at the end of the iteration. Original documents (e.g. filled-in evaluation forms) should be archived (i.e. all physical copies to be scanned and physical copies archived; electronic copies to be archived).

### ***Voluntary reporting to GLLP Partners***

In order to continuously improve the GLLP Learning Package and implementation guidance as well as to collect general information on programme implementation in countries and regions, the GLLP Partners have a voluntary reporting process to gather data and feedback on GLLP implementation.

Country or regional programmes are invited to report progress at four different points in time:

- at the beginning of the iteration (using the 'initial reporting form'),
- in the middle of the iteration (using 'mid-programme reporting form', middle being defined as either the half of the iteration duration or towards the end of the didactic component),
- at the end of the iteration (using the 'final reporting form'), and
- six to nine months after the end of the iteration (using the 'follow-up reporting form').

Reporting forms are integrated into the GLLP iteration data management tool, where most of the fields in the reporting forms are automatically fed from other tabs in the tool to ease data collection and reporting. The reporting forms and recommendations for reporting are also available as separate documents in the Implementation Toolbox.

### 3 Programme implementation



This section supports programme implementation, from administration and logistics to monitoring participant progress. The GLLP Implementation Toolbox also includes tools to assist throughout the implementation process.

#### 3.1 Ensure programme administration and logistics

A single point of contact should be responsible for the administrative and logistics of programme delivery. The point of contact should coordinate between the programme collaborators to ensure programme implementation. If more than one person performs the tasks, communication between all persons involved will be very important, and responsibility for tasks must be clearly defined.

##### *Funding*

The budget for one full iteration should be estimated during planning but can be distributed in line with the country's annual programme budgeting cycles. The budget allocation assigned during programme planning should be monitored during programme implementation to ensure adherence and adequate funding for the duration of the programme. All financial transactions should be clearly and fully accounted for and documented in order to ensure complete transparency.

##### *Logistics of programme sessions*

Organizing and managing programme sessions will involve time and many details. Tasks should be clearly defined and assigned, and deadlines established. Some key tasks are listed below. The timing of each task may vary depending on the location of the training and resources available.

##### *Securing classroom site (if face-to-face or hybrid model)*

Plan early to ensure availability of classroom space for all sessions. Be sure to enquire about the availability of a reliable internet connection and verify the associated costs. If renting a space, be sure to have and retain a written agreement for the rental and ensure it outlines the amenities included, such as audiovisual equipment (microphone, projector, Wi-Fi access, restroom access, etc.). Consult with instructors to determine the best physical setup for the classroom. During the programme sessions, all instructors should be provided with the administrative and logistics focal point contact information in case any issues arise.

##### *Technological resources*

In addition, all technological requirements for the programme must be available. Technology needs will differ based on the model of programme implementation, including if instruction is held in-person or virtually. At a minimum, the following technical needs should be considered for participants, instructors, and mentors:

- computers
- reliable internet
- shared drives, etc., for programme documents
- video projectors, cameras, and other audiovisual equipment

A learning management system (LMS) is recommended to assist in resource dissemination to participants and for tracking student evaluation metrics. An LMS is a centralized software platform designed to manage, deliver, and monitor learning and training programs. It acts as a digital classroom or training hub, allowing instructors or administrators to upload modules, assignments, multimedia content, and assessments, while learners can access materials, and complete pre-and post- tests and evaluations digitally. LMS platforms can support both online and blended learning. LMS can be paid (e.g., Canvas or Blackboard) or free (e.g., Moodle).



Google Classroom). If partnering with an academic institution, the institution may subscribe to an LMS that can be used by the programme.

### 3.2 Organize, conduct, and deliver training of trainers and mentors

All potential GLLP instructors and mentors should participate in a Training of Trainers and/or Training of Mentors (TOT/TOM) prior to the start of the programme. A **TOT&M package** is available for implementers in the Implementation Toolbox under Planning Tools. Implementers should allow time (maybe several months) prior to the start of the GLLP programme to recruit and train instructors and mentors.

The goal of the GLLP TOT&M is to provide trainers and mentors with the knowledge, skills and tools that will enable them to provide effective instruction and mentorship for the GLLP. In addition, the GLLP TOT&M intends to create a pool of qualified national and/or regional instructors and mentors for the GLLP programme.

The comprehensive GLLP TOT&M package includes a TOT&M implementation guide, resources for participants (future instructors and mentors), didactic materials (virtual learning and in-person delivery), evaluation tools and supporting documents. Self-paced eLearning courses are also available for TOT&M didactic sessions. Links to the courses can be found in the Implementation toolbox. These courses are open access and can be taken by anyone.

In addition, the GLLP **Mentorship Guide and tools** are available for mentors in the Implementation Toolbox under Implementation Tools.

### 3.3 Adapt learning materials

All programme content should be reviewed and adapted, including translation, where needed to the learning objectives and country/regional context. The GLLP is intended to be delivered in its entirety, however, countries may choose to add content or adapt content as needed for their context. Review and adaptation can be done separately, module by module, or collectively in a workshop or meeting format to ensure that the programme content flows smoothly and cohesively and the modules and exercises are compatible. It is strongly advised that instructors take part as reviewers and that all reviewers be subject matter experts in the area(s) of the modules they are tasked with reviewing. Practicing content adaptation is part of the GLLP TOT&M curriculum.

Adaptation of content can take different forms:

- Required editing/complementing/updating of content based on existing learning objectives, e.g. integrating country or region-specific examples, pictures, references, activities - the minimum to be done is indicated in the instructor guides, in the generic slides of the PPT presentations (placeholder slides or notes to instructors) and in the **Didactic sessions prework** summary (part of the TOT&M package).
- Optional editing/complementing/updating of content based on existing learning objectives, integrating country or region-specific information same as above even if it is not specifically mentioned in the guidance to instructors.
- If instructors/implementers feel learning objectives should be edited, added or removed based on audience knowledge and experience, content and learning assessment should be edited to reflect the new learning objectives. This determination is made by the national entity in charge, based on the target audience and the programme's objectives. If learning objectives are altered, competency mapping should also be performed to understand what competencies are impacted and make sure they are still addressed in the programme so that it is considered a GLLP Programme. Note that learning objectives and content in different modules build upon each other, hence editing learning objectives and content in a module may impact other modules.

- If instructors/implementers add new topics, please inform the audience that these are not part of the GLLP generic package and, if possible, inform the GLLP Partners so that the topics may be considered for integration in the generic package.
- If translation is required, adequate time should be allowed based on the quantity of materials that may need translation

### 3.4 Develop mentoring schedule and participant learning plan

The mentorship component of the GLLP is designed to be implemented throughout the duration of the programme. Mentors and mentees are encouraged to develop a mentoring schedule for programming and monitoring of mentoring activities. They can use the resources in the **Mentorship Guide and tools** available in the GLLP Implementation Toolbox.

Each participant should develop a learning plan during initiation of the mentoring relationship and early in the delivery of the didactic component of the programme. The plan will likely need to be updated throughout the programme as projects are assigned. Participants should meet regularly with their mentors to review their learning plan and progress made. The learning plan should include a list of learning goals and objectives. Ideally, the learning plan would be an online document shared by both the participant and mentor through a shared application such as Google Drive, SharePoint, or Microsoft Teams for ease of use. However, a simple paper document could work just as well and could be reviewed during mentorship meetings.

Other mentoring tools include:

- Laboratory Leadership Competency Framework self-assessment eTool
- Laboratory sector questionnaire (available in module 1.A.2 of the GLLP Learning Package).
- Mentoring plan and schedule (please refer to the Mentoring agreement template, available in the GLLP Implementation Toolbox).
- Individual and/or group projects (please refer to the **Project Development Guide**, in the Implementation Toolbox, for project examples and guidelines).
- Capstone project plan and schedule (please refer to the **Project Development Guide**, available in the GLLP Implementation Toolbox).

### 3.5 Delivery of didactic sessions and projects

The didactic sessions will be delivered according to the programme Terms of Reference. Any changes to how sessions are delivered or when they are delivered should be clearly communicated to instructors, participants and mentors as soon as possible.

#### *Participant projects*

Participants will work with instructors and mentors to develop and implement projects that reinforce their learning and advance and support their laboratory and laboratory system. Project topics will vary depending on the specific needs of the country of implementation. During the delivery of the programme, participants will be encouraged to develop two types of projects: small projects and a Capstone project. Examples of project topics and considerations for project planning and implementation are available in the **Project Development Guide**. This guide is meant to support participants, instructors and mentors in identifying, planning, and monitoring the small-on-the-job and GLLP Capstone projects. The document provides a set of tools and guides used at each stage of project development and implementation.

#### *Capstone project approval*

The Capstone project will reinforce participants' learning and support laboratory system building. Topics for Capstone projects can be developed or confirmed during the final week-long Laboratory Systems section of the programme. Consideration of national laboratory policy and strategic plan if existing, should help to define project topics. Participants should be given ample time to develop and implement this larger scale

project. Approval of Capstone project topics should be by senior leadership and/or by the appropriate national authority (to be defined depending on context) to encourage utilization of the projects to advance national priorities.. See **Project Development Guide** for templates and guidance on Capstone projects.

### 3.6 Implement Capstone projects

It is recommended that participants be allowed approximately a six-month period for Capstone project development and implementation; however, individual programmes may determine an alternative timeframe based on local context. Capstone project topics should be developed, reviewed, and approved during, or shortly after, completion of the Laboratory Systems section of the didactic component to ensure alignment with programme learning and national priorities.

Participants should follow a structured project plan with defined objectives, milestones, and a timeline to support completion within the allotted period. Mentors should be available throughout the Capstone project period to provide guidance and support. Project deliverables—such as a written report and/or oral presentation—should be assessed using programme-specific criteria communicated in advance. See **Project Development Guide** for guidance on Capstone project implementation.

### 3.7 Evaluate participant performance

Using the Kirkpatrick model (13), implementers should monitor and evaluate participants' experience and performance, and programme impact on the participants and laboratory system. This paragraph is dedicated to evaluation of the participants' performance. Step 2.5 covers overall programme monitoring and evaluation.

Programmes may evaluate participant performance based on:

- Session attendance
- Learning acquisition for each delivered module
- Review and evaluation of small and Capstone projects
- Mentors' and instructors' observations

Tools for participants' learning assessment including pre-post tests and answer key are provided in the **Training of Trainers & Mentors Package** (pre-/post-tests to assess knowledge increase for each participant), and in the **Project Development Guide** (template for project scoring).

The criteria to evaluate participants' performance and thus to award programme completion should be clearly communicated to the participants prior to the start of the didactic component. The mentors and instructors should also be informed.

### Build a community of practice

A Community of Practice (CoP) is a group of individuals who share a common professional interest and who interact regularly to exchange knowledge, strengthen skills, and improve practice through collective learning. In the context of the GLLP, the CoP at the country programme level should bring together current participants, alumni, mentors, instructors, and other laboratory leaders across human, animal, and environmental health sectors to support ongoing leadership development and laboratory systems strengthening.

The country GLLP Community of Practice provides a sustained mechanism for sharing best practices, enhancing multisectoral communication, and facilitating peer-to-peer learning beyond the formal didactic and mentoring components of the programme. A well-functioning CoP strengthens collaboration across One Health sectors, supports continued mentorship and leadership activities—including mentoring of new

participants—and contributes to programme sustainability by maintaining alumni engagement and building a network of experienced leaders. Over time, connections with GLLP cohorts in other countries or regions may further enhance learning, collaboration, and alignment with regional and global laboratory leadership initiatives.

Establishing a GLLP Community of Practice does not require complex infrastructure but benefits from intentional planning and a clear purpose. Programmes should define the scope and objectives of the CoP (e.g., leadership development, peer learning, mentorship, or problem-solving) and identify its intended membership, which may include participants, alumni, mentors, and instructors. A focal point or small coordinating group should be designated to facilitate engagement and maintain momentum. Communication platforms should be selected based on accessibility and sustainability within the national context and may include electronic communication and collaboration tools such as WhatsApp, Microsoft Teams, Slack, etc. Establishing simple norms for participation and planning regular activities—such as discussions, peer consultations, or resource sharing—can help ensure ongoing engagement.

## 4 Post-implementation



After completion of each programme iteration (i.e. one cycle of the programme resulting in one cohort of participants being trained), successes, challenges and lessons learnt should be reviewed and plans for programme continuation should be envisaged.

The national entity and M&E focal point play a critical role during post-implementation, as most of the activities are meant to be coordinated and/or developed by them, based on programme review,

### 4.1 Review and evaluate programme implementation

An evaluation of the impact of implementing GLLP in the country/region should be performed using the data collected during the pre-planning, planning and implementation phases of the programme iteration, based on expected results (defined in the Terms of Reference) and programme indicators. Successes, challenges, and lessons learnt throughout the iteration should be reviewed, considered and used to improve the programme for future iterations.

As part of the evaluation of long-term outcomes, participant career advancement and contribution to development of the national laboratory system, participants should be contacted following the completion of the programme (a minimum of 6 months after completion is recommended). A follow-up form template for participants is part of the M&E tools.

The Community or Communities of Practice created for the iteration or across iterations (refer to step 3.8) can also be leveraged to get feedback and advice from GLLP participants and GLLP alumni, to keep assessing programme outcomes and

impact on the national laboratory system over time.

### 4.2 Develop programme sustainability plan

A sustainability plan needs to be created to ensure that the programme can sustain itself over the long term by addressing the following:

- The length of time the programme will be needed to support laboratory leadership development (critical mass of laboratory professionals becoming leaders)

- Resources – financial, human and logistical - available to sustain the programme throughout its entire lifespan
- Oversight for programme growth over its lifespan by the appropriate authority or governing body
- Integration of the programme by human resources and laboratory departments to help promote the development of career paths within the national laboratory system

Regarding participants who have completed the programme:

- A defined career path established for graduates upon completion of the programme, and how programme completion can support career advancement
- A mechanism for maintaining a Community of Practice (CoP) that keeps cohorts and participants connected to support ongoing professional growth and laboratory systems development
- Housing of the programme within an institution capable of offering continuous education opportunities and education credits

To ensure sustainability, the national entity responsible for implementation should:

- Develop a comprehensive and detailed budget
- Evaluate availability of long-term resources – financial, human and logistical - including resource mobilization (internal and external).
- Develop a programme national recognition process that addresses appropriate credentialization of participants if not already available
- Promote the creation of a pool of available qualified instructors and mentors
- Develop a mechanism for maintaining the CoP

## REFERENCES

1. Saraswathy Subramaniam TS, Thayan R, Yusof MA, Suppiah J, Abd Rashid TGT, Zawawi ZM, et al. Sharing experiences from a reference laboratory in the public health response for Ebola viral disease, MERS-CoV and H7N9 influenza virus investigations. Asian Pac J Trop Med. 2016;9:201–3. doi:10.1016/j.apjtm.2016.01.016.
2. Stopping avian influenza in Togo [website]. Rome: Food and Agriculture Organization of the United Nations (<https://web.archive.org/web/20250416083143/https://www.fao.org/in-action/stopping-avian-influenza-togo/en/> ).
3. United Nations System Influenza Coordinator, World Bank. Responses to avian influenza and state pandemic readiness: fourth global progress report. Washington (DC): World Bank; 2008 (<https://documents.worldbank.org/en/publication/documents-reports/documentdetail/450961468163460925/fourth-global-progress-report>).
4. Veterinary laboratory support to the public health response to COVID-19: testing of human diagnostic specimens in veterinary laboratories. Paris: World Organisation for Animal Health; 2020 (<https://www.woah.org/app/uploads/2021/12/a-guidance-for-animal-health-laboratories-1april2020.pdf> , accessed 26 October 2022).
5. Albetkova A, Isadore J, Ridderhof J, Ned-Sykes R, Maryogo-Robinson L, Blank E, et al. Critical gaps in laboratory leadership to meet global health security goals. Bull World Health Organ. 2017;95:547–547A. doi:10.2471/BLT.17.195883.
6. Indicators. In: The Global Health Observatory [database]. Geneva: World Health Organization (<https://www.who.int/data/gho/data/indicators> , accessed 28 October 2022).

7. Goodfellow I, Reusken C, Koopmans M. Laboratory support during and after the Ebola virus endgame: towards a sustained laboratory infrastructure. *Euro Surveill.* 2015;20:21074. doi:10.2807/1560-7917.ES2015.20.12.21074.
8. Petti CA, Polage CR, Quinn TC, Ronald AR, Sande MA. Laboratory medicine in Africa: a barrier to effective health care. *Clin Infect Dis.* 2006;42:377–82. doi:10.1086/499363.
9. Bender JB, Hueston W, Osterholm M. Recent animal disease outbreaks and their impact on human population. *J Agromedicine.* 2006;11:5–15. doi:10.1300/J096v11n01\_02.
10. Laboratory leadership competency framework. Geneva: World Health Organization; 2019 (<https://apps.who.int/iris/handle/10665/311445> , accessed 14 October 2022).
11. Albetkova A, Chaignat E, Gasquet G, Heilmann M, Isadore J, Jasir A, et al. A competency framework for developing global laboratory leaders. *Front Public Health.* 2019;7: 199. doi:10/3389/fpubh.2019.00199.
12. Joint tripartite and UNEP statement on definition of “One Health” [website]. Nairobi: United Nations Environment Programme (<https://www.unep.org/news-and-stories/statements/joint-tripartite-and-unep-statement-definition-one-health>, accessed 10 March 2026).
13. Kirkpatrick DL. Evaluating training programs: the four levels. San Francisco: Berrett-Koehler Publishers; 1998.
14. Ohkubo S, Sullivan TM, Harland SV, Timmons BK, Strachan M. Guide to monitoring and evaluating knowledge management in global health programs. Baltimore: Center for Communication Programs, Johns Hopkins Bloomberg School of Public Health; 2013 <https://kmtraining.org/wp-content/uploads/2022/06/supplement-guide-monitoring-evaluation-knowledge-managment.pdf> , accessed 28 October 2022).



## ANNEX A. RACI table template for GLLP implementation

This RACI chart is a management tool used to clearly define roles and responsibilities for tasks associated with GLLP implementation. Before completing the chart, review the ***GLLP Implementation Roadmap***, which outlines which individuals or entities should be involved in each task. Use your programme's management structure to review the tasks in the template and assign roles accordingly.

### Role Definitions

- **Responsible (R):** The individual or entity responsible for executing the task and completing the work.
- **Accountable (A):** The individual or entity who is ultimately answerable for the successful completion of the task. This person ensures that responsibilities are clearly assigned and that the work meets required standards. Each task must have only one Accountable party.
- **Consulted (C):** Individuals or entity whose expertise is sought during task execution. These stakeholders provide input or guidance that may influence the outcome.
- **Informed (I):** Individuals or entity who must be kept updated on the progress, outcomes, or decisions related to the task but are not required to provide input.

### Legend to fill in the RACI chart:

ME=Monitoring & Evaluation Focal Point  
NA= National Authorities  
NC= National Collaborators  
NE=National Entity

I = Implementer  
TWG = Technical Working Group  
SC = Steering Committee  
S = Selection Committee

Implementation phase	Task	Responsible	Accountable	Consulted	Informed
Pre-planning	Expression of interest and Country readiness assessment				
	Establish steering committee				
	Designate national entity for GLLP				
	Develop a draft of the Terms of Reference (ToR)				
Planning	Establish Technical Working Group				
	Select and contract an implementer (if applicable)				
	Establish criteria and process for selection of qualified participants, instructors and mentors, including establishment of selection committee				
	Establish criteria for successful programme completion/graduation and define type of certificate/diploma				
	Organize recruitment process and select participants, instructors and mentors				
	Define monitoring and evaluation framework and processes				
	Decide on module schedule and method of delivery				
	Facilitate release of participants, instructors and mentors from their workplace to participate in the programme				



	Ensure collection, storage, analysis and reporting of M&E data				
Implementation	Ensure infrastructure, administration and logistics for programme sessions for all programme components				
	Ensure induction sessions or ToT&M for instructors and mentors				
	Ensure adaptation of the learning package materials to country context and translation if applicable				
	Conduct GLLP opening meeting and graduation ceremony				
	Ensure participants' understanding of the programme (through induction session or other means)				
	Deliver didactic sessions				
	Ensure mentoring support to each participant throughout the programme				
	Facilitate building of the Community of Practice (CoP)				
	Develop capstone scoring criteria and communicate them to mentors and participants				
	Ensure implementation of small and capstone projects by each participant				
	Organize capstone project defense session for each participant and ensure independent scoring committee				
	Track participants' performance and their progress towards graduation requirements				
	Facilitate issuing certificates to participants who complete the programme successfully				
	Review M&E reports and make plans for continual improvement of the programme				
Post-implementation	Develop a sustainability plan for long term implementation				