

Description of the GLLP monitoring and evaluation tools

(version 1 2026)

The Global Laboratory Leadership Programme (GLLP) monitoring and evaluation (M&E) framework is supported by a set of standardized tools designed to enable consistent data collection, analysis, and use across programme implementations. These tools include:

- [Evaluation forms](#)
- [Reporting forms](#)
- [Iteration data management tool](#)

Together they facilitate the systematic monitoring of programme implementation, assessment of outcomes and impact, and identification of areas for continuous improvement. The framework is underpinned by a set of M&E indicators, which are embedded in the GLLP iteration data management tool and automatically populated through data entered by programmes. The M&E framework is aligned with the four components of the GLLP¹, its core values of One Health, ownership and sustainability, and the Kirkpatrick model of evaluation.

Programmes may choose to use all or a selection of the available tools, as well as all or a subset of the M&E indicators proposed in the iteration data management tool, depending on their context and capacity; however, it is strongly recommended that all GLLP components and GLLP core values are adequately assessed to ensure a comprehensive evaluation of implementation and outcomes.

An [overview of the proposed M&E process](#) is also provided in this document to guide programmes in the collection, analysis, and use of data throughout a programme iteration.

¹ didactic sessions, mentorship, project-based learning (small and capstone projects), community of practice

Evaluation forms

There are 12 evaluation forms designed to assess a programme iteration at different timepoints through feedback from participants, instructors, and mentors. The information from the evaluation forms will be helpful for implementers to evaluate the implementation of their ongoing programme, improve it for the current and future iterations, and evaluate the outcomes of the programme.

Evaluation forms are to be collected by M&E focal point(-s) in coordination with instructors and mentors of the programme. Evaluation forms can be collected in either electronic or paper formats, depending on available resources and infrastructure. If the forms are collected in the paper format, the data might need to be transcribed into electronic format.

Below is a brief description of the 12 forms with for each: **Why:** Purpose of the form; **What:** Sections/structure of the form; and **When:** Time/stage for use of the form.

1. Participant module evaluation form

Why: To collect feedback from participants on each module's content and learning materials, on instructors that deliver the modules and their delivery methods, and on inclusion of One Health considerations in each module, to inform their fitness for purpose and to take actions to improve the content and teaching methods for future modules and iterations.

What: Three sections: Module content and learning materials; Instructor and delivery methods (per each instructor); One Health considerations.

When: The form should be completed by participants for each module following completion of the module² (e.g., if a programme uses all GLLP modules as defined in the learning package, then the form is collected 43 times). *{In case the programme merges or organizes module(s) differently, the frequency of data collection will be changed accordingly}*

2. Participant session evaluation form

Why: To collect feedback from participants on implementation of the programme as well as on the mix of participants, and to take actions to improve implementation for the current and future iterations.

What: Four sections: Organization, Infrastructure and logistics; Communication from the implementer; Length/format; Participants.

² If the module is conducted in hybrid mode but online and in-person components are separated apart, the module should be evaluated twice – once for in-person, and the other for online (make sure to choose the correct modality). On the contrary, if the module is conducted in hybrid mode with in-person and online components around the same time, only one evaluation is needed – hybrid.

When: The form should be completed by participants for each session following completion of the session³ (e.g., if a programme has 10 sessions for the whole duration, then the form is collected 10 times).

3. Mentee midway mentoring evaluation form

Why: To collect feedback from participants on the mentorship component of the programme, and to take actions to improve it for the current and future iterations.

What: Four sections: Support with professional development; Small projects; Mentor-mentee relationship; Self-reflection.

When: The form should be completed by participants in the middle of the programme⁴ (once).

4. Mentee final mentoring evaluation form

Why: To collect feedback from participants on mentorship component of the programme, assess effectiveness of any steps taken after the midway mentoring evaluation, and to take actions to improve mentoring for future iterations.

What: Six sections: Support with professional development; Small projects; Capstone project; Mentor-mentee relationship; Self-reflection; General evaluation.

When: The form should be completed by participants at the end of the programme after their capstone project is complete and after their final mentoring session has occurred (once).

5. GLLP Participant final evaluation form – Didactic component

Why: To collect feedback from participants on the didactic component of the programme, to inform its fitness for purpose, and to take actions to improve the didactic component for future iterations.

What: One section: Didactic component of the programme.

When: The form should be completed by participants at the end of the didactic component of the programme (once).

6. GLLP Participant final evaluation form – Projects and learning outcomes

³ A session is defined as 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; in one month from then another 3 days at once would be another session, etc.).

⁴ “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).

Why: To collect feedback from participants on the project component of the programme and on the achieved outcomes of participants, and to take actions to improve the project component and the programme in general for future iterations.

What: Five sections: Programme delivery; Small projects; Capstone projects; Learning outcomes; General evaluation.

When: The form should be completed by participants at the end of the programme (once).

7. Participant follow-up form

Why: To collect feedback from participants on the outcomes of the programme, including use of competencies on the job, interaction with other sectors, career advancement, and contribution to development of the national laboratory systems, and to take actions to improve the programme for future iterations.

What: One section: Follow up after the programme.

When: The form should be completed by participants approximately 6 months following completion of the programme (once).

8. Instructor module evaluation form

Why: To collect feedback from instructors on each module's content to inform evaluation of the fitness for purpose of the Learning package⁵.

What: Two sections: Learning package (module's materials); Adaptation of the learning package (module's materials).

When: The form should be completed by instructors for each module following completion of the module (e.g., if a programme uses all GLLP modules, then the form is collected 43 times).

9. Instructor session evaluation form

Why: To collect feedback from instructors on implementation of the programme as well as on the mix of participants, and to take actions to improve implementation for the current and future iterations.

What: Four sections: Organization, Infrastructure and logistics; Communication from the implementer; Length/format; Participants.

When: The form should be completed by instructors for each session following completion of the session⁶ (e.g., if a programme has 10 sessions for the whole duration, then the form is collected 10 times).

⁵ Learning package refers to all learning materials developed by the GLLP Partners.

⁶ A session is defined as 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; in one month from then another 3 days at once would be another session, etc.).

10. Instructor final evaluation form

Why: To collect feedback from instructors on what worked well and what did not work well to inform improvement of programme for the future iterations.

What: One section: General evaluation.

When: The form should be completed by instructors at the end of the didactic component (once).

11. Mentor midway mentoring evaluation form

Why: To collect feedback from mentors on implementation of the mentorship component of the programme as well as on the content of the support documents for mentorship, to take actions to improve implementation for the current and future iterations.

What: Six sections: Organization, infrastructure and logistics; Communication from the implementer; Length/format; Mentor-mentee relationship; Learning package – mentoring component; Adaptation of the learning package.

When: The form should be completed by mentors in the middle of the programme⁷ (once).

12. Mentor final mentoring evaluation form

Why: To collect feedback from mentors on implementation of the mentorship component of the programme and on what worked well and what did not work well to inform improvement for the future iterations.

What: Four sections: Organization, Infrastructure and logistics; Communication from the implementer; Length/format; General evaluation.

When: The form should be completed by mentors at the end of the programme after capstone project is complete and after the final mentoring session has occurred (once).

⁷ “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).

Reporting forms

There are 4 reporting forms for voluntary reporting to the GLLP Partners at different time points. GLLP programmes may choose to share anonymized and aggregated data with GLLP Partners through reporting forms. The data collected through these forms are used by the GLLP Partners to monitor implementation at global level across programmes, inform refinement of the Learning Package and supporting documents, and generate evidence for communication and advocacy purposes.

Programmes may choose to use the reporting forms directly within the data management tool or as standalone files. If using the data management tool (refer to next section on the tool), most fields in the reporting forms are automatically populated based on data entered in the tool. If using the standalone files, data should be entered manually.

The reporting forms should be completed and reviewed by the M&E focal point(s) in coordination with programme management to ensure accuracy and completeness of the data.

Below is a brief description of the 4 forms with for each: **Why:** Purpose of the form; **What:** Sections/structure of the form; and **When:** Time/stage for use of the form.

1. Initial implementer reporting form

Why: To collect standardized baseline data on programme design, implementation arrangements, and participants', instructors', and mentors' profiles across GLLP programmes, in order to enable global monitoring of programme implementation, and support communication and advocacy efforts by GLLP Partners (anonymized and aggregated data).

What: Five sections: General information; Programme characteristics; Participants; Instructors; Mentors.

When: The form should be completed by the national entity/implementer at the commencement of each programme iteration (i.e., when training of participants starts) (once).

2. Mid-programme implementer reporting form

Why: To collect standardized interim data on programme implementation progress, including delivery of modules, participants' performance and satisfaction, mentoring activities, and use of monitoring and evaluation data, in order to enable global monitoring of implementation, identify emerging trends and challenges across programmes, and inform continuous improvement of the GLLP Learning Package and guidance materials (anonymized and aggregated data).

What: Two sections: General information; Programme updates (including module delivery, pre- and post-test results, satisfaction by module materials, mentoring, and use of M&E feedback).

When: The form should be completed by the national entity/implementer in the middle of the programme⁸ (once).

3. Final implementer reporting form

Why: To collect standardized data on programme implementation, outputs and immediate results at the end of each GLLP iteration, including completion rates, competency development, delivery of modules, projects, mentoring, in order to assess overall programme performance at global level, inform updates to the GLLP Learning Package and supporting documents, and generate evidence for communication and advocacy (anonymized and aggregated data).

What: Nine sections: General information; Programme updates; Programme results; Didactic sessions; Small projects; Capstone projects; Capstone project results; Mentoring; Programme improvement and next steps.

When: The form should be completed by the national entity/implementer at the end of each programme iteration (once).

4. Follow-up implementer reporting form

Why: To collect standardized post-programme outcome data on the longer-term effects of the GLLP, including application of competencies, career progression, multisectoral collaboration, and contributions to national laboratory systems, in order to assess programme impact across contexts, inform strategic improvements of the GLLP Learning Package, and support global reporting, advocacy, and decision-making (anonymized and aggregated data).

What: Three sections: General information; Programme updates; Programme results (including career advancement, competency application, cross-sector collaboration, and system-level contributions).

When: The form should be completed by the national entity/implementer six months after completion of the programme iteration (once).

After collecting the reporting forms, the GLLP Partners will be regularly reviewing the data to improve GLLP Learning Package and generate advocacy and information materials for public.

A secured global database will be maintained by the GLLP Partners to compute global M&E indicators from the anonymized and aggregated data reported by the programmes. Ensuring data privacy is of utmost importance for the GLLP Partners, all data received from programmes are protected according to the WHO Data Policy (Data policy (who.int)).

⁸ “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).

GLLP iteration data management tool

The GLLP iteration data management tool is an MS Excel-based one-stop-shop platform designed for national entities and/or implementers to compile, manage and analyze all data related to each GLLP iteration.

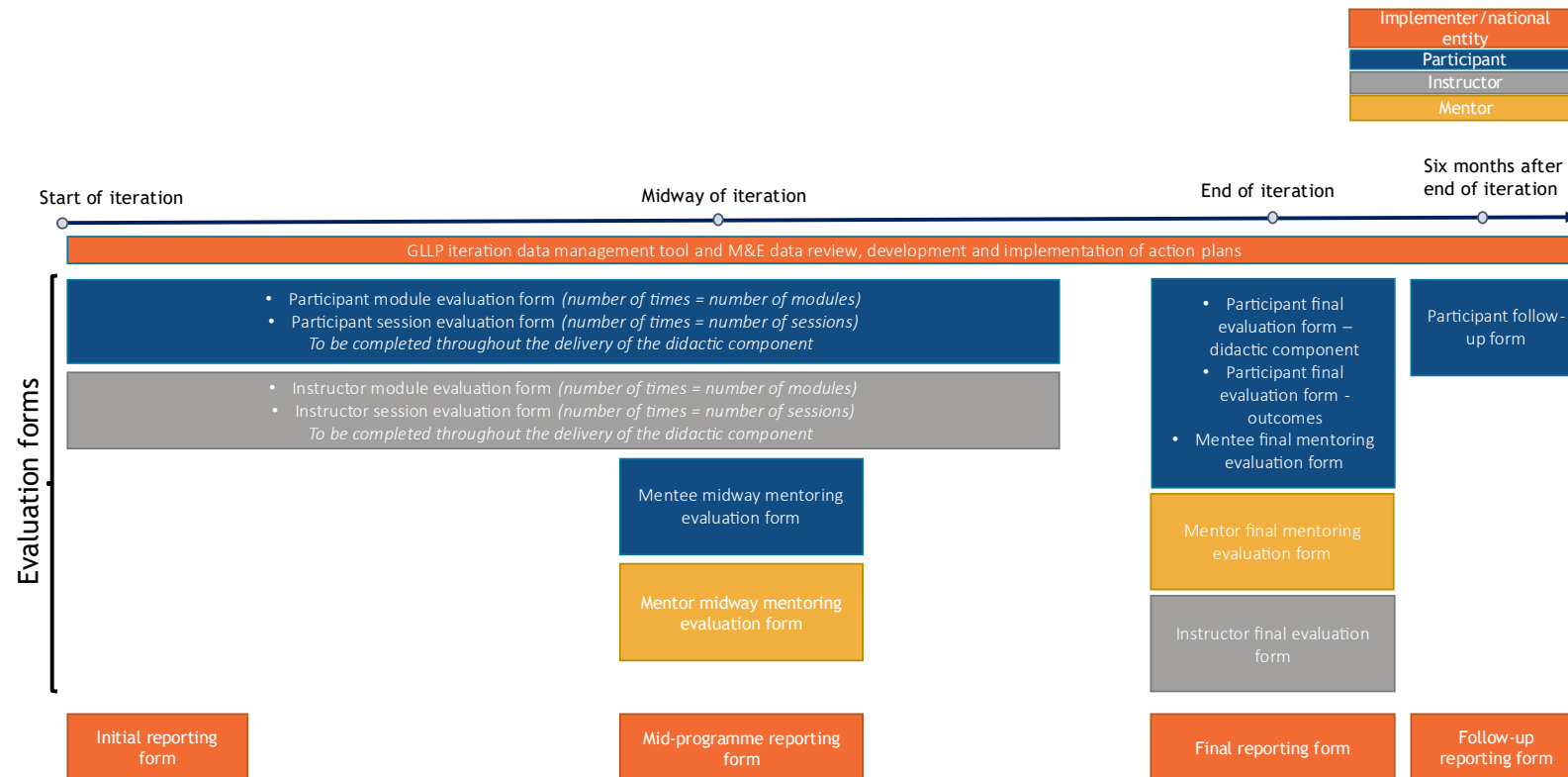
It consists of 27 tabs and enables programmes to compile all the necessary information on the technical working group, programme staff, selection committee (where applicable), instructors, mentors, applicants (where applicable), participants, modules, didactic component, mentoring, small projects and capstone projects. Summarized data from the evaluation forms from participants, instructors, and mentors can also be copied into the GLLP iteration data management tool; however, an additional step of data processing is required prior to entry. If support is needed for this process, programmes may contact the GLLP Partners at glp@who.int.

Most importantly, the tool includes an indicators table and corresponding visualizations (graphs). Using the input data from the entry tabs, the tool automatically calculates summaries, populates the indicators table, and generates graphs for most indicators. Timely data entry into the tool and regular review of the indicators table and graphs facilitate the M&E process. The information generated by the tool supports national entities and implementers in monitoring progress, evaluating programme implementation, and informing improvements for current and future iterations.

Finally, the tool allows for the generation of the reporting forms for programmes that choose to share anonymized and aggregated data with the GLLP Partners: reporting forms are integrated and most fields are automatically populated based on data entered by programmes.

A copy of the tool should be maintained for each iteration (cohort). Local M&E focal point(s) are responsible for entering and updating data into the tool throughout the iteration. Instructions on when and how to complete each tab are available at the top of each tab in the tool and the index tab presents a detailed outline.

Recommended timeline for use of the tools



Overview of the proposed M&E process

This section provides an overview of the proposed GLLP M&E process. While the framework and tools are designed to support standardized and comprehensive monitoring, programmes may adapt the process based on their context, capacity, and needs.

1. Programme-related data should be entered into the GLLP iteration data management tool continuously throughout each iteration. Guidance on the timing of data entry is provided in the index sheet of the tool, as well as at the top of each tab.
2. In parallel, evaluation forms are to be collected at defined time points throughout the iteration. The data from these forms should be processed (i.e. summarized by breakdowns such as by One Health sector) and then entered into the data management tool.

Both programme-related data entered directly into the tool and summarized data from evaluation forms feed into the M&E indicators, which are automatically calculated and visualized within the tool. These indicators provide a structured basis for monitoring progress and performance and enable continuous improvement of the programme. The indicators table further provides details on the intended use of each indicator, suggested targets (where applicable), data sources, and indicator values with relevant breakdowns.

3. A key step in the M&E process is the use of data for continuous improvement through a structured cycle. Programmes are encouraged to follow a Plan–Do–Check–Act (PDCA) approach, whereby programme activities are planned and implemented, monitored, and adjusted based on findings from M&E data analysis. M&E focal point(s), together with programme management, the steering committee and the technical working group, should convene regular meetings to review indicators and feedback from participants, instructors and mentors, identify priority areas for improvement, and develop action plans.
4. As an additional and optional step, programmes may share anonymized and aggregated data with GLLP Partners through the reporting forms. This enables global-level analysis across programmes, supports continuous refinement of the GLLP Learning Package and supporting materials, and contributes to communication and advocacy efforts. Programmes are encouraged to share such data, as it strengthens collective learning, promotes standardization and quality across implementations, and supports evidence-based decision-making at the global level.

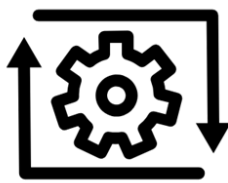
Below is a graphic representation of the proposed process.

Overview of the GLLP M&E process



Evaluation forms

- Participants – 7 forms
- Instructors – 3 forms
- Mentors – 2 forms



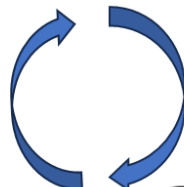
Intermediate processing step needed



Iteration data management tool

A one-stop shop platform for the national entity / implementer to gather, store and analyze data related to GLLP iteration

All data related to the programme (participants, applicants, pre- and post-test results, etc.)



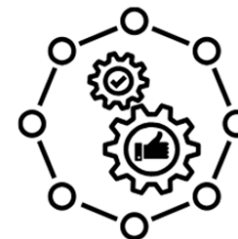
Continuous improvement of the programme



Reporting forms

Implementer/national entity – 4 forms

OPTIONAL



Improvement of GLLP Learning Package by GLLP Partners

Monitoring of implementation across programmes at global level

Communication on GLLP