

GLLP Readiness Assessment Guide

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This document assists a country or region with an interest in the Global Laboratory Leadership Programme to determine if it is ready for implementation.

Introduction

The Global Laboratory Leadership Programme ([GLLP](#)) is a unique workforce development initiative led by six organizations (the GLLP Partners) working globally in the human, animal, and environmental health sectors. The goal of the GLLP is to foster and mentor current and emerging laboratory leaders to build, strengthen, and sustain national laboratory systems. The GLLP combines didactic learning with mentorship, practical experience, and a community of practice to support individual learning and laboratory systems strengthening.

This document will assist countries interested in implementing GLLP in assessing their readiness and ability to conduct the programme. The following entities may be involved in GLLP implementation.

- ***Implementing country or region:*** a country or group of countries in which GLLP is delivered
- ***Collaborators:*** all in-country entities involved in the implementation of GLLP
- ***Supporting agency:*** agency/ies supporting the delivery of GLLP in a country or region
- ***Sponsor:*** agency/ies providing financial support for GLLP implementation
- ***Partners:*** the six leading organizations that founded the Global Laboratory Leadership Programme (GLLP) and developed the [Laboratory Leadership Competency Framework](#) and the GLLP Learning Package. The GLLP Founding Partners are:
 - [Association of Public Health Laboratories \(APHL\)](#)
 - [Centers for Disease Control and Prevention \(CDC\)](#)
 - [European Centre for Disease Prevention and Control \(ECDC\)](#)
 - [Food and Agriculture Organization of the United Nations \(FAO\)](#)
 - [World Organisation for Animal Health \(OIE\)](#)
 - [World Health Organization \(WHO\)](#)

Determination of readiness

Implementing GLLP in a country or region is a considerable undertaking and requires commitment by many in-country entities. The first step in planning the GLLP implementation in a country or region is assessing readiness. Readiness can be assessed using four criteria:

- Collaborator commitment
- Availability of funding
- Availability of personnel and supporting infrastructure
- Risks and assumptions

Collaborator commitment

The GLLP is designed as a multisectoral programme, bringing together human, animal and environmental laboratory professionals in a combined effort to advance laboratory systems. Buy-in and support from governmental entities overseeing all sectors are required in order to develop, implement and sustain GLLP in a country or region. Many relevant governmental ministries (such as the Ministries of Health, Agriculture, Environment, Natural Resources, etc.) should be identified and commit to programme implementation (e.g., through the development of a One Health GLLP steering committee). In addition, engagement of additional collaborators from the academic sector, private laboratories, industry, or non-governmental organizations is highly encouraged. Collaborators may include, but not be limited to:

- Universities and other academic institutions
- Research institutions/laboratories
- Private laboratories
- Non-governmental organizations
- Laboratory science organizations
- Regional and international networks
- Medical or veterinary societies and other scientific organizations
- Development agencies
- United Nations agencies
- International organizations

Availability of funding

Prior to committing to implement the programme, a budget should be drafted and funds identified and secured. For sustainability, inclusion of GLLP into ministry or relevant institutes' budgets is encouraged. Sources of funding from non-governmental sponsors may also be pursued. Long-term programme sustainability will advance laboratory systems building and therefore a sustainability plan should be included early in the programme planning stage. See Annex 1: Sample Line-Item Budget Categories for a sample line-item budget.

Availability of personnel and supporting infrastructure

Sufficient numbers of personnel will be required to act as faculty and mentors and sufficient numbers of suitable participants must be available. The GLLP Planning and Implementation Guide outlines experience and qualifications recommended for faculty and mentors to assist with determining numbers of personnel available for each role. Employers must be willing to allow time for staff to participate in the programme as faculty, mentors or participants.

In addition, all technological requirements for the programme must be available. Technology needs will differ based on the style of programme implementation, including in-person or virtual instruction. The GLLP Planning and Implementation Guide provides examples of technical needs for both in person and virtual offerings.

Risks and assumptions

In order to build country capacity, the GLLP should be considered a long-term commitment and as such, implementation requires a level of political stability that will allow continuation of the programme over time while ensuring the safety of all involved (students, faculty, staff and mentors). Political commitment, having programme champions within the ministries/institutes and developing collaborations with outside organizations, such as academic institutions, may aid in supporting programme stability even during times of political instability.

Assessment Process

1. Identify implementing collaborators

Identify the collaborators necessary for programme implementation. This will include both technical and financial collaborators. Technical collaborators will plan and implement the actual programme (they are defined as supporting agencies above) and financial collaborators will underpin the programme implementation with financial support (they are defined as sponsors above).

2. Convene assessment team

Recruit an experienced and knowledgeable assessment team that may include experienced assessors and members from the implementing country/region, collaborators, supporting agencies and sponsors.

3. Perform Country Readiness Assessment

Assessment team completes the country readiness assessment questionnaire in Annex 2: Readiness Assessment Checklist.

4. Debrief and conclude

Once the questionnaire is complete the assessment team should evaluate the results, prepare recommendations, and provide recommendations to collaborators for final decision making.

Annex 1: Sample Line-Item Budget Categories

The budget for GLLP implementation will vary depending on the details of the programme and the location of implementation. The budget categories below will allow you to think through programme costs as you consider implementation.

Examples (may not be inclusive, will depend upon individual programme model and plan)		Country-specific cost estimate
Personnel: Any staff hired for programme coordination (or portion of current staff time)		
Staff salaries	In-country programme coordinator and/or manager	
Other Personnel Costs: benefit expenses for personnel per country requirements		
Other Personnel Costs	Taxes, insurance, and other required country requirements	
Contracts: any contractual agreements for services in support of programme implementation		
Mentor	Mentors may be contracted for a set fee or may be considered personnel above or may volunteer to offer some time	
Faculty	Faculty may be contracted for a set fee or may be considered personnel above	
Academic institution	An academic institution may collaborate to implement the programme	
Translation (if needed)	Translation of GLLP presentations, participant and instructor guides, and live translation during sessions (virtual and in-person)	
Travel		
Participants	Travel associated costs for participants travel to in-person programme sessions	
Mentors	Travel associated costs for mentors travel to in-person programme sessions	
Faculty	Travel associated costs for faculty travel to in-person programme sessions	
Supplies		
IT supplies	Computers, projector, video camera or other IT supplies needed for the implementation	
Training supplies	Paper, markers, flip charts, white boards, flip chart paper, post its, etc.	
Promotional items	Shirts, USB drives, training bag	

Other		
Training venue	Venue for in-person sessions	
Ancillary support for participants	Stipends, per diem, insurance	
Stipends or honoraria	Stipends or honoraria for faculty or mentors if not contracted	
Printing	Printing of programme materials	
Communication	Internet Data for participants, virtual host software (Zoom or similar platform) and other communication needs participants, faculty and implementers may require	

Annex 2 Readiness Assessment Checklist

Complete the following checklist to assess:

- Collaborator commitment,
- Availability of funding,
- Availability of personnel and supporting infrastructure, and
- Risks and assumptions.

Rate each critical element with a 0 if the element is not in place or available, to a 4 if the element is completely in place.

Critical elements	0	1	2	3	4
	0 - not at all		→	4 - completely	
Purpose and benefits are well understood by collaborators					
Collaborators are committed and available					
The programme has effective champions for advocacy					
Funding sources are identified for the programme duration					
Staff and technical support are available					
Faculty and mentors are available					
Participant profiles are identified and participants available					
Necessary infrastructure is available					
There is general agreement among collaborators on the programme purpose and outcomes					
There is general agreement on how to proceed					
Political structure and stability support the programme over an extended period of time					
Support outweighs opposition					
Column totals					
Table Total					

Scoring:

SAMPLE					
Purpose and benefits are well understood			2		
Collaborators are committed and available					4
The programme has effective champions for advocacy	0			3	
Funding sources are identified for the programme duration		1			
Staff and technical support are available				3	
Column totals	0	1	2	6	4
Table Total	(0 + 1 + 2 + 6 + 4) = 13				

Readiness score:

0 – 18: Low readiness: For success, elements with scores of two or below should be addressed and the programme delayed until a higher assessment score is obtained.

19 – 35: Moderate readiness: For success, it is suggested that elements with scores of two or below may be addressed prior to planning and implementation.

36 – 48: High readiness: Elements in place for implementation.

Adapted from John M Bryson and Farnum K Alston. 2005. *Creating and Implementing Your Strategic Plan: A Workbook for Public and Nonprofit Organizations*. San Francisco: Jossey Bass.