

2nd Cohort of RPHL Network Global Laboratory Leadership Program [GLLP] Training of Trainers and Training of Mentors [ToT/ToM]

This document describes the proposed steps for implementation of the regional and combined Training of Trainers (TOT) and Training of Mentors (TOM) by RPHL.

1. Context and Background

A unique collaboration by FAO, WHO, WOA, ECDC, CDC and APHL, working globally in the human, animal and environmental health sectors, developed the Global Laboratory Leadership Programme (GLLP). The GLLP is a learning and mentoring programme based on nine critical competencies that are fundamental to laboratory leadership, outlined in the Laboratory Leadership Competency Framework: Laboratory system; Leadership; Management; Communication; Quality Management System; Biosafety and Biosecurity; Disease Surveillance and Outbreak Investigation; Emergency Preparedness, Response and Recovery; and Research.

Instructors and mentors play a key role during implementation of a GLLP programme. They are instrumental in the learning process of mentees and to the success of any implementation. GLLP Instructors are subject matter experts who adapt and teach the GLLP didactic component, while GLLP Mentors are senior subject matter experts who support mentees throughout the programme and the development of their GLLP projects. Both instructors and mentors should be selected by the national entity in charge of GLLP implementation in each interested country. Some implementations may involve separate mentors and instructors, while others may benefit from a combined role.

In 2023, a regional strategy was put in place to introduce the GLLP in the South-East and Western Pacific regions of WHO. The strategy included webinar series on GLLP and its components and a bi-regional workshop to roll-on the GLLP in interested countries that was held in Manila, Philippines, in August 2024.

Established in 2019 under the Global Health Security Agenda (GHS), the Regional Public Health Laboratory RPHL Network aims to strengthen national laboratory systems in the Asia-Pacific region. The Network was successfully formed and has functioned well with initial focuses on capacity building, knowledge and information sharing, and resources mobilization on 11 thematic areas on laboratory system across 14 member countries in Asia and Pacific, including 10 countries in Association of Southeast Asian Nations (ASEAN) and Nepal, Timor-Leste, Papua New Guinea and Pakistan.

GLLP was introduced to RPHL Network members during the 2023 RPHL Network partner forum. In addition, the South-East Asia (SEA) GLLP has been implemented by the National Institute of Health (NIH), Department of Medical Science, Ministry of Public Health, Thailand. The 2-year program [August 2023 to August 2025] has been participated by 22 mentees and 11 mentors from four countries: Cambodia, Indonesia, Malaysia, and Thailand. RPHL Network consortium with the Mekong Institute (MI) are implementing the GC7 Integrated Laboratory Systems Strengthening Regional Strategic Initiative (2023–2027) to continue enhancing lab capabilities, fostering knowledge-sharing, and strengthening a sustainable RPHL Network Secretariat.

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To build up on Subject Matter of Experts for network taking lessons learnt from implementation, RPHL Network identified the need to pull out GLLP instructors and mentors for future GLLP iterations in interested countries.

The first cohort of RPHL Network Training of Trainers/Training of Mentors (TOT/ToM) was successfully conducted across all three phases from January to August 2025, engaging 25 participants from Thailand, Malaysia, Cambodia, Indonesia, Papua New Guinea, and Vietnam across human health, animal health, environment, and academic sectors. The program utilized regional resource persons from RPHL Network members and GLLP Consortium partners.

The Phase 2 five-day workshop in Bangkok (May 2025) achieved strong results, with over 80% of participants reporting satisfaction and confidence in becoming mentors in their countries.

The second cohort will be dedicated for countries with planned GLLP roll-outs, those in pre-planning stages, countries with established Technical Working Groups, and those unable to participate previously. RPHL Network subject matter experts will be part of the nomination, if deemed appropriate. The program will maintain both TOT and TOM components while promoting cross-sectoral collaboration.

Successful candidates of RPHL Network members will be supported by the Global Fund through the Laboratory Systems Integration Fund (LSIF) through the RPHL Network. Additional candidates will be partially supported, subject to further confirmation.

2. TOT/ M goal and target

The GLLP Training of Trainers and Mentors (TOT/M) aims to equip future GLLP Instructors & Mentors with the knowledge, skills and tools to excel in both roles. The TOT/M workshop will enable them to:

1. Adapt the content of the GLLP Learning Package to countries context and needs
2. Effectively facilitate and evaluate GLLP in their countries
3. Provide formal support to mentees (GLLP participants) for developing their personal goals within the programme
4. The participants will be from countries with a plan to implement GLLP in their own countries within 2027.
5. Assist mentees in the development of individual projects

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The regional GLLP TOT/TOM targets participants who are senior professionals having solid experience in delivering training and mentoring. Requirements for TOT/TOM participants can be found in 3. Selection process.

3. Two-step process to select TOT/M participants

The selection process for GLLP TOT/M participants can consist of two stages designed to identify the most suitable candidates:

- 1) Interested countries are required to nominate up to 3 potential candidates (one candidate per One Health sector [HH, AH, EH])
- 2) The selection committee will complete the selection process

3.1. Nomination by countries

When selecting participants for the GLLP TOT/M, RPHL countries should prioritize candidates who meet the requirements listed under 3.2 and:

- Represent all One Health sectors - human health, animal health, environmental health – to support the One Health value inherent to GLLP implementation.
- Demonstrate commitment and engagement for the next 2-3 years, to be able to serve as instructors and/ or mentors in future GLLP iterations in their respective country. Note that GLLP planning takes from 6-12 months, so instructors and mentors would not likely be expected to assume their roles before 2026.
- Are capable of orienting future GLLP instructors to adapt the content of the GLLP Learning Package to countries context and needs and effectively facilitate and evaluate GLLP in their countries.
- Are capable of orienting future GLLP mentors to develop mentoring skills in the context of the GLLP.
- Have no commercial or financial conflict of interest that could compromise their participation.

3.2 Short-list by RPHL Network Committee

To ensure the selection of the most suitable individuals from the list of nominees provided by countries, a selection committee can consider the following criteria:

4. Participant Qualifications and Requirements

A) Educational Qualifications

- Bachelor's degree or higher (or equivalent certification) in a relevant laboratory science field (e.g., biology, microbiology, clinical laboratory science)

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- OR in an area aligned with one or more of the Laboratory Leadership Competency Framework domains:
 - Laboratory Systems
 - Leadership & Management
 - Communication
 - Quality Management Systems
 - Biosafety & Biosecurity
 - Disease Surveillance & Outbreak Investigation
 - Emergency Preparedness, Response, and Recovery
 - Research
- (Optional) Specialization in healthcare within clinical laboratory diagnostics (e.g., microbiology, hematology, biochemistry, blood banking) or in a relevant specialty (e.g., biology, chemistry)
- (Optional) Higher education in healthcare (e.g., veterinarian, medical doctor, PhD) and/or healthcare management/public health

B) Language Skills

- Strong English communication skills, with experience delivering training in English
- English proficiency test score (e.g., TOEFL iBT 80+, TOEIC 860+, IELTS 6.5+) is highly appreciated

C) Professional Experience

- Experience delivering training in a university, laboratory, or teaching institution
- For laboratory professionals:
 - Mid- to senior-level professional with at least 7 years of experience in management, leadership, and decision-making related to laboratory services
 - (Optional) This requirement may be waived for instructors delivering non-laboratory-specific modules (e.g., communication, financial management)
- At least 5 years in a managerial role involving staff supervision
- **Submission of a Letter of Intent**

D) Soft Skills

- Excellent oral and written communication abilities
- Strong organizational and time management skills
- Ability to work effectively in a multicultural environment

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E) Technical Skills

- Proficiency in Microsoft Office (Word, PowerPoint, Excel)
- Familiarity with virtual meeting platforms

F) Language Requirements

- Advanced proficiency in written and spoken English
- Demonstrated effective communication in English, preferably supported by a standardized test score (TOEFL iBT 80+, TOEIC 860+, IELTS 6.5+)

5. Learning objectives

Upon completion of the GLLP TOT/TOM, attendees should be able to:

- Explain the objectives of the GLLP
- Describe the overall structure of the GLLP Learning Package
- Explain the objectives and interrelationship between the four programme components: didactic, mentorship, project-based learning and community of practice
- Outline the GLLP implementation process

(TOT specific)

- Adapt GLLP content to the country context and needs
- Teach GLLP sessions in-person, applying adult learning principles
- Facilitate interactive learning activities/exercises to enhance participant learning
- Adapt and use GLLP evaluation tools to evaluate for satisfaction, learning and behavior change

(TOM specific)

- Define the role of a GLLP mentor
- Describe mentoring skills for both mentees and mentors
- List the criteria for pairing mentors and mentees
- Identify and use tools needed for formalizing the mentor/mentee relationship in the context of the GLLP
- Explain mentor's role in support of mentees throughout the GLLP
- Explain how to evaluate the mentoring component of the GLLP

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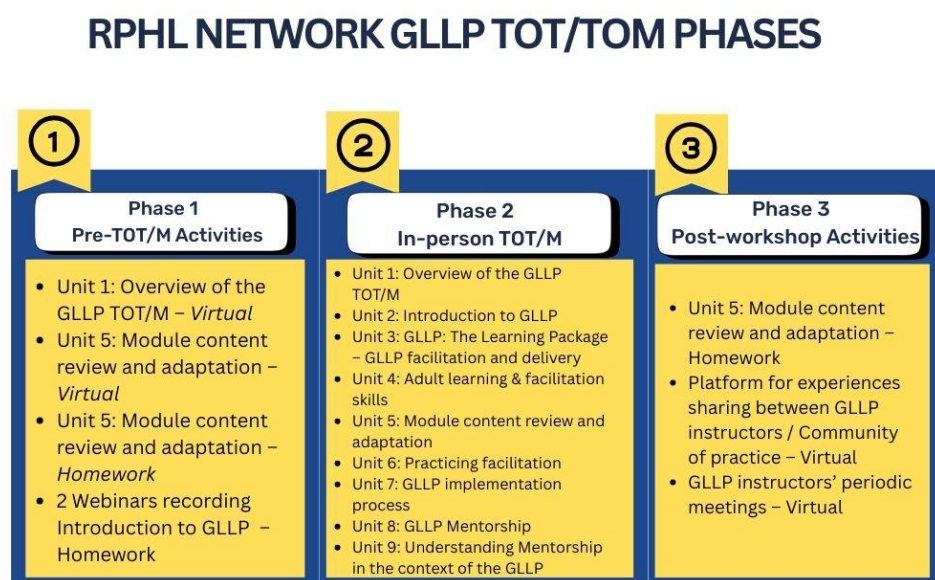
6. Expected outcomes

It is expected that at the end of the TOT and TOM:

- There is a pool of national and/or regional GLLP instructors and mentors with enhanced technical knowledge, facilitation skills and mentoring skills enabling them to facilitate GLLP and mentor GLLP mentees in their countries or region.
- The content of GLLP is partially adapted to the countries or regional context
- There is a growing community of qualified GLLP instructors and mentors with access to peer-to-peer support to strengthen the facilitation of GLLP.

7. Design, duration and delivery modes

The GLLP TOT/TOM is built to ensure a continuum through three phases, starting by pre-TOT activities at distance, followed by in-person TOT/TOM and by post-workshop activities at distance, as shown in graphic 1 below:



Graphic 1 GLLP TOT/ TOM phases

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8. TOT/ TOM phases

Phase 1 - Pre-TOT activities (2 to 3 weeks duration)

Pre-TOT activities will be completed by participants at distance, 2 to 3 weeks prior to the beginning of the in-person TOT.

Pre-TOT activities may include:

- **2 Pre-TOT/M Webinars: Introduction to the GLLP TOT/M**
 - Introduction to the GLLP TOT, overview of GLLP, review of GLLP components, overview of GLLP modules.
 - Methodology for adapting GLLP to country context: Introduction to module selection self-study
- **Self-study**
 - Navigate [GLLP Learning Package landing page](#) and read selected documents, including the GLLP Competency Framework, the GLLP modules content summary.
 - Select a module for facilitation at the in-person TOT/M and inform the GLLP TOT/M organizing team. Download the content of the module and read/review it in detail.
 - Watching GLLP Webinar – Introduction to the GLLP
- Phase 1 of the second cohort will include two introductory webinars to provide course overview and establish shared understanding among participants. Group discussions will mix countries for cross-learning on some topics while grouping by country for localized planning on others.

Phase 2 - In-person TOT/M (5-days workshop in November 2025)

The in-person TOT/M will be mainly geared to give trainers the opportunity to practice facilitation of selected training modules/sessions, applying adult learning principles and facilitation good practices in a safe environment. All future GLLP instructors/ mentors will receive constructive feedback on their performance and will provide feedback to others.

The content of the in-person TOT/M is structured around 9 learning units, each of them includes several modules.

- **Unit 1: Overview of GLLP**
- **Unit 2: Intro to the GLLP**
- **Unit 3: GLLP: the Learning Package**

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- **Unit 4: Adult learning and facilitation skills**
- **Unit 5: Module content adaptation and review**
- **Unit 6: Practicing GLLP facilitation**
- **Unit 7: Overview of the GLLP implementation process**
- **Unit 8: Intro to the GLLP Mentorship component**
- **Unit 9: Understanding Mentorship in the context of the GLLP**

Phase 3 - Post-workshop activities

RPHL Network conduct webinars for collective experiences sharing amongst regional instructors and mentors upon completion of the TOT/M. A mechanism for group and/or individual follow-up and guidance may be put in place, such as periodic virtual meetings. Post-workshop follow-up aims at supporting instructors and mentors to plan and deliver GLLP in their respective capacity.

9. Methodologies

The GLLP TOT/ TOM will be hands-on training, engaging participants in the review, adaptation and facilitation of the materials used to deliver GLLP as well as in the review and utilization of GLLP mentorship-related materials. This will be achieved through a combination of didactic sessions, demonstrations and practice, group work, case-scenarios, role plays, etc.

10. Evaluation framework

Evaluation will be conducted for the following levels:

- Participant satisfaction
- Participant learning (addressing both technical knowledge and facilitation skills)