



The Geneva Learning Foundation

Curriculum



A curriculum to nurture local leadership and action

Making sense of TGLF certificate programmes

Version 2.3 (8 October 2026)

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What learning opportunities does TGLF offer?

The topics span infectious disease (malaria, measles, Bundibugyo virus disease, HPV), noncommunicable disease and the life course (NCDs, menopause, ageing, brain health, newborn care), climate and environment (floods, One Health, children in the climate crisis), humanitarian response (gender, GBV, psychological first aid, outbreaks), and health systems (equity, decolonization, local leadership, collective capacity, health system financing, and AI).

The psychological first aid programme contains every stage of the pathway, from a 20-minute introduction to an ongoing Accelerator certified at EQF level 7. Climate change and health offers six courses, including a dedicated emergency framework. Menopause and brain health are first-cohort programmes in which health workers build a new evidence base.

Unlike conventional courses that end with assessment of what is learned, a TGLF certificate programme supports health workers until something changes for the people they serve. Each certificate records the challenge examined, the project built, the feedback given, and what changed.

One curriculum built on local leadership

TGLF organizes all its programmes and courses around one purpose: developing local leadership, the practice that allows a nurse, a community health worker, or a district manager to solve complex problems, mobilize scarce resources, and build trust in their community. The programmes address different challenges, from malaria to menopause and from floods to gender-based violence. Every course develops the same set of cross-cutting leadership capabilities.

In August 2026, The Geneva Learning Foundation introduced its “Local leadership competency framework”, a new model for developing leaders. This model also serves as the organising principle across the entire curriculum.

Get the Local leadership framework: <https://www.learning.foundation/2026/08/03/tglf-leadership-framework/>

Origins and purpose

The framework defines local leadership as a practice rather than a job title. Standard competency models in global health focus on clinical skills or bureaucratic compliance, and these remain necessary. Ten years of listening to more than 80,000 frontline staff revealed a “missing curriculum”: the adaptive, cognitive, and social capabilities that local actors use to work through the combined effects of climate change, conflict, disease, and digital disruption.

The framework is grounded in the Manifesto for global health, an open-source document built from structured responses by more than 1,300 health workers across more than 80 countries in Asia, Africa, and Latin America. In 2023, 390 health leaders from districts and health facilities reviewed it. The framework triangulates this testimony with about ten years of documented practice in large-scale peer learning and a review of changes in the operating environment through 2026. Version 1.01 was released as a draft for community review on 4 February 2026.

Three uses of the framework

- 1 Health and humanitarian workers use it to recognize their existing work, identify their current level, and set learning goals for the next peer learning cycle or appraisal.
- 2 Policy makers and national planners use it to update job descriptions and performance systems, adding adaptive metrics, such as the ability to resolve community refusal, to clinical metrics, such as the number of children vaccinated.
- 3 Organizations and employers use the behavioural indicators to design interview questions and identify high-potential change agents.

Three levels of proficiency

Level	Role	What it looks like in practice
Level 1: Operational awareness	The Practitioner	Applies skills effectively within the immediate role Follows standards, identifies immediate problems, and maintains service continuity
Level 2: Contextual adaptation	The Collaborator	Analyses the environment and adapts strategies Connects with peers to share tacit knowledge and adapts approaches to local cultural and logistical realities

Level	Role	What it looks like in practice
Level 3: Systemic leadership	The Strategist	Generates new knowledge, mentors others, and mobilizes resources to transform the system Advocates for policy change based on practice-based evidence

Nine domains of local leadership

The domains depend on each other. A health worker who uses a digital tool to map a zero-dose community and then negotiates with a religious leader to gain access is applying several domains at once.

Domain	Sub-domains
1. Adaptive leadership and critical reasoning	Diagnostic reasoning and root cause analysis Adaptive management and flexibility Decision-making under uncertainty
2. Community trust, social mobilization, and accountability	Social listening and empathy Inclusive engagement and co-creation Accountability and trust building
3. Digital intelligence, data sovereignty, and AI fluency	Data utilization and sovereignty Digital collaboration and networks AI fluency and digital ethics
4. Entrepreneurial implementation and resource mobilization	Resource mobilization and bricolage Agile project management Strategic partnering
5. Climate health resilience and One Health integration	Climate risk identification and adaptation Green health systems and mitigation One Health integration
6. Humanitarian protection, security, and diplomacy	Security awareness and risk management Humanitarian access and negotiation Service continuity in crisis
7. Psychosocial leadership and workforce resilience	Self-care and emotional regulation Psychological first aid and peer support Organizational culture and structural support
8. Networked learning and collective intelligence	Peer exchange and tacit knowledge Collaborative learning and feedback Knowledge production and dissemination
9. Adaptive clinical and public health practice (equity and prevention)	Integrated service delivery Equity and zero-dose focus Preventive health and promotion

How the learning pathway develops each level

Every TGLF programme follows the same learning-to-action pathway, grounded in the latest advances from the science of learning. TGLF's learning theory, proven through a decade of practice, holds that learning for complex work comes from structured peer interaction and knowledge creation by participants, and it treats the work itself as the learning.

Level 1: the Practitioner names the problem and takes a first step

Health workers usually enter through Teach to Reach or a primer. At Teach to Reach, they answer questions only where they have a story to tell, then meet peers from dozens of countries in live sessions and one-on-one networking. In a primer, they connect trusted guidance to their own setting and choose one practical step. In both, the participant contributes knowledge from the first day.

Level 2: the Collaborator analyses, plans, and adapts with peers

In the 16-day peer learning exercise, participants examine one complex problem in depth, trace its root causes, write a project, and give and receive structured feedback from peers. In the Impact Accelerator, they carry out the plan in their own setting, week by week: one specific action on Monday, peer exchange midweek, a progress report on Friday. Participants adapt guidance to local conditions, review what did not work, and answer to peers for their progress.

Level 3: the Strategist generates knowledge and leads others

Participants' accounts feed insights reports that national programmes and partners read. Some participants become Guides, Ambassadors who represent the alumni of their country, or contributors to frameworks such as the Manifesto for global health. At this level, participants mentor others, mobilize resources, and advocate for change based on evidence from practice.

Stage	Main learning pattern	What the health worker does	Leadership level developed
Teach to Reach	Mobilize knowledge at scale	Shares one real experience and meets peers	Level 1, with entry to Level 2
Primer	Connect guidance to context	Chooses one practical step for their own setting	Level 1
Peer learning exercise	Deep analysis of one problem	Builds a peer-reviewed action plan over 16 days	Level 2
Impact Accelerator	Continuous real-world action	Implements one action per week and reports progress	Level 2, building toward Level 3
Network roles	Knowledge production and leadership	Contributes to insights, guides peers, and represents alumni	Level 3

How the curriculum develops each domain

The sections below map the programmes and courses to each leadership domain. Most courses develop several domains at once. The mapping is a TGLF curriculum analysis of what each course asks health workers to do.

Domain 1. Adaptive leadership and critical reasoning

Every peer learning exercise begins with diagnosis. In *Equity matters* (HEART), participants spend sixteen days building a project on a real health inequity problem, tracing root causes, and improving it with feedback from three peers. In the *Malaria Impact Accelerator Launch Pad*, health workers pick one malaria problem, dig until they find its cause, and set one goal. The *decolonizing global health* course asks participants to reflect critically on ten papers and connect them to their professional context. Public good or private profit? helps health workers name what is happening when services are outsourced or cut.

Domain 2. Community trust, social mobilization, and accountability

In *Malaria: new tools to turn the tide*, health workers prepare the exact words they would use to introduce one new tool to a leader, a mother, a father, and a child, and identify who is most likely to be left out. The *HPV vaccination* course prepares them for parents who believe misinformation and for girls who are not in school. The measles course draws on what peers learned about working with communities during outbreaks. The *Bundibugyo virus disease* course connects burial teams, contact tracers, and risk communication staff with peers responding to the same emergency. In *HEART*, participants build their action plan with the community.

Domain 3. Digital intelligence, data sovereignty, and AI fluency

The *Malaria: turning the tide* course asks health workers how to make what they see count in the numbers that reach decision-makers. The *7-30 Climate Health Emergency* certification gives teams an AI interface to the framework. The *AI4Health* programme builds on the AI4Health framework to support health leaders to develop AI strategies, implementation plans, and governance frameworks for their contexts, guided by seven principles that start with maintaining human agency in decision-making.

Domain 4. Entrepreneurial implementation and resource mobilization

In the *Malaria Launch Pad*, every action assumes no new money, no new staff, and no new supplies. The climate change and health programme focuses on actions that use the money and tools health workers already have. The malaria course asks how to build stronger links with private pharmacies, drug shops, and faith-based facilities. *Construire un réseau de capacité collective*, a French-language course, asks participants to build a real project with a team they define. The *Impact Accelerator* turns plans into weekly action, and the certification in the Local leadership competency framework asks participants to apply the framework to finding resources, staff support, and work plans.

Domain 5. Climate health resilience and One Health integration

The certificate programme for leadership in climate change and health has six courses, more than any other programme in the catalogue. Its first course, *Learning together to lead change on the frontline of climate change and health*, covers four areas in about 8 hours: environmental changes, impacts on community health, changing disease patterns, and community responses. Further courses address what health workers can do now, *One Health, children's health in the climate crisis* with Save the Children, and floods. The *7-30 certification* gives local teams a plan to prepare within seven days of a warning and to restore or adapt services within 30 days. The floods course asks for a readiness plan with a risk map that names the most vulnerable patients by name and place.

Domain 6. Humanitarian protection, security, and diplomacy

Gender in emergencies introduces gender, intersectionality, and bias. The *GBV mitigation* primer asks participants to check a referral pathway, conduct a safety walk of one service point, and write an action plan for the next 30 days. The *NCD primer*, presented by Dr Shanthi Mendis, prepares first responders to maintain continuity of care for people living with NCDs during a crisis. The *Bundibugyo, measles, and floods* courses address service continuity during outbreaks and disasters.

Domain 7. Psychosocial leadership and workforce resilience

The *psychological first aid (PFA) programme for children affected by the humanitarian crisis in Ukraine* runs from a 20-minute introduction to a 16-day case study exercise and the *PFA Accelerator*. The *Brain health* primer helps people who work for health recognize how prolonged stress harms the brain and approach one brain health challenge in their community, without a mental health qualification. *Women inspiring women* is built on stories shared by 177 women on the frontlines of health and humanitarian action.

Domain 8. Networked learning and collective intelligence

Every certificate requires participants to give and receive structured feedback. *Teach to Reach* connects colleagues from dozens of countries and returns what they share to the community as books of shared experiences, insights reports, podcasts, and new peer learning courses. *PFA Connect* has brought together more than 2,000 professionals supporting Ukrainian children. The Ambassador programme recognizes leaders who represent the alumni of their country. The measles and malaria courses were built from what health workers shared at Teach to Reach.

Domain 9. Adaptive clinical and public health practice

Newborn care foundations teaches the low-cost actions recommended by WHO and UNICEF through the Every Newborn Action Plan. The *menopause primer*, developed with Menoglobal, gives health workers screening questions they can use in routine visits and a map of long-term risks for heart disease and osteoporosis. The *ageing primer* applies the WHO framework for healthy ageing to the participant's own setting. The *equity programme* uses the BIAS FREE framework to identify and correct unfair treatment in research, planning, policy, and direct care.

Programme summaries

Teach to Reach

Leadership domains developed: 8 (primary), 1 and 2 (also).

Teach to Reach is a learning platform, a global network, and a community for everyone who works for health, from community health workers to national leaders. According to its programme page, it challenges the old model in which experts in rich countries tell health workers what to do. Participants answer questions where they have a story to tell, meet peers online, and receive what was shared back as books of shared experiences, insights reports, podcasts, and new courses. It began in January 2021, when 7,500 health workers came together to prepare for COVID-19 vaccine introduction, and has grown from immunization to all parts of primary health care, including malaria, neglected tropical diseases, and climate change. The community and partners set its agenda.

- Teach to Reach: meet, network, and learn (network event): Name a challenge, hear from peers who solved a similar problem, meet colleagues from dozens of countries, and leave knowing which course is built for the challenge.
- Courses built from Teach to Reach: Measles outbreaks, HPV vaccination, and Malaria: turning the tide draw on experiences shared at Teach to Reach events.

Malaria: turning the tide

Leadership domains developed: 1, 2, 3, 4, and 9 (primary), 8 (also).

The programme is built on the report Malaria: turning the tide, published on World Malaria Day 2026 from the experiences of more than a thousand health workers shared at Teach to Reach 11, hosted with the RBM Partnership to End Malaria. It is for everyone whose community faces malaria, including national programme staff and global partners who want to test their next campaign, policy, or budget against frontline experience. The courses connect daily work to the WHO approach of Test, Treat, Track and to the WHO Global Technical Strategy for Malaria 2016 to 2030. Participants move from listening, to preparing communities for new tools, to acting on one malaria challenge each week.

- Turning the tide: learn from real-world health worker experience (peer learning course, EQF level 7): Explore eight thematic areas and complete a course project on private providers, quality and use of local data, and new malaria tools.
- Malaria: new tools to turn the tide (primer): Prepare the words to introduce one new tool to a leader, a mother, a father, and a child, and identify who may be left out.
- Turning the tide: Impact Accelerator Launch Pad (peer learning exercise and Impact Accelerator): Find the root cause of one malaria problem, have the plan checked by malaria peers, then act and report weekly with no new money, staff, or supplies.

Leadership in climate change and health

Leadership domains developed: 5 (primary), 1, 4, and 6 (also).

This certificate programme helps health workers lead their communities through floods, extreme heat, and new sicknesses. Its programme page names three problems: local knowledge is ignored, global plans are too slow,

and people cannot wait. Participants share a real challenge, receive stories from peers who solved similar problems, create a plan, and improve it with peer feedback. The programme focuses on actions that use the money and tools health workers already have, and follows the WHO Global Plan of Action for Climate Change and Health. TGLF reports that 82% of health workers in its programmes take action and create local solutions within weeks.

- Learning together to lead change on the frontline of climate change and health (first course): About 8 hours across four modules: environmental changes, community health impacts, changing disease patterns, and community responses.
- Climate change is harming your community's health: what you can do now: Practical steps to prepare one's own community, with a pathway into the Impact Accelerator.
- One Health: connecting people, animals, and the environment (primer): Connect human, animal, and environmental risks in one's own setting, in English, French, and Spanish.
- Our common ambition: prioritising children's health amidst the climate crisis: Turn Save the Children policy guidance into projects that protect children from climate health threats.
- Level 1 certification: 7-30 Climate Health Emergency Framework (7-30 CHEF): Create a local plan with colleagues: 7 days to prepare, response, and 30 days to recover.
- Floods: what you can do as a health worker: Build a flood readiness plan with a risk map naming the most vulnerable patients, aligned with the Sphere Handbook and the Belém Health Action Plan.

Gender in emergencies

Leadership domains developed: 6 and 9 (primary), 1 and 2 (also).

In a crisis, a person's gender can determine their chance of survival. This programme connects humanitarian practitioners across countries and system levels to challenge the power dynamics that cause harm and to implement concrete solutions. It serves frontline responders, programme managers, and gender and protection specialists, whether experienced or new to the topic. It covers four practices: analysing power with an intersectional lens, rapid intersectional analysis in crisis, mitigating gender-based violence, and moving from analysis to action. It is a specialized track within the equity programme and applies the IASC Gender Handbook and the Sphere Handbook.

- Gender in emergencies: a rapid introduction (primer, first course): Learn gender, intersectionality, and bias through peer stories, and identify practical actions, in English, French, and Spanish.
- Mitigating gender-based violence (GBV) in practice (primer, second course, EQF level 7): Over four weeks, check a referral pathway, conduct a safety walk of one service point, and write a 30-day action plan, in English, French, and Spanish.

Equity in research and practice

Leadership domains developed: 1 and 9 (primary), 2 (also).

This programme helps community members, health professionals, humanitarian responders, programme managers, researchers, planners, and policy makers identify and eliminate bias in health systems. It uses the BIAS FREE framework, whose co-author Mary Anne Burke serves as a Guide on the Side, and examines how gender, disability, ethnicity, age, and other factors combine. Community members take part as experts in their own lived experience and as equal partners. Certificates are based on contribution to collective learning.

- Equity matters: introduction to HEART (peer learning exercise): Over 16 days, build a project on a real health inequity problem, review three peers' projects, improve the project, and share the final version.

- Public good or private profit? A dialogue for health professionals (primer): Name what is happening when services are outsourced or cut, and take one step to document it, in four languages.
- Women inspiring women: A peer learning course on women's leadership, part of this programme and described below.

Women inspiring women

Leadership domains developed: 7 and 9 (primary), 2 (also).

Women inspiring women is a book and a peer learning course built on stories shared by 177 women on the frontlines of health and humanitarian action across Africa, Asia, and Latin America, written for their daughters and other young women. It shows how location, language, economic status, and culture shape women's experiences in health work alongside gender. The book treats the women who speak as creators of knowledge. The course is free so that the women who shared their stories retain agency over their knowledge. Men who want to support women in health work are welcome.

- Women inspiring women (peer learning course): Discover diverse stories, connect them to one's own challenges, exchange feedback, and create a personalized action plan, with up to five module certificates.

AI4Health: AI in global health and humanitarian response (in development)

Leadership domains developed: 3 (primary), 1 and 4 (also).

According to the AI4Health page, most ministries of health and health organizations lack practical frameworks to evaluate AI tools, build capacity without dependency, ensure equity, and govern AI use. The AI4Health framework provides that structure, guided by seven principles, starting with maintaining human agency in decision-making and augmenting rather than replacing human leadership. Building on the framework, TGLF is launching a certificate peer learning programme for health system leaders, policy makers, programme implementers, and funders. Participants will develop AI strategies for their contexts, create implementation plans with peer and expert feedback, build governance frameworks, and join a community of AI4Health leaders.

- AI4Health framework: Available now, with early access to the certificate programme for those who download it.

Psychological first aid for children affected by the humanitarian crisis in Ukraine

Leadership domains developed: 7 (primary), 6 and 8 (also).

TGLF delivers this programme with the International Federation of Red Cross and Red Crescent Societies (IFRC). It supports teachers, social workers, mental health and health professionals, and Red Cross staff and volunteers who work with Ukrainian children, and it is open to professionals in Ukraine and the 27 EU and EEA member states. The European Union funded its initial phase, from 2023 to 2025. It contains every stage of the pathway, from a 20-minute introduction to self-guided peer learning, a 16-day exercise, and an ongoing Accelerator certified at EQF level 7. In total, 331 organizations took part, with 91 volunteer leaders from Ukraine and 12 European countries.

- Learn psychological first aid for children in 20 minutes (self-guided module): Basic principles, and what to do and not do when children are in distress.
- Experiences of children, caregivers and helpers, and Children in crisis, communities of care (self-guided peer learning, Level 1): Connect one's own experience with that of practitioners, with up to six certificates each.

- PFA Connect (peer learning network): Meet more than 2,000 professionals supporting Ukrainian children to share experiences, challenges, and solutions.
- Peer learning exercise: creating case studies of PFA (16 days): Write a case study about supporting a child and give and receive peer feedback, about 20 hours in total.
- PFA Accelerator (Level 2, EQF level 7): Join any time, set a weekly goal on Monday, discuss on Wednesday, and report observed changes in children on Friday.
- PFA primers: Psychological first aid: a primer for community helpers, and Psychological first aid for children in crisis: an introduction, listed in the catalogue with descriptions pending.

Healthy ageing

Leadership domains developed: 9 (primary), 1 (also).

This programme prepares health workers to care for older adults and for women through midlife in systems that were not designed for them. Its primers start from the participant's own clinic and community and lead into a full certificate programme with a peer-reviewed action plan and the Impact Accelerator.

- Our shared challenge of ageing: a primer for health workers: Apply the WHO framework for healthy ageing and choose one practical action, in English and French.
- Beyond the hot flash: a primer for health workers about menopause: Learn screening questions for routine visits and a map of long-term risks, developed with Menoglobal, as part of the first cohort building the evidence base for menopause care.

Brain health

Leadership domains developed: 7 and 9 (primary).

This programme is open to anyone who works for health and serves people whose lives are hard. It explains how war, disaster, displacement, and poverty keep the brain on high alert, and shows health workers the brain health work they already do. It draws on the WHO definition of brain health and the WHO integrated operational framework for mental health, brain health, and substance use.

- Brain health (primer): Choose one brain health challenge, share experience, and leave with a practical approach, followed by a 16-day exercise and the Impact Accelerator.

Noncommunicable diseases (NCDs)

Leadership domains developed: 6 and 9 (primary).

This programme prepares health professionals who may become first responders during a crisis to support people living with heart disease, cancer, diabetes, and chronic respiratory diseases when daily management breaks down and specialists are absent.

- What you can do to support people living with NCDs in humanitarian settings (primer): Presented by Dr Shanthi Mendis, retired WHO Senior Adviser for NCDs, in English and French.

Humanitarian health leadership

Leadership domains developed: 2 and 6 (primary), 9 (also).

This programme supports people working for health in communities affected by outbreaks and crises. Its courses help participants relate their own experience to official technical guidance and decide what they can do where they work.

- Share experience: Bundibugyo virus outbreak response in Uganda and the Democratic Republic of the Congo: Developed with TGLF Scholar networks in both countries, for nurses, laboratory staff, burial teams, contact tracers, and managers.
- Measles outbreaks: prevention, response, and recovery: About 6 hours of learning from experiences shared at Teach to Reach 9, also linked to immunization leadership.

Leadership for immunization

Leadership domains developed: 2 and 9 (primary).

TGLF began in immunization, and vaccination remains part of primary health care in Teach to Reach. Courses in this programme turn experiences shared by the network into targeted peer learning.

- Teach to Reach: get started with HPV vaccination (and keep it going) (primer): Identify one real challenge, leave with a concrete plan, and review three colleagues' plans, in partnership with UNICEF.

Maternal, newborn, and child health

Leadership domains developed: 9 (primary), 4 (also).

This programme teaches the practical skills health workers need to save newborn and maternal lives when equipment, medicines, and referral are out of reach.

- Newborn care foundations: practical actions for newborn survival (primer): Learn the low-cost actions recommended through the WHO and UNICEF Every Newborn Action Plan, then move to a 16-day action plan and weekly implementation.

Decolonization of global health

Leadership domains developed: 1 (primary), 9 (also).

This programme turns critical ideas about power in global health into practical steps. Dr Luchuo E. Bain is its guide.

- Decolonizing global health: an invitation to dialogue: Listed in the catalogue, description pending.
- Turning ideas about decolonizing global health into practice (expert content course): Ten modules, each built on one paper, with critical reflection and peer feedback.

Leadership and organizational development

Leadership domains developed: 4 and 8 (primary), all other domains (also).

This programme uses the Local leadership competency framework as its core text.

- Certification: learn to use the Local leadership competency framework: Assess one's practice against the framework, plan a next step, and apply it to team roles, hiring, and performance reviews, moving from Practitioner toward Collaborator.
- Construire un réseau de capacité collective (French): Build a real project with a self-defined team, guided by Maud Pernet, with access to the REACH network.

Foundations and network roles

Leadership domains developed: 8 (primary).

These offers help participants enter the network and take on recognised roles within it.

- Get your TGLF peer learning Driver's License: Listed in the catalogue, description pending.
- Become an Ambassador of The Geneva Learning Foundation: Represent the alumni of one's country, inspire colleagues, and help build a national network.