Background:

In many less-resourced countries around the globe, children with diabetes often still die or have poor blood glucose control. This is due to lack of insulin, monitoring and diabetes education, and often limited health professional expertise.

Different programs (particularly the International Diabetes Federation Life for a Child Program and also Changing Diabetes in Children) have successfully begun to change this by providing free supplies, diabetes education and mentoring. This has led to an impressive increase in the number of children being diagnosed and also living with diabetes.

It is evident that further diabetes training is required for those regions where previously few or no children were living with diabetes.

In the last few years there has been a welcome increase in the number of pediatric diabetes courses. A number of organizations have been involved, as well as various participants (doctors, and in some cases nurses and other health professionals as well). Sometimes Governments have been involved in these workshops, in other cases they were arranged through private institutions.

These courses are particularly useful for local health professionals to gain an insight into the management of diabetes in children and young people and tailor care to suit the local environment and culture.

ISPAD has been involved at different levels, either to provide faculty only (a “facilitated course”) or to co-organize the full course (“co-organized course”). Financial support through ISPAD has differed, based on individual contracts and contexts.

To improve transparency and efficacy, prevent financial uncertainties and to provide appropriate and consistent content, it is important
to identify key elements, formalize procedure, and develop a
continuous evaluation of these courses to meet the objectives of the
attendees, both medically and culturally.

This manual covers the following components:

1. Types of courses
2. Initiation
3. Location and Timing
4. Target Population
5. Planning the Program
6. Faculty
7. Pre-Course reading and Evaluation: pre-assessment
8. Financial support/Budget
9. Conduct of the workshop
10. Evaluation and Reporting: post-assessment
11. Follow-up
12. Attachments

1. Types of courses:
There are three types of courses being done:

a) ISPAD workshops
For key doctors and nurses involved in care in a particular country
or region, one day or shorter

b) ISPAD Postgraduate courses
For key doctors and nurses involved in care in a particular country
or region, 2-4 days

c) Diabetes in Practice Courses
More specifically for teams – doctors, nurses and allied health Professionals Courses, 3-5 days in a particular country or region.

May be under auspices of ISPAD directly, or jointly LFAC---ISPAD, CDiC-ISPAD or Pharma. Some are organized locally with ISPAD providing some faculty, for others ISPAD is more directly involved in organizing the course in partnership with local organisers.

2. Initiation Suggestion:

a) Creation of a Working Group combining:
   • Local organizer
   • Representative of ISPAD Executive and Advisory board,
   • Representative of LFAC or CDiC

b) ISPAD representative should preferably be well engaged with ISPAD, attend regular ISPAD conferences and the AGM

c) Basic principles include:
   • Authorization of course by ISPAD
   • No profits derived from course

3. Location and Timing

• Duration of courses: see above
• Appropriate central geographical site chosen for course for ease of travel

For participants and to maximize attendance of health professionals

4. Target population

• Participants in the different courses vary, which will influence the content and set up of the course
• In some countries, adult physicians may be the primary care givers for children with diabetes, therefore, in order to facilitate collaboration and transition of central care of children with diabetes to the pediatric