



Management of Child and Adolescent TB:

Training curriculum for training of trainers

For National TB Programme staff and health care workers in TB high-burden countries

Facilitator Manual 2024

The Union



Note:

This training manual works in conjunction with a resource pack of handouts for training participants.

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COURSE SUMMARY

Management of Child and Adolescent TB: training of trainers

DAY 1

INTRODUCTION: Training methods

MODULE 1: Epidemiology

MODULE 2: Diagnosis

DAY 2

MODULE 3: Treatment

MODULE 4: Prevention

DAY 3

MODULE 5: Treatment support

MODULE 6: Models for care delivery

DAY 4

MODULE 7: Recording and reporting, TB data use

MODULE 8: The role of NTPs

NEXT STEPS

FACILITATOR MANUAL

ROADMAP

How do adults learn?



This section provides valuable insight into how to train adults. It covers Adult Learning Principles and how best to incorporate these into training styles and methods.

What training approaches are used in this course?



Here, you will discover that this course has been structured to use a TeachBack method of training – to train trainers. This involves allocating parts of the course curriculum to participants to prepare and deliver. Feedback sessions form part of this method. Content is delivered using interactive lectures followed by an activity to ensure application of theory.

How to plan the training?

This section covers training action plans, participant selection and planning the allocation of content amongst participants.



An abbreviated agenda of the day is provided.

The day is divided into 3-4 sessions separated with breaks. A more detailed programme of each session follows.

What training logistics are there?



This section covers crucial considerations for planning the training, from venue setup to materials needed, ensuring everything runs smoothly.

Training Programme

This day-by-day breakdown details the activities and sessions planned, giving trainers a clear roadmap to deliver the course effectively.



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Introduction

Welcome to the Training Facilitator Manual. This comprehensive guide is designed to support trainers in delivering a course that is both interactive and participatory.

To maximise the utility and flexibility of this manual, it is designed to be multi-purpose. It can be used in various settings, such as in-person Training of Trainers (TOT) sessions including sub-national level cascade training sessions.

This manual supports trainers giving a **four-day course**.

The objective of the course is to equip National TB Programme (NTP) staff and trainers with the knowledge and skills to provide healthcare professionals with comprehensive training on the management of child and adolescent TB.

This training is aimed at helping healthcare providers/participants apply learned concepts to improve the care of children and adolescents with presumptive and diagnosed TB in their work settings, especially at primary and secondary levels of health services. After completing the course, participants should be able to understand and describe the local epidemiology of childhood TB and identify those at increased risk and determine the necessary interventions. They will also learn about screening for TB, the diagnostic and treatment modalities and support strategies for TB treatment adherence.

The target audience for this training programme is: healthcare workers in TB high-burden countries involved in training and management of TB, child and adolescent TB or child and adolescent health. These professionals include child and adolescent TB technical working group members, TB or child TB focal points, training officers, paediatricians, TB coordinators, health information specialists, laboratory and radiology staff and other healthcare providers at sub-national levels of health services. The training is interactive and participatory by design using innovative methods that draw on the knowledge and experience of the group, rather than passive, classroom style teaching and lectures. The training requires a four-day programme and is best followed over a short period in the order the manual suggests. The ideal number of participants ranges from 20 to 25.

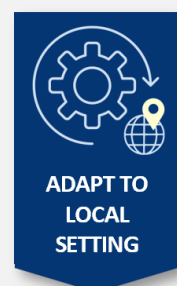


Note:

This **generic package** has been designed to **align with WHO** recommendations for a low-resource, high-TB burden setting.

A **stamp** that prompts NTPs to **adapt the training materials to the local setting** and National guidelines has been added to relevant slides, activities and cases.

It is recommended that country NTP members carefully review the content of the training materials, especially where this stamp appears and **edit** to align with **their countries' policies** respectively.



How do adults learn?

What are the important concepts for training adults?

Facilitate learning

When training adults, it is important that the facilitator creates a collaborative atmosphere by including the participants' ideas, knowledge, and experiences. The facilitator's role is to enhance, assist and foster learning rather than being the one who provides all of the content.

Avoid just educating

Training provides the opportunity to build skills, knowledge, and attitudes that participants can demonstrate and apply immediately to their job. Education provides students, patients, or colleagues with content information that they may or may not use at a later date.

An example that illustrates the difference between training and education is growing crops. Education would involve learning about the agricultural science behind growing crops, including soil types and climate conditions. Training, on the other hand, would involve showing participants step-by-step how to plant the seeds, tend to the crops and when and how to harvest.

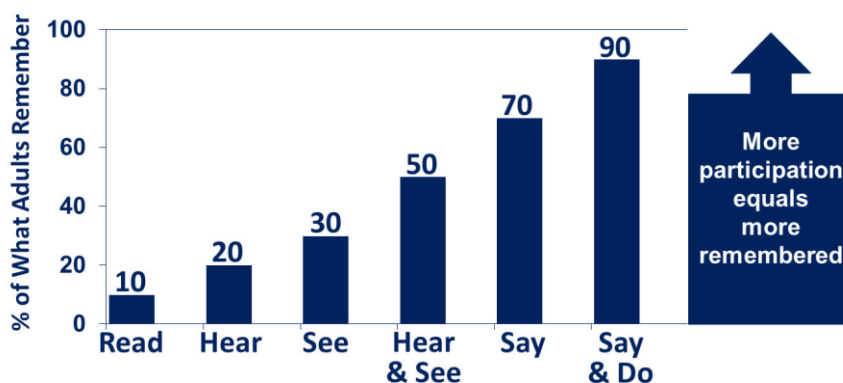
Avoid telling

Simply telling participants facts and providing a slide presentation does not mean that they will actually learn the information and gain the skills. Participants need to be engaged and participate in the learning to increase retention and develop skills. See the "Adult Learning Principles" section below.

Teaching more content does NOT mean that more learning will occur. It is better to concentrate on the essential information that participants need to learn. Too much information can overload participants with content.

What do adults remember?

The following graph provides information on what adults remember. This is very important for knowing how to design your training. If a trainer *only* lectures, then participants will probably *only remember 20%* of what is said. Creating a participatory training where participants are active and "saying and doing" will help them remember more from the training. It will help ensure that participants actually gain the desired knowledge and



skills.

Retention of information by level of participation among adult learners

What are ‘Adult Learning Principles’?

Many people think that training adults is the same as teaching students in a traditional school system. But this is not true. Adults learn differently than children and require different training approaches. Knowing how adults learn is critical to the success of your training courses. Using adult learning principles helps you use the right training technique to enhance learning. The following chart describes some important adult learning principles and training techniques you can use to engage the adult learner.

The table below lists the principles of adult learning and suggests the respective training techniques that will help to achieve these.

Adult Learning Principle	Training technique
Adults bring a wealth of knowledge and experience, that they want to share.	Encourage participants to share their knowledge and experiences. Include activities that utilize their knowledge and experience.
Adults are decision-makers and self-directed learners.	Include problem-solving activities.
Adults have different learning styles that must be respected.	Provide multiple ways for participants to learn the material.
Adults want to participate rather than just listen to a lecture.	Create a participatory learning environment with various types of activities.
Adults are motivated by information or tasks that are meaningful and applicable to their jobs.	Relate content to the skills that participants use and types of problems they encounter in their jobs.
Adults learn best when content is organized and designed in ways that enhance comprehension.	Present content in small “chunks” with steps or sequences; build from basic to complex; and provide reinforcement.
Adults expect their time during training to be used carefully.	Follow a realistic time schedule.
Adults feel anxious when participating in a group that makes them look uninformed, either professionally or personally.	Avoid criticism. Acknowledge all participants’ contributions.
Adults learn best in a positive environment where they feel respected and confident.	Create a positive environment by providing positive feedback and showing respect to all participants.
Adults come from different cultures, lifestyles, religious preferences, sex and ages.	Respect all differences and encourage participants to respect each other’s differences, as well.

Source: CDC TeachBack Training of trainers, 2013

What learning styles and methods to use when training adults?

The goal is not to focus on one style of learning but to use a blend of training methods to reach the greatest number of adult learners as proposed in the table below.

Provide a variety of learning methods	Provide a variety of training materials
<ul style="list-style-type: none">○ Interactive lectures○ Discussions○ Roleplays○ Exercises (e.g., quizzes, simulated case)	<ul style="list-style-type: none">○ Slides○ Manuals and/or handouts○ Short videos or audio files

Plan for interactive sessions:

Encourage participants to:

- Ask and answer questions.
- Provide explanations.
- Share experiences, views and ideas.

Use instructional techniques:

- Present one idea at a time.
- Build from simple to complex.
- Use examples and case studies to illustrate complex information.
- Draw comparisons to everyday working life to ensure content is practical and applicable.
- Regularly check participants' understanding.

What are some tips to use when delivering a training?

Use these tips to deliver the training and to keep yourself and the participants focused:

1. Follow the schedule in the training programme.
2. Stick to time. Wear a watch, use your phone or have a clock in the room. Avoid going over the time limit. At the beginning of sessions, request and remind participants to please keep their responses succinct so that the time allows for others to also contribute.
3. Repeat instructions, where necessary.
4. Remember the facilitator does not need to know every answer! If answers are not immediately available, decide together where to find an answer to questions.
"Let's open that question up to the group. If we can't find a suitable answer, who can we ask for help?"
5. Use a flipchart to make additional notes or provide information as needed.
6. Use 'energiser' activities (see page 9) between sessions when energy is low.
7. If appropriate, encourage participants to swap seats or pairs or groups around to prevent the same people sitting together for the whole training. This will ensure learning from new colleagues and increase energy.

What training approaches are used in this course?

This TOT course is designed as a 4-day training. There are eight modules to be delivered in the form of interactive lectures followed by activities to ensure application of concepts covered. Master trainers are at liberty to select modules to teach based on the training needs among participants and adapt the training programme accordingly.

This TOT employs TeachBack approach where delivery of content (modules 1 and 2) is initially modelled by master trainers with the delivery of the rest of the curriculum then being allocated amongst the participants to train one another. Purposeful opportunities for constructive feedback are integrated into this approach.

The following training strategies are explained in more detail in the sections below:

1. TeachBack approach
2. Interactive lectures
3. Group activities
 - a. **Discussions** (small groups and plenary sessions)
 - b. **Case scenario** activities
 - c. **Roleplay** activities
4. Other training tips and ideas

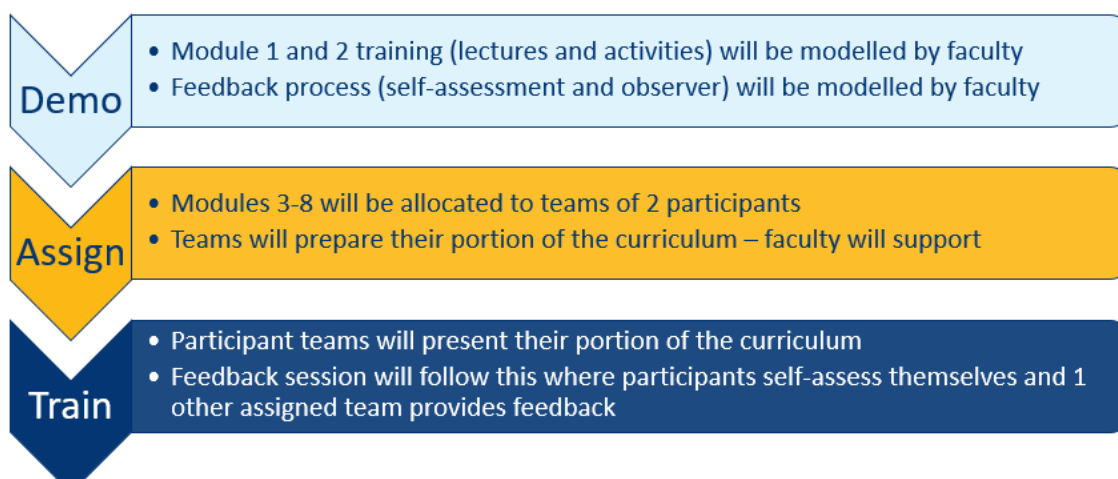
1. The 'TeachBack' approach

The 'Teach-back' method involves the trainees actively participating in the training process during this course. The training strategies will be modelled by the master trainers, thereafter, course content will be divided and allocated to teams of participants to prepare, deliver and give and receive feedback on.



Applying this approach in training sessions ensures that participants actively engage with content. Participants are compelled to understand the material so that they can accurately convey information to their fellow trainees. A key aspect of this approach is the focused feedback which follows each lecture and activity. These sessions present a rare and unique opportunity for participants to receive constructive feedback on their training styles from peers and master trainers. It allows participants to learn from one another and grow their facilitation skills whilst covering the content of this course.

How is the TeachBack approach implemented in this course?



How do I use the TeachBack approach?

1 Prepare participants:

At the beginning of the training on day 1, use the introductory slide deck to explain the approach and expectations upfront. Explain that participants will be divided into teams and given a module of the curriculum to practice training. Explain that their peers/master trainers (called co-facilitator below) will provide constructive feedback on their training using templates (*see Feedback handouts in appendix*).

2 Model the training and feedback process:

1. Demonstrate how to deliver an **interactive lecture** using the slide deck provided for Module 1. Your co-facilitator will observe how you facilitate the session and interact with the audience.
2. You will then model how to do a short **feedback session**:
 - You will start by modelling how to do a self-assessment of how you presented the lecture: What went well? What would you change?
 - Your co-facilitator will then model how to provide feedback on your lecture.
3. Thereafter, you will follow a similar process for an **activity**: you will model how to facilitate the activity that goes along with Module 1 and your co-facilitator will provide feedback on this.
4. Next, swap roles with your co-facilitator, so that they now facilitate the lecture and activity for module 2 and you provide the feedback.

3 Assign a module of the curriculum to a team of 2-4 participants:

Once module 1 and 2 have been delivered, there is time allocated in the timetable for participants to receive their assignments/training pieces (see page 17 and 18 for details of team assignment allocations). Each team will receive notes and a USB with PowerPoint slide decks for their respective module. They will also receive a feedback form to use when it is their turn to provide feedback for another team.

Instruct each pair/team to work together to plan and organise who will deliver what pieces of the training they have been allocated. They will present their portion of the training to their colleagues over days 2, 3 and 4 of this training. Assignments may involve:

- Facilitating an interactive lecture, or part thereof.
- Co-facilitating an activity (simulated case activity, group discussion and/or role play):
- One participant may introduce an activity – i.e. give participants instructions.
- Another may facilitate/conduct the activity.
- Another may then summarise: provide a model answer and wrap up.
- Observing others' training skills - to provide feedback to other participants.

Encourage participants to help each other during presentation: e.g., when one participant presents, the other team member(s):

- Keep time.
- Advance the slides.
- Provide handouts to participants.
- Record information on the flip chart.
- Assist in other ways.

The TeachBack feedback process:

Feedback is provided at the end of each team's topic. Each team will have the opportunity to give feedback to another team. This is a valuable skill that can be used in many ways:

- Other trainings
- On-the-job training
- Supervision and mentorship
- Everyday life (with co-workers, friends, or family)
- Enhances observation skills

Feedback may follow in 3 parts:

1. Presenter self-feedback: the trainee that presented/facilitated provides a self-assessment:
 - Presenter's self-reflections/reactions?
 - What went well?
 - What would I do differently?
 - Advice on preparing for and presenting this activity/lesson for future trainees.
2. Observer feedback: the trainee, assigned to give feedback for that session, provides balanced and constructive feedback, using a specific feedback template supplied, so that all may learn:
 - Feedback should offer positive and encouraging information and emphasise what the participant did well.
 - It should offer suggestions for what could be improved, ideally starting the sentence with ..."I wish..."
 - Importantly, participants will not be criticised or compared to one another.
 - Remind trainees that it takes 8 or 9 positive comments to undo the damage of just 1 negative comment.
3. Master trainer feedback: using the template, the master trainer can add any further comments/feedback that may not have been covered.

This is continued until all participants from the team receive feedback.

Note:

When introducing the TeachBack approach at the beginning of the training and again when assignments are handed out, check that all trainees understand what is expected of them. Ask if there are any questions or clarification. This approach provides participants with an opportunity to:

- Enhance training skills
- Practice these skills in a safe and supportive environment
- Receive feedback on their training skills
- Observe other training styles

2. Interactive Lectures



- All content (Introduction and Modules 1-8) to be covered in this course has been provided using PowerPoint slide decks. Each participant will receive a USB disk with all the slide decks.
- Each slide has a transcript in the notes section, below the slide, that provides further background and context. When allocating content to participants, emphasise that participants should use these notes as guidance and to avoid reading them verbatim. They will receive a printed hard copy of the module that they have been allocated to facilitate.
- The lectures include discussion sessions, as well as short videos and quiz questions, making them interactive. Each of the activities that follow the lectures, has its own slide deck and instructions.
- When presenting a lecture, consider using the following tips:
 - Stand comfortably and relaxed.
 - Scan the audience and maintain eye contact with participants.
 - Avoid turning your back on your audience.
 - Speak so that everyone can hear; talk slowly and clearly with a kind and strong voice.
 - Show that you are interested and excited about what you are reading.
 - Show respect to all participants.
 - Encourage participant contributions.
 - Relate content to participants' jobs, where possible.
 - Keep track of time.
 - Respond to questions – where you are not sure, ask other participants if they have any solutions, otherwise add the question to the parking lot and collectively decide where the group may find an answer (*more information on parking lot can be found below in section: other training tips and ideas*).

Note:

This is a comprehensive generic package – master trainers/participant facilitators are encouraged to select the most appropriate materials for their sessions. There is scope to adapt or omit content according to facilitator judgement.

3. Group activities

These exercises and group discussions are learning activities that allow participants to share experiences and ideas, solve problems and apply content. More detailed audio and visual instructions have been included in the margins of individual PowerPoint slide decks to assist participant facilitators to know how to conduct their respective activities.

a. Group discussions

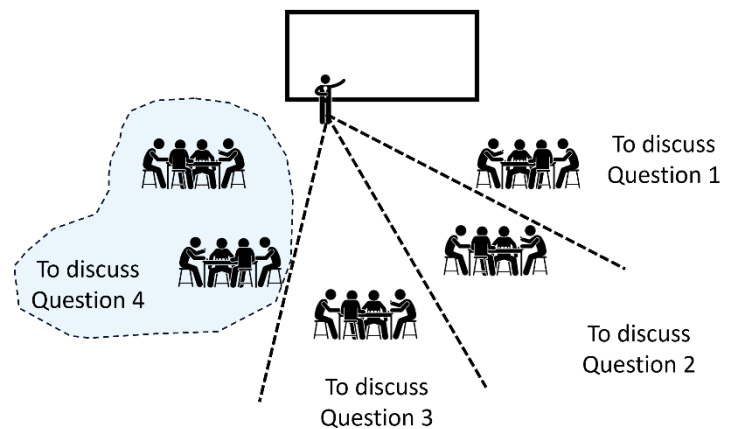
How to facilitate a group discussion:



- In this course, there are frequent opportunities for discussion breaks. Participants are encouraged to turn to their neighbour, or in their tables and answer questions that have been designed around the subject. It will allow participants to share what is happening in their own settings.
- When opportunities arise for sharing with the larger group, request that participants keep their responses succinct so that the time allows for others to also contribute.

Here are some suggestions on how you might like to facilitate them, to run them in a time efficient manner:

1. Explain that the next 15 minutes will be devoted to sharing amongst your colleagues about how things may work in your setting.
2. Explain that three or four questions will be shown on the presentation.
3. Then divide the questions amongst the groups. Some groups may need to discuss the same question.
4. Tell them they will have just 2 or 3 minutes to discuss in their small groups. Then you will discuss as a large group.
5. Allow 2-3 minute discuss time.
6. When this time is up, ask for everyone's attention. And then ask for volunteers to comment on each question discussed. Request participants to keep their responses succinct so that the time allows for others to also contribute.
7. Acknowledge all responses and thank participants for sharing.
8. Be mindful of the time and try to wrap up discussions so that the full activity takes no more than 15 minutes.



Use these tips to improve your facilitation skills:

- Listen to what people say and acknowledge what each person shares (thank them or nod).
- If the discussion goes off-topic, gently and politely steer the group back on track.
- If many people are talking at once, ask that there be one conversation.
- Avoid using “judging” words that signal that a behaviour is good or bad, such as ‘good’, ‘poor’, or ‘fantastic’.
- Keep track of time and be careful to stop when the time is up.

b. Simulated case scenarios

This course makes use of simulated case scenarios to ensure that content learnt can be applied in practice.



The activities will help:

- To determine if participants understand the content.
- To reinforce and clarify content.
- To apply the content to real-life situations.
- To enhance problem-solving skills.
- Participants learn from each other.
- To give participants a greater sense of responsibility in the learning process.
- To encourage participation and collaboration.

Note: A 'bank of cases', with accompanying model answers, has been developed for this course. These can be found in the 'resources folder'. A table summary of the case characters and their respective stories can assist in choosing different cases to highlight various aspects of diagnosis and care. If other cases are chosen, the master trainer will need to replace the relevant slides and handouts from the bank of cases.

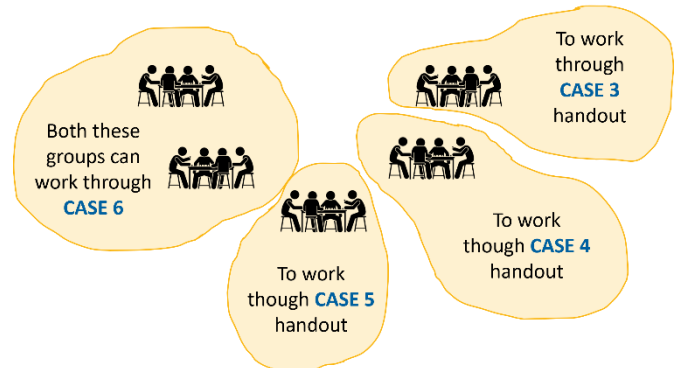
Cases 3, 4, 5 and 6 have been chosen for this baseline generic package of training (handouts are provided).

A presentation slide deck accompanies this activity.

How to facilitate a case scenario activity:

1. Divide the 4 cases amongst the groups. Note that more than one group can do the same case.
2. Explain that each group will be given a case study handout to work through.
3. Explain that, at the end of the session, each group will have the opportunity to present their case and their answers for discussion.
4. Suggest that they designate a scribe or presenter and a timekeeper, at the beginning of the activity.
5. Tell them they have 20 minutes for the exercise.
6. Once time is up, convene a plenary again. Start the report back session by having first group present case 3. Show the relevant slides from the presentation slide deck during the report back. Ask the group presenter to read the case scenario so the large group may follow the case. Furthermore, request that they pause after the first set of questions, so that you can summarise the model answers on slide presentation. Familiarise yourself with the slides in the activity, so that you know how the information and answers are displayed.
7. End with the wrap up slide to emphasise what learning objectives the case demonstrates.
8. Check in with the rest of the participants to see if there are any questions or comments before moving on to the next group. If more than one group has worked through the same case, just have one group report back. There is no need to go through the same case.

Example – spread the 4 cases amongst the groups:



c. Roleplay activities



Roleplays during training serve several key purposes:

- Roleplays are designed to mimic real-life scenarios, allowing for the practice of skills in a controlled environment.
- Roleplays build confidence and develop specific skills in communication, problem-solving and decision-making.
- Roleplay interactions also encourage empathy and allow participants to see things from different perspectives. This in turn improves retention and understanding.
- Roleplay also allow the trainer to assess participants' understanding and application of the training material in a practical context.

How to facilitate a roleplay activity:

1. For the first roleplay of the course, the master trainers will spend 10 minutes demonstrating how a roleplay should run using a scenario outlined in the module 4 activity presentation.
2. Before starting the roleplay, establish guidelines for respectful and constructive interaction.
3. Following the demonstration by the master trainers, ask for two volunteers from the participant group to do a roleplay in front of the group using a new scenario. Explain that they will be given a few minutes to read through their roles and mentally prepare for the roleplay.
4. Ask all the other participants to observe the roleplay and take notes on key interactions, behaviours and any issues that arise.
5. Ask the volunteers to start their roleplay and give them approximately 10 minutes to enact the scenario.
6. Once time is up, signal the end of the roleplay. Thank the participants and encourage an applause for their efforts.
7. Turn to the wrap up slide and facilitate a debriefing discussion.
8. Ask volunteers and participants to share their thoughts and feelings about the roleplay. Encourage reflections: ask participants to reflect on how the roleplay relates to their real-life work situations and how the skills and insights gained from the roleplay can be applied in their daily jobs.
9. Highlight key learnings and discuss the key takeaways from the activity.
10. Provide Feedback: offer constructive feedback on participants' performance.
11. Provide an opportunity for participants to ask any remaining questions or express any concerns.
12. Express appreciation. Thank participants for their active participation and contribution to the learning experience.

Other training tips and ideas

How to conduct welcome and introductions?



Get to know each other

Welcome the participants and introduce yourself. Encourage participants to get to know each other better by doing a sort of introduction exercise. This exercise aims to set the training off to a positive start in a humorous way.

If you are unfamiliar with this, use this example as an idea:

- Tell the group that you are glad to be there and hope that they are, too. To explore this, ask the group to introduce themselves and perhaps say where they work and then ask them to answer the question:
“If I wasn’t here today, what would I be doing that I’m glad I don’t have to do?”
- Kick off by answering this yourself, keeping the answer light.
- Keep the pace of responses fast-moving. This exercise should take about 10 minutes, depending on the group size.
- Reflect with everyone what they observed during this exercise. Can they think of other exercises that could create a short, light introduction?
- Discuss why it’s beneficial to start training like this.

Introduce the training

Follow the slide deck to provide the participants with an overview of the 4-day course so they can orientate themselves and know what to expect. Then, give them an overview of what you will be covering on day 1.

How to manage questions and comments using a ‘Parking lot’ concept?



Introduce the concept of a “parking lot”. In the context of face-to-face training, a "parking lot" is a facilitation tool used to manage questions, ideas, or topics that arise but are not immediately relevant to the current discussion or agenda. Here's how it typically works:

1. **Visual display:** a flip chart, whiteboard, or large piece of paper is designated as the "parking lot." Place this in a visible area of the training room.
2. **Capturing off-topic items:** when participants bring up questions or issues that are not directly related to the current topic or that would derail the session's flow, note these items and place them in the “parking lot”.
3. **Maintaining focus:** this allows you to acknowledge participants' contributions without diverting from the main agenda. It helps keep the session on track and ensures that relevant content is covered efficiently.
4. **Revisiting items:** at predetermined times, such as breaks or the end of the session/day during the reflection times, review the “parking lot” items. Address as many as possible, ensuring that participants feel heard and that their concerns are addressed.
5. **Follow-up:** some items may require further investigation or a more detailed response after the training. You or another designated person can follow up on these items later.

Use a parking lot to help create a structured and focused learning environment while respecting and valuing all contributions from participants.

How to maintain focus and interest?



Use energiser activities

It can be difficult to keep participants engaged throughout a training session, especially if it's long. Training energiser activities may help you overcome this challenge!

If you notice that your participants no longer appear engaged, use an energiser activity to help refocus attention.

A useful tip is to invite a volunteer among the participants to lead on an energiser.

Here are three examples.:

1 "Stand up if..." game

Before the training begins, prepare a list of possible questions. The questions need to be in a format where they can only be answered with yes or no. Make up These questions should begin with "Stand up if...".

For example:

1. "Stand up if you have ever been to Asia."
2. "Stand up if you have you ever been horse riding."
3. "Stand up if you have you ever been bungee jumping."
4. "Stand up if you have been training for more than 10 years."

The facilitator reads out the questions or statements one by one. For each statement the participants stand up if they could answer the statement with yes.

2 The cabbage ball energiser game

The cabbage ball game activity is a versatile game that can easily be incorporated into your training content as an energiser activity for adults. Whether you incorporate your training material or stick with something more light-hearted, here's how to play.

The idea is to have a make-shift ball made with layers of paper, each with a question on it, that resembles cabbage with layers of leaves. The questions are designed to reinforce learnings from the content covered in the training but can also include a couple of 'fun' questions to keep the activity light-hearted. Participants will throw to each other and the recipient will need to peel a sheet of paper off and answer the question before throwing to another participant.

Instructions

1. Prepare the activity materials before the training begins: create the cabbage ball by writing 6-7 different questions. Each question should have its own sheet of paper.
2. Crumple the first question into a ball and then proceed to wrap additional sheets of paper around it to form a ball, resembling a cabbage.
3. Begin the energiser by explaining the instructions to the participants.
4. Throw the cabbage ball to a participant.
5. The participant peels off a leaf, reads the question aloud and answers it to the group.
6. The participant then throws the cabbage ball to another person in the group.
8. Continue the process until all participants have had a turn and the questions on all cabbage leaves have been answered.

3 Apple, Orange and Banana!

Goal

The group must move in sync in order to keep the circle intact.

Instructions

1. Ask participants to form a circle and ask each member to stand sideways on and place their hands on the shoulders of the person in front of them.
2. Then explain the following commands:
 - **“Apple”** means everybody jumps **forward** at the same time (don't break the circle).
 - **“Orange”** means everybody jumps backward.
 - **“Banana”** means everybody jumps to turn 180 degrees to the left, so that they will put their hands on the shoulders of the person behind them.
3. Start with a few slow practice rounds and then increase the level of difficulty:
 - Easy mode: give commands at a slow pace. Ex. Apple!... Banana!.... Apple!.... Orange! With few seconds between commands.
 - Moderate mode: facilitator will combine two commands. E.g., Banana-Apple!... Orange-Apple!
 - Crazy mode: facilitator will combine three or more commands.

How to plan the training?

What resources are there to develop Training Action Plans?

Four worksheets have been included in the resource package to help trainers plan for trainings:

Worksheet 1 – Programme planning information

Worksheet 2 – Activities

Worksheet 3 – Schedule

Worksheet 4 – Budget

Training Action Plans:

- Ensure utilisation of skills learned.
- Ensure trainings occur and that appropriate staff are trained.
- Establish clear goals and objectives for the training.
- Achieve consensus among all persons involved in the training.
- Determine activities.
- Determine responsible persons.
- Establish a schedule.
- Establish a budget.

How to choose and assess the right participants before the training?

Choosing the right participants is crucial to having a successful training course. If a participant attends a course that is not appropriate for him/her, it can create problems for the participant as well as the trainer. For example, if a participant will never use the knowledge or skills in their job, they may become disinterested. Similarly, if the training is too far below or above their knowledge or skill level, they might become frustrated and disinterested.

Some ways to choose and assess the participants before the training include:

- **Discuss participant selection with the appropriate stakeholders/decision-makers**

These are the people who actually choose and recommend the participants to attend the training. It can also be helpful to provide these people with the justification for why it is critical that the right people attend the training.

- **Send a course invitation letter**

One way to ensure that the right participants attend the training is to send an invitation letter that clearly outlines the purpose of the training and who should attend.

Include the following information (use bullets or an outline form so it is easy for people to grasp):

- Goals
- Objectives
- Participant criteria
- Purpose and description of training
- How the skills and knowledge can be applied to the job

Send the letter from a person with organisational authority. It will be more persuasive if the letter is from someone who is respected and has some authority or influence.

- [Use a participant pre-assessment form](#)

This is a way to obtain information about the participants. Be sure to send well in advance of the training participants have time to return it and you have enough time to compile the results and adjust the training. It can be difficult to get all participants to return the forms. One way to ensure some success is to send it out with the invitation letter and ask that it be returned to the person with organizational authority. Be sure to include a deadline for participants to return the form.

- [Talk to a few potential participants prior to the training](#)

It can be very helpful to talk with some potential participants prior to training to determine any concerns, as well as their knowledge and experience levels.

The exercises require facilitation skills from the trainer to extract the knowledge, skills and experience that is already present in the group. Each topic is addressed at different didactic levels. The exercises touch upon knowledge and skills regarding the topic. Course material will explain models and theories and will provide exercises for participants to apply and implement lessons learned in daily practice. The training schedule gives the approximate time needed to complete the exercises. Each exercise is accompanied by a section called 'Notes for the trainer,' which provides additional information.

- [Plan allocation of course content for TeachBack approach](#)

Once you are familiar with the structure of this training course and the training approaches used (see below explanations), you will realise that you will need to divide your participants into 10 training groups and allocate them portions of the training curriculum for them to prepare and deliver.

What are the training logistics?

Prepare the logistics of the training carefully so that the training can run smoothly and the facilitators can fully focus on the participants during the training.

Number of participants to attend the training

Ideally, two master trainer facilitators should be able to run a training of 20-25 participants. If more people need to be trained, make sure there are extra facilitators available to circulate and support the training sessions.

Meals and refreshments

The facilitator must provide the venue coordinator with a meal and refreshments schedule that includes times for starting the day and meals as per the local training norm: such as tea on arrival with water breaks and lunch, or mid-morning tea and lunch instead.

Accommodation

If participants are being accommodated, ensure that they are comfortable and help them to address any outstanding needs in this regard.

Training venue and seating

- Ensure the booked venue has a screen or clear wall to allow for use of a projector.
- Ensure the training materials and equipment are well prepared before the training and that you have the correct numbers of each item.
- See the list of materials and equipment needed listed below.
- Seating: ensure that there are sufficient seats for participants and facilitators and any managers or additional staff attending. Arrange the desks and chairs so that participants can both face the front of the room for the lecture sessions and move into small groups for activities and discussions.

Accessibility

- Ensure participants with accessibility needs have the necessary accommodations during the training.

Consider supporting meeting accessibility through captioning, assistive listening systems and mobility seating assistance.

Training materials and equipment

It is recommended to prepare handouts for the participants containing the cases and roleplays.

Materials and equipment are listed separately for **each day** on the timetable sections.

An overall list is provided below for preparation purposes.

Details of what to prepare for each team assignment packs are provided in the section called “Allocation of assignments” under Day 1 (see page 25).

Allocation of assignments

When allocating curriculum to training teams, prepare handout pack for each team:

Group	Pack to consist of:	Per trainer	Per participant	Total	Checked (✓)
Team 1 (M3 lecture)	USB key	1		2	
	Module 3 – printed copy with transcript notes	1		2	
	Module 3: case 3, 4, 5, 6 handout	2		2	
	Activity feedback forms	1		2	
Team 2 (M3 Activity)	USB key	1		2	
	Module 3 – printed copy with transcript notes	1		2	
	Module 3: case 3, 4, 5, 6 handout	1	1 per grp	6	
	Lecture feedback forms	1		2	
Team 3 (M4 lecture)	USB key	1		2	
	Module 4 – printed copy with transcript notes	1		2	
	Activity feedback forms	1		2	
Team 4	USB key	1		2	
	Module 4 – printed copy with transcript notes	1		2	

Tells you what portion of the curriculum they have been assigned

Tells you what to print out and package for each team

Master trainer checklist	Per master trainer	Per participant	Total	Checked (✓)
Facilitator Manual	1	1	22 - 27	
USB keys with Master PowerPoint presentations	1	1	22 - 27	
Printed side deck with transcript notes	1	1	22 - 27	
Flip chart/White Board/ Dry Erase Board / Poster Paper	1		1	
Markers	2		4	
Prestik	1		1	
Pens/Pencils	1	1	22 - 27	
Paper/ Notepad	1	1	22 - 27	
Name Tags	1	1	22 - 27	
Attendance Sheet	4		4	
Agenda – per day	1		2 per day	
Pre-/Post-course Tests		1	22 - 27	
Post course evaluation forms		1	22 - 27	
The Union’s Desk Guide	1		1	
WHO and/or National/Local TB Guidelines	1		1	
Electrical extension cord and multiplug	1			
Computer - desktop or laptop computer(s) (PC or Mac) with Microsoft PowerPoint installed.	1		2	
Projector	1		1	
VGA/HDMI cords to connect projector to laptop	1		1	
Mouse and mouse pad	1		1	
Printer for printing certificates.	1		1	
Cardboard for Certificates		1 (± spares)	30	

Forms and job aids:	Checked (✓)
Management decision algorithms - “WHO” and “The Union’s Desk Guide”	
Algorithm for screening and managing close contacts	
Recommended TB treatment regimens by site, age, severity and resistance	
Recommended TPT regimens by age and resistance of index case (table)	
Dosage guide by weight for drugs for treatment and TPT regimens	
Consider the following (localised according setting of training):	
Diagnostic Scoring system	
CXR for assessment of severity of disease	
TB index case contact screening form	
Referral form for symptomatic TB contact	
TPT Register	
Register of Referred TB Cases	
Quarterly data collection form on TB contact investigation	
TB Register	
TB Treatment card	
Quarterly report form for all TB cases	

Materials and handouts:	Checked (✓)
Please see detailed checklists for each day of the training in relevant sections of the programme, Day 1-4 (pages 16, 24, 30 and 35).	



Training Programme

Day 1

Abbreviated training programme

Use this abbreviated programme for day 1 to prepare with your co-facilitator.

Decide who will lead each session and how you will support each other during the training. Fill in the empty facilitator column to indicate who will prepare and deliver which session.

Time	Duration	Session	Facilitator
07:30 - 08:00	30 mins	Arrival tea and seating	
08:00 - 09:00	60 mins	Welcome and introduction <ul style="list-style-type: none">o Theory behind TeachBack approach and training strategies	
09:00 - 09:30	30 mins	Pre-course test	
09:30 - 10:50	1hr 20 mins	Module 1: Epidemiology (Lecture and Activity)	
10:50 - 11:00	10 mins	Feedback session	
11:00 - 11:20	20 mins	Break	
11:20 - 13:10	1hr 50 mins	Module 2 : Diagnosis (Lecture)	
13:10 - 14:10	60 mins	Lunch	
14:10 - 14:50	40 mins	Module 2: Diagnosis (Activity)	
14:50 - 15:35	45 mins	Module 2: Diagnosis (Activity report back and wrap up)	
15:35 - 15:45	10 mins	Feedback session	
15:45 - 16:05	20 mins	Break	
16:05 - 16:25	20 mins	Assignment allocation	
16:25 - 16:30	5 mins	Closure	

Materials and equipment needed for Day 1

Facilitator checklist	Per master trainer (2 trainers)	Per Group (4 groups)	Per participant (20-25)	Total	Checked (✓)
Laptop with Day 1 presentation slide deck	-	-	-	1	
Projector	-	-	-	1	
Microphone, if needed	1	-	-	1	
Attendance register	2	-	-	1	
Name tags or stickers	1	-	1	22-27	
Black markers	1	-	-	3	
Flip chart	1	-	-	1	
Flip chart markers	1	-	-	2	
Prestik	4	-	-	1	
Water bottles, pens, notepads, if not provided by venue	1	-	1	22-27	
Pre-course test	1	-	1	22-27	
Facilitator Manual	1	-	1	22-27	
Module 2: case 3, 4, 5, 6 handouts	1	1	-	6	
**Assignment packs according to teams (see below)	-	-	-	-	-

Allocation of assignments

When allocating curriculum to training teams, prepare handout pack for each team:					
Group	Pack to consist of:	Per participant trainer (2 trainers)	Per Participant group (4 groups)	Total	Checked (✓)
Team 1 <i>To do: Module 3 lecture</i>	USB key	1	-	2	
	Module 3 lecture – hard copy print out of transcript notes	1	-	2	
	Activity feedback forms: to provide feedback on team 2	1	-	2	
Team 2 <i>To do: Module 3 Activity</i>	USB key	1	-	2	
	Module 3 activity – hard copy print out of transcript notes	1	-	2	
	Module 3: case 3, 4, 5, 6 handouts	1	1 per grp	6	
	Interactive Lecture feedback forms: to provide feedback on team 1	1	-	2	
Team 3 <i>To do: Module 4 lecture</i>	USB key	1	-	2	
	Module 4 lecture – hard copy print out of transcript notes	1	-	2	
	Interactive Lecture feedback forms: to provide feedback on team 4	1	-	2	
Team 4 <i>To do: Module 5 lecture</i>	USB key	1	-	2	
	Module 5 lecture – hard copy print out of transcript notes	1	-	2	
	Interactive Lecture feedback forms: to provide feedback on team 3	1	-	2	
Team 5 <i>To do: Module 5 Activity</i>	USB key	1	-	2	
	Module 5 activity: hard copy print out of transcript notes and role play instructions	1	1 per grp	9	
	Interactive Lecture feedback forms: to provide feedback on team 6	1	-	2	
Team 6	USB key	1	-	2	
	Module 6 lecture – printed copy of lecture slides with transcript notes and activity	1	-	2	

<i>To do: Module 6 Lecture</i>	Activity feedback forms: to provide feedback on team 5	1	-	2	
Team 7	USB key	1	-	2	
<i>To do: Module 6 Activity</i>	Module 6 activity – printed copy of lecture slides with transcript notes and activity	1	-	2	
	Interactive Lecture feedback forms: to provide feedback on team 8	1	-	2	
Team 8	USB key	1	-	2	
<i>To do: Module 7 Lecture</i>	Module 7 lecture – printed copy of lecture and activity with transcript notes	1	-	2	
	Activity feedback forms: to provide feedback on team 7	1	-	2	

Team 9	USB key	1	-	2	
<i>To do: Module 7 Activity</i>	Module 7 activity – printed copy of lecture and activity with transcript notes	1	-	2	
	Interactive Lecture feedback forms: to provide feedback on team 10	1	-	2	
Team 10	USB key	1	-	2	
<i>To do: Module 8 Lecture</i>	Module 8 lecture – printed copy with transcript notes	1	-	2	
	Activity feedback forms: to provide feedback on team 9	1	-	2	

Session 1 – Introduction | Pre-course test | Module 1: Epidemiology

Time: 3 hours



Learning Outcomes

By the end of this session, participants should:

- Be orientated to how the training is structured and the Facilitator Manual works
- Understand the principles of Adult Learning
- Understand of the major policy-practice gaps
- Describe and interpret the epidemiology
- Identify risk factors for infection, disease and death
- Appreciate how to convey theory in a lecture format
- Understand how the feedback model of TeachBack approach is going to be applied

The training presentation slides in this session will take you through the following:

Start Time	End Time	Total Time			Description	Facilitator
		Hrs.	Min.			
08:00	- 08:15	-	15		Course Welcome and Introductions Opening remarks** (<i>adapt if needs be</i>)	Master trainer
08:15	- 08:20	-	5		Course Overview, Ground Rules, Parking Lot, Housekeeping	Master trainer
08:20	- 09:00	-	40		Theory – ‘TeachBack’ approach and training strategies <ul style="list-style-type: none"> ○ Training strategies used in this course ○ How the TeachBack approach is going work 	Master trainer
09:00	- 09:30	-	30		Pre-course test	Master trainer
09:30	- 10:50	1	20		Module 1 lecture: Epidemiology <ul style="list-style-type: none"> ○ Demonstrate facilitation of a lecture ○ Includes two discussion activities ○ 1x simulated case scenario example done as a large group 	Master trainer
10:50	- 11:00	-	10		Feedback: <ul style="list-style-type: none"> ○ Faculty facilitator to demonstrate self-feedback ○ Faculty co-facilitator to model how to provide feedback 	Master trainer
11:00	- 11:20		20		Break	

Session 2 – Module 2: Diagnosis (Lecture)

Time: 1 hour 50 minutes




Learning Objectives

By the end of this session, participants should be able to do the following:

- Screen children and adolescents to identify presumptive TB
- Identify key components of the clinical evaluation
- Have a systematic approach to the diagnosis
- Use diagnostic tests as indicated to diagnose TB

- [Appreciate how to introduce and start a small group activity.](#)

The training presentation slides in this session will take you through the following:

Start Time		End Time	Total Time		Description	Facilitator
			Hrs	mins		
11:20	-	13:10	1	50	 Module 2: Diagnosis (Lecture) <ul style="list-style-type: none">○ Demonstrate facilitation of a lecture○ <i>Consider adding in an energiser activity during this lecture (see section on 'Other training tips and ideas')</i>	Master trainer
13:10	-	14:10		60	<i>Lunch</i>	

Session 3 – Module 2: Diagnosis (Activity)

Time: 1 hour 35 minutes






Learning Outcomes

By the end of this session, participants should be able to do the following:

- Apply learnings from Module 2: diagnosis in practice
- Appreciate how to facilitate group report backs to plenary, provide model answers and wrap up each case

The training presentation slides in this session will take you through the following:

Start Time		End Time	Total Time		Description	Facilitator
			Hrs	mins		
14:10	-	14:50		40	 <p>Module 2: Diagnosis (Activity)</p> <ul style="list-style-type: none"> o Work through a case example altogether. o Then facilitate small group case-based activities. 	Master trainer
14:50	-	15:35		45	 <p>Module 2: Diagnosis (Activity report back)</p> <ul style="list-style-type: none"> o Facilitate group report backs to plenary. o Facilitator to follow with model answers on ppt. <p>Allow ± 10 minutes for each report back and discussion.</p>	Master trainer
15:35	-	15:45		10	 <p>Feedback</p> <ul style="list-style-type: none"> o Faculty facilitator to demonstrate self-feedback on own lecture and activity <p>Faculty co-facilitator to model how to provide feedback</p>	Master trainers
15:45	-	16:05		20	Break	

Session 4 – Assignment allocations

Time: 25 minutes




Learning Outcomes

By the end of this session, participants should know:

- What content has been allocated to them to deliver during the course of the training
- What is expected of them regarding the TeachBack method of training: facilitation of a lecture, an activity and for what session and team they will be providing feedback.

The training presentation slides in this session will take you through the following:

Start Time		End Time	Total Time		Description	Facilitator
			Hrs	mins		
16:05	-	16:25		20	 'TeachBack' assignments <ul style="list-style-type: none">○ Provide explanation and instructions on Teach back method.○ Divide group into teams and provide respective assignments	Master trainer
16:25	-	16:30		5	Closure	

Day 2

Abbreviated training programme

Use this abbreviated programme for day 2 to prepare with your co-facilitator.

Time	Duration	Session	Facilitator
08:00 - 08:10	10 mins	Welcome and agenda	Master trainer
08:10 - 08:55	45 mins	Preparation time for participants	Master trainer
08:55 - 10:25	1 hr 30 mins	Module 3: Treatment (Lecture)	Team 1
10:25 - 10:35	10 mins	Feedback session	Team 2
10:35 - 10:55	20 mins	Break	
10:55 - 11:25	30 mins	Module 3: Treatment (Activity)	Team 2
11:25 - 12:40	1 hr 15 mins	Module 3: Treatment (Activity report back)	Team 2
12:40 - 12:50	10 mins	Feedback session	Team 1
12:50 - 13:50	60 mins	Lunch	
13:50 - 14:50	60 mins	Module 4: Prevention (Lecture)	Team 3
14:50 - 15:00	10 mins	Feedback session	Team 4
15:00 - 15:20	20 mins	Break	
15:20 - 15:40	20 mins	Module 4: Prevention (Demo – roleplay)	Master trainer
15:40 - 15:50	10 mins	Feedback session	Master trainer
15:50 - 16:25	35 mins	Module 4: Prevention (Activity – roleplay)	Master trainer
16:25 – 16:30	5 mins	Closure	Master trainer

Materials and equipment needed for Day 2

Check that teams 1, 2, 3, 4 have their materials	
<ul style="list-style-type: none"> • Module hard copy print outs • Module 2 case handouts • Relevant Feedback forms 	

Facilitator checklist	Per participant (20-25)	Total	Checked (✓)
Laptop with Day 2 presentation slide deck	-	1	
Facilitator Manual	-	1	
Projector	-	1	
Microphone, if needed	-	1	
Attendance register	-	1	
Name tags or stickers	1	22-27	
Black markers	-	3	
Flip chart	-	1	
Flip chart markers	-	2	
Prestik	-	1	
Water bottles, pens, notepads if not provided by venue	1	22-27	
Roleplay instructions handout (Module 4)		5 (1x trainers + 1x per volunteer)	

Session 1 – Preparation time and Module 3: Treatment (Lecture)

Time: 2 hour 35 minutes







Learning Outcomes

By the end of this session, participants should be able to do the following:

- Understand the principles of TB treatment
- Decide on the correct treatment regimen
- Initiate children and adolescents with TB onto treatment
- Experience delivering a lecture and providing/receiving feedback on techniques

The training presentation slides in this session will take you through the following:

Start Time		End Time	Total Time		Description	Facilitator
			Hrs.	Min.		
08:00	-	08:10		10	 Agenda for the day	Master trainer
08:10	-	08:55		45	 Preparation time for participants <ul style="list-style-type: none"> o Groups prepare and practice their respective content 	All groups
08:55	-	10:25	1	30	 Module 3: Treatment (Lecture) <ul style="list-style-type: none"> o Group 1 to deliver Module 3: Treatment (Lecture) 	Team 1
10:25	-	10:35		10	 Feedback: <ul style="list-style-type: none"> o Group 1 to provide self-feedback o Group 2 to provide feedback on group 1 performance 	Team 2
10:35	-	10:55		20	<i>Break</i>	

Session 2 – Module 3: Treatment (Activity)

Time: 1 hour 55 minutes






Learning Objectives

By the end of this session, participants should be able to do the following:

- Apply learnings from Module 3: treatment in practice
- Experience facilitating a group activity and providing/receiving feedback on techniques

The training presentation slides in this session will take you through the following:

Start Time	-	End Time	Total Time		Description	Facilitator
			hrs	mins		
10:55	-	11:25		30	 Module 3: Treatment (Activity) <ul style="list-style-type: none"> o Group 2 to facilitate simulated cases in small groups 	Team 2
11:25	-	12:40	1	15	 Module 3: Treatment (Activity report back) <ul style="list-style-type: none"> o Group 2 to facilitate small group report back, follow with model answers and wrap up 	Team 2
12:40	-	12:50		10	 Feedback: <ul style="list-style-type: none"> o Group 2 to provide self-feedback o Group 1 to provide feedback on group 2 	Team 1
12:50	-	13:50		60	<i>Lunch</i>	

Session 3 – Module 4: Prevention (Lecture)

Time: 1 hour 10 mins





Learning Outcomes

By the end of this session, participants should be able to do the following:

- Understand the main strategies for TB prevention
- Understand the role of contact screening and management
- Identify groups for which TB preventive treatment (TPT) is recommended
- Choose appropriate TPT regimens as per new recommendations for contacts of people with drug-susceptible or drug-resistant TB
- Experience delivering a lecture and facilitating an activity and providing/receiving feedback on techniques

The training presentation slides in this session will take you through the following:

Start Time	End Time	Total Time		Description	Facilitator
		hrs	mins		
13:50	- 14:50		60	 Module 4: Prevention (Lecture) <ul style="list-style-type: none"> ○ Group 3 to deliver lecture 	Team 3
14:50	- 15:00		10	 Feedback: <ul style="list-style-type: none"> ○ Group 3 to provide self-feedback ○ Group 4 to provide feedback on group 3 	Team 3 + 4
15:00	- 15:20		20	<i>Break</i>	

Session 4 – Module 4: Prevention (Roleplay activity)

Time: 1 hour 5 mins







Learning Outcomes

By the end of this session, participants should be able to do the following:

- Apply learnings from Module 4: Prevention
- Experience how a roleplay activity runs and how feedback on this training approach may be structured

The training presentation slides in this session will take you through the following:

Start Time		End Time	Total Time		Description	Facilitator
			hrs	mins		
15:20	-	15:40		20	 <p>Module 4: Prevention (Roleplay activity demonstration)</p> <p>Faculty to demonstrate how to introduce and facilitate a roleplay</p>	Master trainer
15:40	-	15:50		10	 <p>Feedback:</p> <ul style="list-style-type: none"> o Faculty facilitator to demonstrate self-feedback on own roleplay facilitation <p>Faculty co-facilitator to model how to provide feedback</p>	Master trainer
15:50	-	16:10		20	 <p>Module 4: Prevention (Roleplay activity for participants)</p> <p>Volunteer participants to enact a roleplay.</p>	Master trainer and participant volunteers
16:10	-	16:25		15	 <p>Module 4: Prevention (Roleplay activity wrap up)</p>	
16:25	-	16:30		5	Closure	

Day 3

Abbreviated training programme

Use this abbreviated programme for day 3 to prepare with your co-facilitator.

Time	Duration	Session	Facilitator
09:00 - 09:10	10 mins	Welcome and agenda	Master trainer
09:10 - 10:25	1 hr 15 mins	Module 5: Treatment support (Lecture)	Team 4
10:25 - 10:35	10 mins	Feedback session	Team 3
10:35 - 11:00	25 mins	Module 5: Treatment support (Activity – roleplay)	Team 5
11:00 - 11:15	15 mins	Module 5: Treatment support (Activity – roleplay wrap up)	Team 5
11:15 - 11:25	10 mins	Feedback session	Team 6
11:25 - 11:45	20 mins	<i>Tea break</i>	
11:45 - 12:55	1 hr 10 mins	Module 6: Models of care delivery (Lecture)	Team 6
12:55 - 13:05	10 mins	Feedback session	Team 5
13:05 - 14:05	60 mins	<i>Lunch</i>	
14:05 - 14:35	30 mins	Module 6: Models of care delivery (Activity)	Team 7
14:35 - 14:55	20 mins	Module 6: Models of care delivery (Activity wrap up)	Team 7
14:55 - 15:05	10 mins	Feedback session	Team 8
15:05 – 15:10	5 mins	<i>Closure</i>	Master trainer

Materials and equipment needed for Day 3

<p>Check that teams 3, 4, 5, 6, 7, 8 have their materials</p> <ul style="list-style-type: none"> • Module hard copy print outs • Module 3 Activity: case handouts • Module 5 Activity: Role play handout • Module 6 Activity: design an intervention • Relevant Feedback forms 	

Facilitator checklist	Per participant	Total	Checked (✓)
Laptop with Day 3 presentation slide deck	-	1	
Facilitator Manual	-	1	
Projector	-	1	
Microphone, if needed	-	1	
Attendance register	-	1	
Name tags or stickers	1	22-27	
Black markers	-	3	
Flip chart	-	1	
Flip chart markers	-	2	
Prestik	-	1	
Water bottles, pens, notepads if not provided by venue	1	22-27	

Session 1 – Module 5: Treatment support (Lecture and Activity)

Time: 2 hours 25 minutes









Learning Outcomes

By the end of this session, participants should be able to do the following:

- Provide person-centered care for children and adolescents receiving treatment for TB disease or TB infection
- Decide on suitable formulations to provide correct dosages
- Follow up children and adolescents initiated on treatment for TB disease or TB infection (TPT)
- Manage adherence issues and side effects, as well as provide support to the child or adolescent and their family throughout the whole treatment period
- Experience delivering a lecture and facilitating an activity and providing/receiving feedback on techniques

The training presentation slides in this session will take you through the following:

Start Time		End Time	Total Time		Description	Facilitator
			hrs	mins		
08:00	-	08:10		10	 Welcome and agenda	Master trainer
08:10	-	09:25	1	15	 Module 5: Treatment support (Lecture)	Team 4
09:25	-	09:35		10	 Feedback session	Team 3
09:35	-	10:00		25	 Module 5: Treatment support (Activity – roleplay)	Team 5
10:00	-	10:15		15	 Module 5: Treatment support (Activity – roleplay wrap up)	Team 5
10:15	-	10:25		10	 Feedback session	Team 6
10:25	-	10:45		20	<i>Break</i>	

Session 2 – Module 6: Models of care delivery (Lecture)

Time: 1 hour 20 minutes





Learning Objectives

By the end of this session, participants should be able to do the following:

- Recognise the role of decentralised care, including community care, in increasing access to care and ensuring continuity of TB services for children and adolescents
- Understand the implementation considerations for setting up decentralised care
- Recognise the role of the private sector in improving access to TB care services
- Understand the role of differentiated service delivery models for improving access to TB services
- Experience delivering a lecture and facilitating a lecture and providing/receiving feedback on techniques

The training presentation slides in this session will take you through the following:

Start Time	End Time	Total Time		Description	Facilitator
		hrs	mins		
11:45	- 12:55	1	10	 Module 6: Models of care delivery (Lecture) <ul style="list-style-type: none"> o Group 6 to deliver lecture 	Team 6
12:55	- 13:05		10	 Feedback session <ul style="list-style-type: none"> o Group 6 to provide self-feedback on their lecture o Group 5 to provide feedback on group 6's lecture 	Team 5
13:05	- 14:05		60	<i>Lunch</i>	

Session 3 – Module 6: Models of care delivery (Activity)

Time: 1 hour






Learning Outcomes

By the end of this session, participants should be able to do the following:

- Apply learnings from Module 6: Models of care delivery
- Experience delivering a lecture and facilitating an activity and providing/receiving feedback on techniques

The training presentation slides in this session will take you through the following:

Start Time		End Time	Total Time		Description	Facilitator
			hrs	mins		
14:05	-	14:35		30	 Module 6: Models of care delivery (Activity) <ul style="list-style-type: none"> o Group 7 to facilitate a large group discussion on designing an intervention to improve TB care 	Team 7
14:35	-	14:55		20	 Module 6: Models of care delivery (Activity wrap up) <ul style="list-style-type: none"> o Group 7 to wrap activity 	Team 7
14:55	-	15:05		10	 Feedback session	Team 8
15:05	-	15:10		5	<i>Closure</i>	

Day 4

Abbreviated training programme

Use this abbreviated programme for day 4 to prepare with your co-facilitator.

Time	Duration	Session	Facilitator
08:30 - 08:40	10 mins	Welcome and agenda	Master trainer
08:40 - 09:50	1hr 10 mins	Module 7: Recording, reporting, TB data use (Lecture)	Team 8
09:50 - 10:00	10 mins	Feedback session	Team 7
10:00 - 10:45	45 mins	Module 7: Recording, reporting, TB data use (Activity)	Team 9
10:45 - 10:55	10 mins	Feedback session	Team 10
10:55 - 11:15	20 mins	<i>Tea break</i>	
11:15 - 12:00	45 mins	Module 8: Child and adolescent TB and the NTP (Lecture)	Team 10
12:00 - 12:10	10 mins	Feedback session	Team 9
12:10 - 12:25	15 mins	Address “parking lot” issues	Master trainer
12:25 - 12:40	15 mins	Questions	Master trainer
12:40 - 13:40	60 mins	<i>Lunch</i>	
13:40 - 14:10	30 mins	Post-course test	All
14:10 - 14:25	15 mins	End-of-Course Evaluation	All
14:25 - 14:55	30 mins	Course Closing and Certificates	Master trainer
14:55 - 15:00	5 mins	<i>Closure</i>	Master trainer

Materials Needed Day 4

Materials checklist	
Check that teams 7, 8, 9, 10 have their materials: <ul style="list-style-type: none"> • Module hard copy print outs • Relevant Feedback forms 	
Post-course test	
Course evaluations	
Certificates – printed and signed	

Facilitator checklist	Per participant	Total	Checked (✓)
Laptop with Day 4 presentation slide deck	-	1	
Facilitator Manual	-	1	
Projector	-	1	
Microphone, if needed	-	1	
Audio – module 7 features videos that require audio speakers		1	
Attendance register	-	1	
Name tags or stickers	1	22-27	
Black markers	-	3	
Flip chart	-	1	
Flip chart markers	-	2	
Prestik	-	1	
Water bottles, pens, notepads if not provided by venue	1	22-27	

Session 1 – Module 7: Recording, reporting, TB data use (Lecture and Activity)

Time: 2 hours 25 minutes







Learning Outcomes

By the end of this session, participants should be able to do the following:

- Recognise the registers and reports used in child and adolescent TB
- Identify indicators to be used to monitor and evaluate child and adolescent TB
- Understand the importance of local use of routinely available TB data to improve quality of TB case finding and management among children and adolescents
- Experience delivering a lecture and facilitating a lecture and providing/receiving feedback
- Experience delivering a lecture and facilitating an activity and providing/receiving feedback

The training presentation slides in this session will take you through the following:

Start Time		End Time	Total Time		Description	Facilitator	
			hrs	mins			
08:30	-	08:40		10		Day Overview and Agenda	Master trainer
08:40	-	09:50	1	10		Module 7: Recording, reporting, TB data use (Lecture) Team 8 to deliver lecture	Team 8
09:50	-	10:00		10		Feedback session <ul style="list-style-type: none"> o Team 8 to provide self-feedback on their lecture o Team 7 to provide feedback for Team 8 	Team 7
10:00	-	10:45		45		Module 7: Recording, reporting, TB data use (Activity) <ul style="list-style-type: none"> o Group 9 to facilitate large group discussion activity 	Team 9
10:45	-	10:55		10		Feedback session <ul style="list-style-type: none"> o Team 9 to provide self-feedback on their activity o Team 10 to provide feedback for team 9 	Team 10
10:55	-	11:15		20	<i>Break</i>		

Session 2 – Module 8: Child and adolescent TB and the NTP + questions

Time: 1 hour 25 minutes







Learning Outcomes

By the end of this session, participants should be able to do the following:

- Recognise the role of NTP in management of child and adolescent TB .
- Identify health programmes and other sectors that are critical in the programmatic management of child and adolescent TB.
- Recognise opportunities for integration.
- Experience delivering a lecture and facilitating a lecture and providing/receiving feedback




The training presentation slides in this session will take you through the following:

Start Time	End Time	Total Time		Description	Facilitator
		hrs	mins		
11:15	- 12:00		45	 Module 8: Child and adolescent TB and the NTP (Lecture)	Team 10
12:00	- 12:10		10	 Feedback session	Team 9
12:10	- 12:25		15	 Address “parking lot” issues	Master trainer
12:25	- 12:40		15	 Questions and comments	Master trainer
12:40	- 13:40		60	<i>Lunch</i>	

Session 3 - Completion of post-course test and evaluations

Time: 1 hour 15 minutes

The training presentation slides in this session will take you through the following:

Start Time	End Time	Total Time		Description	Facilitator
		hrs	mins		
13:40	- 14:10		30	 Post-course test	Master trainers
14:10	- 14:25		15	 End-of-Course Evaluation	Master trainers
14:25	- 14:55		30	 Certificates and course closure	Master trainers
14:55	- 15:00		5	<i>Closure</i>	

Certificates

See handout resource pack.

Prepare certificates before the training once attendance confirmed.

Next steps

It is the responsibility of the trainer to provide ongoing support to the trainees after this training. This will help to consolidate learning and ensure the trainees fulfil their roles effectively managing TB in children and adolescents in their settings.

Set up WhatsApp groups

- WhatsApp groups are a useful forum for sharing triumphs and finding solutions to shared challenges.
- Start a WhatsApp group with other trainers to get support and share experiences.
- Start a WhatsApp group for teams of participants to share their progress and ask questions.

Consider how to provide post-training follow-up/supportive supervision/mentorship

Follow-up of Training action plans

If appropriate, introduce and orientate trainer to the training action plan worksheets found in the resource pack.

The training action plan worksheets will help trainers structure the following:

- Plan how to adapt the training to suit their settings and national guidelines
- Identify which algorithms, flow diagrams, job aides need further developing for their respective settings
- Plan how to implement these adaptation tasks
- Plan how to cascade/scale-up the training according to need/areas/staff
- Plan how to budget for training plans
- Plan what the next steps and deadlines are

If able, set short-term goals for completing these training action plans with respective trainer and consider scheduling follow-up sessions to support the progress and implementation of these action plans.

Appendix

1. Feedback template for interactive lecture
2. Feedback template for exercise or activity
3. Feedback template for roleplay

Facilitator: _____

Feedback Provider: _____

Self-assessment: What went well? What would you change?	
Category	Constructive Feedback (provide specific examples)
Exhibited clear understanding of the subject <input type="checkbox"/> Presented the content accurately <input type="checkbox"/> Responded to questions appropriately <input type="checkbox"/> Provided relevant examples	
Demonstrated being prepared <input type="checkbox"/> Was organized <input type="checkbox"/> Kept lecture focused on key messages	
Exhibited effective communication skills <input type="checkbox"/> Stood comfortably and relaxed <input type="checkbox"/> Scanned audience, maintained eye contact with participants <input type="checkbox"/> Used "trainer's voice"	
Applied adult learning principles <input type="checkbox"/> Showed respect to all participants <input type="checkbox"/> Encouraged participant contributions <input type="checkbox"/> Related content to participants' jobs	
Managed the training effectively <input type="checkbox"/> Adhered to time schedules <input type="checkbox"/> Handled difficult situations well	

I wish:

I liked:

TeachBack Feedback Form
Exercise or Group Discussion

_____ **Time Started**
 _____ **Time Ended**

Facilitator: _____ **Feedback Provider:** _____

Self-assessment: What went well? What would you change?	
Category	Constructive Feedback (provide specific examples)
Step 1 –Was prepared to conduct the exercise/discussion <input type="checkbox"/> Was on time <input type="checkbox"/> Demonstrated knowledge of the content	
Step 2 - Introduced the exercise/discussion <input type="checkbox"/> Gave clear instructions (purpose, tasks, timeframe, individual vs. team assignment, resource requirements)	
Step 3 - Conducted the exercise/discussion effectively <input type="checkbox"/> Monitored progress <input type="checkbox"/> Provided guidance when necessary	
Managed group dynamics <input type="checkbox"/> Encouraged everyone to participate <input type="checkbox"/> Managed time <input type="checkbox"/> Resolved difficult situations	
Step 4 - Summarized the exercise/discussion appropriately <input type="checkbox"/> Summarized and highlighted key points <input type="checkbox"/> Clarified content issues and resolved differences of opinion <input type="checkbox"/> Related the content to the participants' jobs	

I wish:

I liked:

Facilitator: _____

Feedback Provider: _____

Self-assessment: What went well? What would you change?	
Category	Constructive Feedback (provide specific examples)
Step 1 - Was prepared to conduct the role play <input type="checkbox"/> Organized the materials, equipment, props and room <input type="checkbox"/> Prepared the actors for their roles	
Step 2 – Introduced the role play <input type="checkbox"/> Gave clear instructions (purpose, scenario, tasks, timeframe) <input type="checkbox"/> Introduced the actors <input type="checkbox"/> Described what the observers would do	
Step 3 - Conducted the role play effectively <input type="checkbox"/> Monitored the role play and kept it on task <input type="checkbox"/> Managed time well <input type="checkbox"/> Resolved difficult situations <input type="checkbox"/> De-briefed the actors	
Step 4 - Summarized the role play appropriately <input type="checkbox"/> Summarised and highlighted key points <input type="checkbox"/> Clarified content problems <input type="checkbox"/> Related content back to participants' jobs	

I wish:

I liked:

About The International Union Against Tuberculosis and Lung Disease (The Union)

Established in 1920, the International Union Against Tuberculosis and Lung Disease (The Union) is committed to creating a healthier world for all, free of tuberculosis and lung disease. The Union is a global membership, technical and scientific organisation, led by people who are committed to our vision, mission and values. Our members are individuals and organisations from around the world. We are made up of government and non-government agencies, charities, donors and funders, professional groups, patient groups and civil society organisations. We bring together clinicians, managers, policy makers, front-line workers and implementers, scientists, patients and survivors, advocates and civil society.