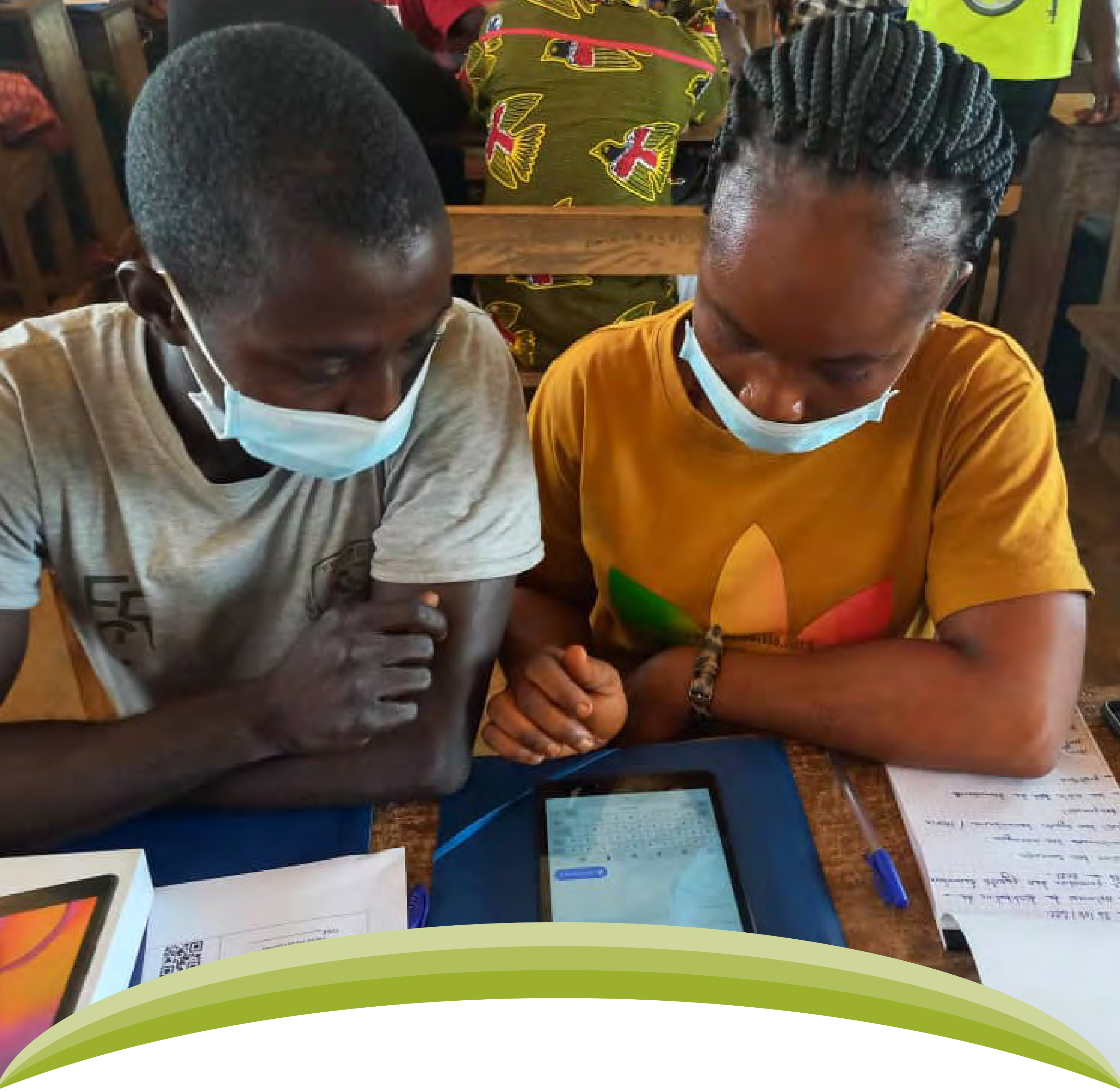

TRAINING FOR IMPLEMENTATION OF ITN MASS DISTRIBUTION CAMPAIGNS

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amp | The Alliance for Malaria Prevention

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Cover photograph: *Training of a household registration teams on digitalization, Koropara*

1. INTRODUCTION

For ITN mass distribution, training of campaign personnel at all levels is a critical activity. It is considered a relatively high-risk activity in terms of the financial investment measured against its effectiveness and must be well planned and organized to ensure it is implemented at the highest quality possible. This in turn will translate into a high-quality andeffective ITN distribution campaign that is well supervised and monitored and achieves the objectives of universal access to and use of ITNs distributed. "Training" in this document includes all activities designed to build capacity. Training will generally mean imparting more in-depth information and building capacity through practice of newly acquired skills and tools. Training also includes orientation, which introduces people to the objectives and importance of the campaign without great detail on the actual implementation, and briefing, which implies updating information or giving details of specific actions that participants can then carry out.

1.1. Why do training?

The objective of training is to improve skills and knowledge related to specific competencies so as to improve a trainee's capability, capacity and performance. When trainers do their job well, training allows everyone participating in an activity to be brought to a similar level of skills and knowledge, which in the case of the ITN mass distribution will ensure consistency during implementation.

Training must be justified, well planned for, implemented at high quality and supervised to ensure that information is being communicated correctly and consistently by trainers.

Training strategies and methods must ensure that the investment in training leads to the desired outcomes, which means sessions and approaches must be adapted to the level and capacity of the people being trained[1].

1.2. Who needs training?

All personnel involved in any aspect of the mass campaign – whether operations, social and behaviour change (SBC), logistics, monitoring and evaluation (M&E), supervision, finance, etc. – require training at all levels of the campaign structure (e.g. central, regional, district, health facility and community[2]).

The people to be trained will depend on the campaign strategy, as well as the strategy for logistics, SBC, M&E, etc. As the strategy for each technical area is developed, the levels at which campaign activities will be implemented and the people who will implement the activities will be defined and these decisions will also determine who will need training.

As a general rule, training takes place from the central level, equipping the national malaria programme and implementing partner staff with the required skills to both train the campaign personnel at the regional and/or district levels and equip them with the necessary information, tools and skills for the sub-district trainings and to subsequently supervise and/or monitor the campaign implementation and outcomes.

The people to be trained should be identified at the macroplanning stage and their roles and responsibilities in the campaign clearly defined. Trainees at the regional, district, health facility and community level may include:

1. See also Section 3.1 for principles of adult learning.
2. Some countries may use different administrative and hierarchical divisions, such as State, Local government authority, etc. The function is, however, similar.

- Ministry of Health staff at each level, including malaria focal persons at regional or district level, the health facility officer-in-charge, the district logistics focal person, SBC focal point, and others
- Implementing partner staff at sub-national levels based on roles and responsibilities in the campaign structure
- Local level (regional, district, community) leaders and influencers who will have a role in the campaign for mobilizing households, responding to bottlenecks and challenges and managing any mis- or disinformation about the campaign or ITNs
- Community health workers or other community actors who will interact with household members during the household registration and ITN distribution

Training, orientation or briefing is implemented for different cadres of campaign stakeholders and personnel for each technical area (see Table 1 for some examples).

Table 1: Examples of personnel to be targeted for capacity-building across technical areas

Logistics	• Central, regional, district logisticians • Warehouse managers and assistant warehouse managers • Security personnel • Conveyors • Distribution point supervisors • Contracted or third-party transport companies
SBC	• Central, regional, district SBC focal points • Political, religious, traditional leaders at all levels from central to community • Media representatives at levels where they are present • Town announcers, motorized street announcers and drama troupes at community level and their supervisors • Door-to-door social mobilization teams at community level and their supervisors • Civil society organizations, schoolteachers and other targeted community level SBC actors
M&E	• Central, regional, district data managers, as well as regional and district malaria programme staff involved in data management and feedback • Supervisors of household registration and ITN distribution personnel at community level • Supervisors at district, regional and central level • Internal monitors • Independent monitors
Operations	• Household registration personnel • ITN distribution personnel
Finance	• Central, regional, district finance focal points • Any other personnel at central, regional, district or sub-district levels that have responsibilities related to finance and payments (e.g. supervisors that may be responsible for ensuring justifications for work are submitted on time)

1.3. What makes a good trainer?

Training is a form of capacity-building or sharing knowledge to reinforce the quality and consistency of activities during campaign implementation. It requires specific characteristics among trainers to ensure that information can be passed to trainees in a way that ensures understanding and retention. Some of the characteristics that make trainers effective include:

- **Deep knowledge of the subject** – trainers should be experts in the subject area, able torespond to any questions arising from trainees. It is even better if they are knowledgeable and passionate about the subject.

- **Strong communication and interpersonal skills** – trainers must be able to articulate their ideas clearly and concisely and must be able to develop rapport with the trainees to ensure a safe and comfortable learning environment. Being a good listener is part of being a strong communicator.

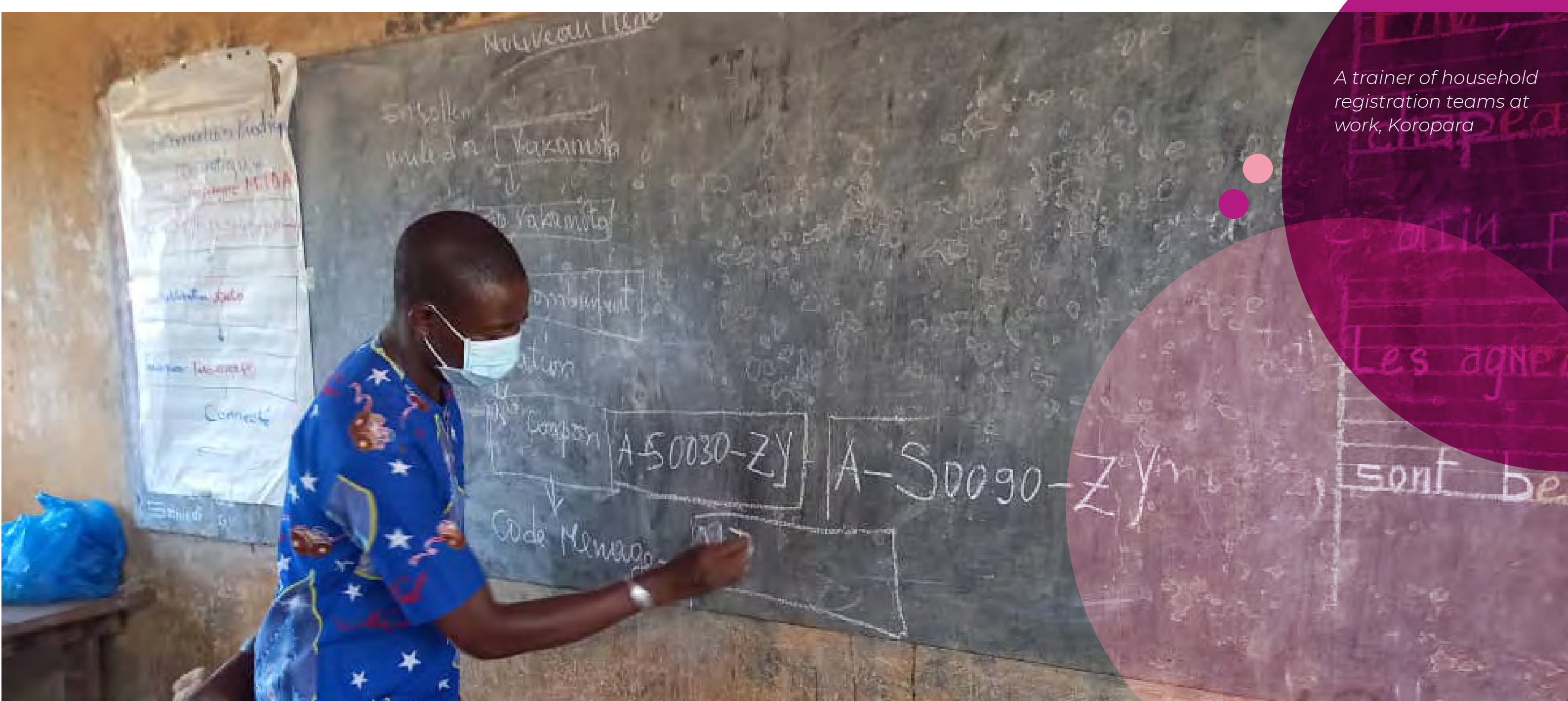
- **Passion for continuous learning** – the best trainers enjoy learning, which ensures a training environment that supports exchange of experience and learning from one another.

- **Organization** – trainers that plan early, ensure that materials are available, prepare specific timed facilitation plans, and organize their training sessions to be interactive and run on time are more effective and better able to keep trainees engaged.

- **Strategic thinking and innovative approaches** – trainers that assess the needs of the trainees and their backgrounds to find ways to best engage them in the training process will be most effective. Innovative and flexible approaches to keep trainees active, thinking, contributing and learning from one another will result in better training outcomes.

- **Self-reflection** – trainers that review the training experience and identify positive elements and areas for improvement are trainers that will continue to improve on the training experience and achieve desired training outcomes.

- **Commitment to "sticky learning"** – trainers should aim for participants to retain information learned during the training so that they are able to apply the learning during the campaign implementation that follows, and for years to come. To achieve this, trainers present content in memorable ways and organize training activities to continually build on, practise and test information learned.



A trainer of household registration teams at work, Koropara

2. MACROPLANNING AND BUDGETING FOR TRAINING

At the macroplanning stage, a number of decisions concerning training are required in order to finalize the timeline and budget, as well as the campaign plan of action, the logistics plan of action and the SBC plan of action (and any other plans, such as M&E, finance or risk mitigation. National malaria programmes should take into account the strengths and weaknesses of previous campaign training and ensure that these are addressed as they plan for their current campaign.

2.1. Decide on the training sessions required

Planning for training takes place early, during the macroplanning for the campaign. The training sessions required, the number of levels of the training cascade (if applicable) and the training participants and facilitators must be decided at this stage to ensure that the budget reflects the plans for capacity-building at each level and for each activity.

Training sessions required should be based on the global objectives of what training is trying to achieve in the context of an ITN campaign, including:

- Ensuring that all households are reached during registration, registered correctly, provided with a voucher for the correct number of nets (where this is the strategy) and are aware of when, where and how to retrieve their ITN(s) during the ITN campaign distribution activities
- Ensuring that households receive the correct number of ITNs during the distribution and that nets are correctly accounted for during and at the end of the distribution
- Ensuring that the targeted population is mobilized to participate in the campaign and that the correct SBC messages are passed consistently during each phase of activities
- Ensuring that the ITNs can be accounted for from the point of arrival through the supply chain to the households, as well as during reverse logistics at the end of the distribution (see AMP Toolkit, Chapter 5, Brief 7, *Logistics training*)[3]
- Ensuring that waste management is implemented according to the plans and that the campaign does not have a negative environmental effect

National malaria programmes may have other objectives, but globally, the training sessions planned and budgeted at a minimum should lead to these programmatic and accountability outcomes.

Training sessions may cover all the campaign technical areas or they may be focused only on a specific technical area. At the central level, there may be both kinds of training. Covering all the campaign technical areas will ensure that the individuals that will be training others or supervising or monitoring campaign implementation have sufficient skills and knowledge to address problems in any area (such as data collection or poor community participation). In addition, central staff will need focused training to ensure, for example, that there is high accountability for ITNs in the supply chain through oversight of logistics personnel at all levels. A similar approach may be applied at the regional and district levels.

3. https://allianceformalariaprevention.com/wp-content/uploads/2021/03/AMP-Toolkit-report-2015_Chapter5_EN_LR-1.pdf

At the community level, campaign workers will be recruited from the areas where they live, and they may have less experience with the different campaign activities. At this level, it is important that the training sessions are tailored to the specific audiences to ensure maximum understanding and high-quality campaign outcomes. It is important not to overload campaign workers with information that they do not need to know. For example, household registration teams should be trained on how to accomplish their tasks for household registration and SBC. ITN distribution personnel should be trained on activities to distribute and ensure accountability for ITNs. Similarly, community leaders should only be trained on their specific roles and responsibilities, which may include mobilizing their community and managing problems that arise at the community level, rather than being trained about the roles of all campaign personnel[4].

2.2. The cascade training system

In most countries a cascade system (where training is provided to individuals who in turn provide the same or similar training to others) is used. Generally, a group of trainers from the central level train those at regional or district level, who in their turn train staff at the level of local health facilities. Health facility level personnel are then responsible for training the people who have been recruited for implementation of household registration and ITN distribution activities. Similarly, cascade training will take place for logistics, SBC, M&E and other campaign actors and activities (e.g. training of town announcers /motorized street announcers with specific SBC messages or training of distribution supervisors specific to their logistics and data management tasks).

When implementing cascade training, it is important that participants at the central level acquire the skills needed to facilitate training and information transfer to the other levels. Care must be taken at each level of the cascade that no information is lost or misrepresented. Trainers at all levels must have clear knowledge of the content of the training and must be able to clarify any misunderstandings. Weaknesses at the upper levels are carried over to the next level, with a corresponding effect on quality during the implementation of activities.

Cascade training is helpful and saves time, but care must be taken to maintain high-quality training throughout the levels. Wherever possible, national malaria programmes should try to limit the number of levels in the training cascades to ensure standard content is passed down the chain to guarantee the quality of the training.

It is possible to minimize the potential loss in training quality by limiting the number of cascades. For example, countries which have a four-tier system of health delivery may combine the central and regional level into one group of master trainers who then train the trainers from district level. District level facilitators then train the health facility staff who in their turn facilitate the training of the recruited campaign personnel who will undertake the household registration, ITN distribution and supervision of these activities. National malaria programmes should assess the number of cascades required based on their health system and campaign strategy (see Figure 1).

4. See: *Engagement of community leaders in ITN distribution in the context of COVID-19 transmission.* https://allianceformalariaprevention.com/wp-content/uploads/2021/03/Engagement-of-community-leaders-EN.pdf. Note that the engagement principles apply even when COVID-9 is no longer a consideration.

Figure 1: Steps in the training cascade (example)

In Figure 1, the right side of the figure illustrates how the number of levels in the cascade training is reduced by grouping the regional campaign personnel with the central level personnel. Other alternatives are possible for reducing the number of levels for training, such as training district personnel at the regional level or health facility personnel at the district level. Options should be determined based on country context with an overall effort to limit the number of step-down trainings and potential loss of content from one level to the next.

2.3. Decide on number of days of training for implementation

Once the training sessions required have been determined, the number of days required for each session should be agreed. For all training sessions, whether for SBC, logistics, M&E, data management, etc., the number of days required should be based on the content that needs to be covered, the existing capacity of the trainees that will be participating in the session and special conditions that may require less training time per day (e.g. limited training hours in complex operating environments to ensure that people arrive home before sundown). Increasing the training duration by one additional day where central, regional or district personnel have significant tasks related to finance and payments or by one additional day in insecure areas to allow the content to be covered in three days of five hours rather than two days of eight hours are examples to consider when determining the number of training days.

In general, the following is recommended in terms of training for implementation:

- Central level training[5] of trainers (ToT): The central level ToT can either be done once, covering all phases of activity (pre/during/post), or can be split into separate trainings for the household registration and ITN distribution phases. The central level ToT may be four or five days total (whether in one or two training phases) and the days may be split into integrated sessions, where all participants receive information about all technical areas, and then standalone sessions, where SBC, logistics and M&E personnel receive a more in-depth training related to their specific roles and responsibilities in terms of training, supervision and/or monitoring for their technical area.
- Regional training of trainers: In some countries, it is possible to bring the regional campaign personnel to the central level ToT since the content of the training, as well as the roles and responsibilities of participants during implementation, is similar if not identical for the two levels. Where this is not possible due to distance or number of participants being too high for a single training session at the central level, regional level training should normally be planned for the same number of days as the central ToT. If, however, there are significant differences in the tasks that personnel at this level are responsible for vis-à-vis those of the central personnel, then the number of days may be increased or decreased accordingly based on the agenda developed and training modules added or removed.
- District training: The training of district level campaign personnel should be three to five days depending on the roles and responsibilities of the campaign workers at the district level and whether they will be trained for both household registration and ITN distribution at the same time. Where separate trainings will be organized for the two phases of activity, each should be two to three days to allow for sufficient focus on all implementation level activities for household registration and ITN distribution, from planning for team deployment to SBC, logistics and ITN reconciliation, data management and reporting on the activities achieved.

5. Note that this training brief does not include training for microplanning, which requires a separate activity and training days. See Microplanning guidelines: https://allianceformalariaprevention.com/amp-tools/tools-resources/

- Health facility and community level training: There are a number of training sessions that take place at this level depending on the campaign strategy, as well as the SBC and logistics strategies. Trainings at this level may include:

  - Training of household registration team members and community supervisors, with a focus on data collection and SBC, should take place over a minimum of two days. It is not recommended to shorten this training to one day as the quality of the household registration phase determines the quality of the overall campaign, since an unregistered household is not eligible to receive an ITN in most countries.
  - Training of community supervisors for household registration, with a focus on the development of team route maps, synthesizing of daily data and reporting on any incidents arising, should be organized for a minimum of one day after the training of the household registration team members. In some situations, where community supervisors are clearly identified within the community health structure or for other reasons, the national malaria programme may opt to train the community supervisors prior to training the household registration team members, particularly if these supervisors are tasked with training the people they are responsible for during implementation in the cascade structure.
  - Training of distribution team members, with a focus on managing the distribution point or the door-to-door distribution, and on clear communication with household representatives, collection and collation of daily distribution data and SBCC[6] activities, should take place for a minimum of one day, ensuring that all team members understand their roles and responsibilities.
  - Training of pre-positioning site or distribution point supervisors, with a focus on the organization of the distribution point and roles and responsibilities of distribution team members, the collection of daily data and the management of the ITN stocks, should be organized for a minimum of one day prior to or after the training of the distribution point team members. The timing for the training of the pre-positioning site or distribution point supervisors will depend on whether they are responsible for the training of the distribution team members or whether the training of the distribution team members will take place at a higher level with multiple teams grouped together in one session.

It is not recommended to combine the training of personnel for household registration and ITN distribution at the community or health facility level. Combining the two may lead to low-quality implementation of both activities and poor ITN accountability given limited ability to retain all the data collection aspects, as well as SBC messaging. At the implementation level, separate trainings must be organized for each phase of activities, and it is recommended that community (team) or distribution point supervisors are trained both together with and separately from team members for each phase of activities to ensure that they understand all the tasks of the team members, as well as their specific tasks related to high quality data and management of the campaign.

6. Communication specifically to change behaviours, including service utilization, and promote social change by positively influencing knowledge, attitude and social norms.

- Training or orientation of town announcers and motorized street announcers, with a focus on ensuring that the messages communicated for household registration and ITN distribution are clear and consistent, should be organized for a minimum of a half-day in advance of each phase of activity.
- Training or orientation of community leaders, with a focus on mobilization of households in their communities, identification and resolution of problems, responding to questions from community members and supporting the successful implementation of the campaign should be organized for a minimum of one day in advance of campaign activities being implemented.
- Training or orientation of teachers (if part of the strategy selected) so that they can create awareness among schoolchildren about malaria, the use of ITNs and the importance of sleeping under an ITN every night of the year. Children act as agents of change within their families and communities.

2.4. Decide on the timing for training sessions for different campaign actors

As described above, decisions will need to be taken during macroplanning as to whether the training of trainers (who will then become facilitators, supervisors and/or monitors) will be done in one session covering all activities or in two sessions aligned to the household registration and ITN distribution phases.

Timing for additional training sessions for SBC, logistics and M&E also needs to be determined. The timing for the training sessions should be arrived at by working backwards from the date that implementation of the specific activity (e.g. household registration or ITN distribution) will start.

Appropriate timing of training sessions will help ensure that the trainees retain the knowledge that they have acquired since they are immediately putting it into effect. This is particularly important at the sub-district level where campaign personnel may be implementing activities with no previous experience base. In this case, the training needs to be both practical and interactive and organized no more than two to three days before starting the activity (e.g. household registration or ITN distribution).

In some cases, household registration and ITN distribution training sessions have been conducted together based on the anticipated short delay between the two activities. This scenario presents risks in terms of retention of information for the ITN distribution phase when it is received in advance of the household registration and for information to be completely forgotten if there is a longer than expected delay between the two activity phases. Where this occurs, it will be necessary to organize refresher training for campaign personnel, which creates additional, unplanned expenses.

The head of the health centre in Koropara gives his support to trainees

2.5. Budgeting for training

Training is an expensive activity and is often highly scrutinized during the external review of macroplanning documents and the campaign budget. The budget for training must be clearly laid out, including:

- Venue rental (as well as generator, sound system or projector rental where required)
- Facilitation fees, as well as facilitator transport and per diem (based on finance policies)
- Participant transport and per diem (based on finance policies)
- Refreshment breaks and lunches (based on finance policies)
- Training materials (photocopies and printing)
- Training packages (folders, notebooks and pens)
- Training supports (such as flipcharts, flipchart paper, markers, post-it notes, etc.)

It is critical to budget for the photocopies and printing required for the training separately from those required for implementation. The contingency stock added to the implementation materials (e.g. number of household registration forms + 15 per cent) is insufficient to cover the training needs for materials for practical exercises. The draft list of materials for each training, based on those to be used during implementation, should be developed at the macroplanning stage and quantified and budgeted appropriately to avoid anything being forgotten during the implementation. See section 3.2 for guidance on development of materials.

Failure to quantify and budget separately for all tools required for practical exercises during training will compromise the quality of the training by limiting practice with the key tools required for data collection and accountability.

It is recommended that the number of participants in each training session is critically reviewed during planning and budgeting to ensure that the training environment is suitable for question and answer, plenary discussion and practical exercises. Where there are too many people in a training session, it is difficult for the facilitators to ensure full participation in an interactive manner by all trainees. As a general guideline, the number of participants in a training session should not exceed 25—35 people. When larger training sessions are planned because of budget constraints they tend to be less effective. Cost-savings in budgets should ideally be identified elsewhere.

At all levels of training, sessions should be supervised, using standardized tools, to ensure their quality and to check that information is being correctly communicated by facilitators and retained by participants. Additionally, training evaluations should be done at each level to ensure that any identified weaknesses can be addressed either before the next level of training or, as needed, during the implementation of activities. Supervision of training should allow for immediate remedial action if it is found that incorrect or incomplete information is being passed on. Supervision of training must, therefore, be included in the budget.

3. PREPARATION FOR TRAINING

Based on the decisions taken during macroplanning concerning training sessions required, training preparation should begin as early as possible. This includes development of agendas, training manuals, handouts, role-play scenarios, practical exercises (either individual, in pairs or small groups), job aids or key message guides, standard operating procedures (SOPs), etc. Additionally, procurement procedures must be commenced in a timely manner for venues, equipment and materials required for successful training.

3.1. Prepare all materials based on adult learning principles

All materials developed for use in training must be based on adult learning principles. The principles of adult learning place emphasis on participants bringing their experience and knowledge to the discussions and different practical exercises. Participants generally come to the training with a variety and range of experience that trainers should acknowledge. As mature people, participants have higher expectations and needs than younger learners.

Training using principles of adult learning must be participatory. The training should include:

- Presentations
- Participatory plenary sessions – exchange of experience, questions/answers
- Role play and simulation
- Scenario-based problem-solving
- Individual, pairs and small groupwork
- Demonstrations
- Discussion

Encouraging participants to engage in discussion, ask questions and undertake practical activities such as simulating a household visit, helps their knowledge and understanding. Role plays can be essential to practise the delivery of key messages and the household registration process, including the calculation of the number of ITNs needed per household,as well as the distribution process, in addition to reconciling voucher and ITN data each day.

> "Learning is a process where knowledge is presented to us, then shaped through understanding, discussion and reflection."
>
> *Paulo Freire*

Learning occurs best for adults when it:

- **Allows for some self-direction.** Participants need to feel that they have some control over their learning. They may resist situations where they feel that they are being placed in a dependent role.
- **Values their experience and builds on it.** Participants usually come with some experience. Trainers should respect learners, acknowledge existing knowledge, and help learners relate new learning to their own experiences.
- **Is relevant to the person.** Participants learn best by drawing on their own knowledge and experience. Learning must meet their real life needs and be useful to their jobs, family and life.
- **Fills an immediate need.** People are most motivated to learn when the information or skill meets their immediate needs and they can use the information or skill right away.
- **Engages the participant (is not passive).** A learner gets more involved through discussion, small groupwork and learning from others.
- **Provides feedback and praise.** Effective learning requires feedback that is corrective but supportive. It also requires that praise is given, even for small attempts.
- **Uses visual materials and practice of new skills.** Adults remember best when they put the new skills into action immediately and continue to practise them.
- **Provides a safe comfortable atmosphere.** A cheerful, relaxed person learns more easily than one who is hungry, cold, afraid, embarrassed or angry.

"I hear and I forget.
I see and I remember.
I do and I understand."
Confucius

3.2. Develop materials

The development of all training materials (agendas, training modules, guidelines, PowerPoint presentations, job aids, etc.) should be the responsibility of the central level sub-committees that have been established as part of the campaign coordination structure. These sub-committees will bring together people from the national malaria programme, other ministries and technical, financial and implementing partners with expertise in the identified area (e.g. SBC, logistics, M&E) to develop and finalize the training materials prior to validation by the national coordination committee. This central level development of the training materials will ensure standard content and consistency in the implementation of the training activities. Reproduction of training tools and materials may take place centrally or at regional or district level, according to calculated needs during the microplanning and based on procurement and financial procedures and policies in place. No matter what level tools and materials will be printed, procured or reproduced, this activity must be completed in advance of the training sessions and all needed materials available at the training venues in correct quantities and at the right time. In some countries materials may need translation into a local language especially for training at the community level. Careful review and physical checks of printed materials on reception will help to avoid the discovery of materials with production problems, such as missed pages, incorrect ordering of multi-page documents, lack of visual clarity or other significant errors which could affect training quality, as well as key campaign activities.

3.2.1. Training agendas

The first thing to develop for each training session is the agenda, including the objectives of the training session. Based on the objectives to be achieved, the timing for the overall training and for different topics, as well as the methodology for approaching the training, can be determined. This, in turn, will allow for the development of training manuals and associated training materials (such as role-play scenarios) in line with the agenda and time allocated per individual session.

When developing training agendas, the following should be kept in mind:

- Plan appropriate start and end times for the training – when training agendas have very early starting sessions, often to allow for more to be put in the agenda, there are risks that the training will be off-track from the beginning due to late arrival of participants. When the training end time is late in the afternoon, again often to put more in the agenda, there are risks that the participants will have lost energy and ability to retain information.

- Ensure sufficient time is allocated for groupwork – when developing the agenda, do not underestimate the time for groupwork. When in groups, it takes time to agree on the issues, come to consensus and prepare to present back to the larger group.

- Focus on covering fewer topics and allocating more time to each – it is important not to overload the agenda in order to cover as many topics as possible. Where there are many topics that must be covered, review the number of days and consider increasing them to allow for sufficient time to be spent on each topic.

- Limit presentations and maximize participatory activities – participants will disengage from trainings that follow a format of presentation followed by presentation with little need for them to participate. Ensure that the agenda includes more active than passive trainee time where participation is key. The facilitator must encourage and lead the participatory process, ensuring that all participants are clear on the outcomes sought through the exercises. It is recommended that once the agendas are developed, they are analysed to determine how much time (percentage) of the total training is allocated to presentations, how much to practical exercises, how much to groupwork, etc. If the time is heavily weighted towards presentations, the agenda should be reviewed and more focus put on participatory and practical activities.

- Pre- and post-tests must be allocated sufficient time in the agenda – often, although planned, pre- and post-tests are not included in the timing of the agenda. In order to be fair to participants, sufficient time must be allocated in the agenda for them to read, understand and respond to the questions posed. Given limited time for training sessions, post-tests are recommended as a measure of the effectiveness of the training to ensure participants can carry out their assigned tasks, while pre-tests may be considered “nice to have” in terms of their importance for ensuring high quality implementation of activities.

- Roles and responsibilities must be reviewed – campaigns put a lot of pressure on individuals and organizations and, for this reason, it is important that during each training session, the roles and the responsibilities of the different partners involved in the campaign are reviewed, in particular those of the training participants and those campaign actors with whom they will be directly interacting, and any questions resolved prior to implementation.

The agenda for the training of trainers at central/regional level often includes modules on all the campaign activities, tools and materials, and data collection and management. Some national malaria programmes may split the training into the main activity phases (household registration and ITN distribution) and have separate agendas for each training, while others may have two or three days of training with all participants in sessions that cover all the technical areas before moving to standalone sessions for experts in each technical area. Regardless of how the ToT will be organized and structured, the theme and content to be covered must be outlined in order to develop an appropriate agenda and the materials required identified for development, finalization and timely procurement for their reproduction (see Table 2).

As described above, it is advised that separate trainings be organized for household registration) and for ITN distribution, as well as their direct (community or distribution point or team) supervisors. There may also be separate training or orientation for specific areas such as finance, administration, security, multi-product campaigns, electronic data collection, etc.

Table 2: Examples of themes and content of ToT, as well as materials required

Theme	Overview of content	Materials required[7]
General overview of campaign process from planning to reporting, including campaign objectives	A brief description of the campaign from start (macroplanning) to end (reporting), highlighting the key phases of activity and the major milestones to be achieved to remain within the planned timeline for the campaign.	• Campaign plan of action (PoA) or summary • Training manual (if available) • PowerPoint (PPT) presentation(s), printouts of PPT presentations with four to six slides per page
Coordination and roles and responsibilities of campaign partners	An overview of the coordination structure established for the campaign, the implementation arrangements and the partners involved in the campaign, as well as their roles and responsibilities during implementation.	• Training manual (if available) • Handout with TORs for national, regional and district coordination committees, as well as community coordination committees where these exist or will be established (if not included in PoA or training manual) • Handout with roles and responsibilities of partners (if not included in PoA or training manual)
Training and supervision skills	A reminder of the importance of training and supervision and the skills required to be effective, as well as a review of the principles of adult learning.	• Training manual (if available) • Handout with adult learning principles and training skills (if not part of training manual) • Handout with supervision skills (if not part of training manual) • Handout with scenarios for practical work

7. Note that the materials required will depend on what the training manual itself covers. Fewer handouts are required when the information in the manual is linked closely to the agendas and the equivalent of the handout materials is contained in the training manual. Where the PoA is printed and provided to participants, it should be referred to for specific information to limit additional printing. See example training manuals in the Resources.

Theme	Overview of content	Materials required[7]
SBC	A detailed explanation of the SBC activities that will take place pre-, during and post-distribution, as well as the specific roles and responsibilities of all campaign actors, including supervisors and monitors, in ensuring that the activities take place as planned and at high quality. The training will focus on ensuring a solid understanding of the overall objectives and strategy for SBC and a good knowledge of community level advocacy sessions, social mobilization and SBCC activities, as well as the key messages. The participants must, at the end of the training sessions, be able to clearly transmit the importance of SBC activities in subsequent training sessions and manage misinformation, rumours and crises arising in the field during implementation.	• SBC plan of action • Training manual (if available) • Job aids with key messages • Examples of visual materials • SBC-specific orientation guides (community leaders, community mobilizers, town announcers, motorized street announcers, etc.) • ITN for hanging demonstration • Handouts with frequently asked questions • Role-play scenarios
Logistics	Separate logistics trainings are organized with the logistics personnel responsible for the management of the supply chain at each level facilitated by logistics experts[8]. The objective of the logistics module in the ToT for implementation is to ensure that supervisors and monitors have sufficient understanding to undertake spot-checks at warehouses and distribution points or pre-positioning sites during their supervisory/ monitoring activities. A detailed explanation of the supply chain, levels at which ITNs will be stored, how and where they will be transported, tracking tools, etc. How the micro transport plans should be updated following the household registration to ensure that the correct quantities of ITNs are delivered to the identified distribution points or pre-positioning sites.	• Logistics plan of action • Training manual (if available) • Examples of tracking tools, including waybill, stock sheet, tally sheet • Scenarios for storage and transport of ITNs for practical exercises • Warehouse evaluation forms (as applicable) • Micro transport and ITN pre-positioning plans • Smartphones or tablets where these will be used to facilitate the ITN tracking

8. See Logistics training brief: AMP toolkit, Chapter 5. https://allianceformalariaprevention.com/wp-content/uploads/2021/03/AMP-Toolkit-report-2015_Chapter5_EN_LR-1.pdf

Theme	Overview of content	Materials required[7]
Household registration and distribution of vouchers (where this is the strategy)	This involves a detailed review of the process for the household registration, including the importance of planning for the daily movement of the household registration teams, the daily data collection, summary and transmission of data, the importance of the SBC messages to be passed and the critical need for highly effective supervision. Definition of a household and ITN allocation should be a major focus of the module as non-adherence to the definitions during implementation will, at times, be a reflection of inadequate training.	• Training manual (if available) • Examples of all data collection tools, including household registration form, daily summary form for community/district supervisors, vouchers • SOPs • Job aids with SBC key activities • Data verification checklist • Handout with scenarios for defining households and allocating ITNs • Handout with frequently asked questions • Role-play scenarios • Smartphones or tablets where these will be used to collect the household registration data
ITN distribution	This involves a detailed review of the process for the ITN distribution, including the importance of planning the distribution approach (fixed, outreach and mobile distribution points, or door-to-door), the daily and final data collection, summary, reconciliation and transmission, the SBCC messages to be passed and their importance, the ITN hanging demonstration and the critical need for crowd control and security (particularly in urban areas) and highly effective supervision.	• Training manual (if available) • Examples of all data collection tools, including tally sheets for ITNs and vouchers (where part of the strategy), daily summary form for distribution point/team and community/district supervisors • Voucher examples (real and falsified) • SOPs • Job aids with SBCC key messages • Data verification checklist • ITN allocation key (as applicable or available at the time of the ToT) • Role-play scenarios • Smartphones or tablets where these will be used to collect the ITN distribution data
Data collection, summary, analysis and reporting	A review of the data collection forms, the data to be collected and why, the data review process to verify quality, the daily and final summary of the data, the data circuit and feedback system and reporting. This should include how the micro transport plans should be updated following the household registration to ensure that the correct quantities of ITNs are delivered to the identified distribution points or pre-positioning sites.	• Training manual (if available) • Data collection and summary forms for household registration and ITN distribution • Examples of filled in (correctly and incorrectly) data collection and summary tools for exercises on data verification for household registration, ITN distribution and ITN reconciliation • Micro transport and ITN pre-positioning plans • Smartphones, tablets or laptops with the example of the database to be used and key data points

Theme	Overview of content	Materials required[7]
Supervision and monitoring methodology and tools	A review of the roles and responsibilities of supervisors and monitors, clearly differentiating between the two, as well as how to effectively plan for supervision and monitoring. An overview of the objectives of supervision and monitoring for the different phases of the campaign, as well as the tools to be used and the reporting and feedback system in place, including daily review meetings. A review of when and how to communicate supervisory and monitoring findings for ongoing process improvements.	• Training manual (if available) • Supervision checklists for household registration and ITN distribution • Monitoring (internal) protocol • Monitoring data collection tools • Reporting templates for supervisors and monitors • Example agenda for daily review meeting (with focus on data-driven decision-making) • Smartphones or tablets where these will be used during supervision and monitoring for data collection
Independent monitoring of the household registration process (where part of campaign strategy)	Separate training is organized for the personnel that will undertake the independent monitoring of the household registration based on the protocol that has been validated. The objective of the overview in the ToT for implementation is to ensure that supervisors and monitors understand the objectives of the independent monitoring, how it will take place and how results will be shared and used to improve overall implementation quality.	• Independent monitoring protocol • Sampling group work exercises • Independent monitoring data collection tools • Independent monitoring daily and final reporting format • Smartphones or tablets where these will be used for data collection
End process monitoring or post-campaign evaluation (where part of campaign strategy)	ToT for implementation is to ensure that supervisors and monitors understand the objectives of the end process monitoring, how it will take place and how results will be shared. End process monitoring may be implemented by an independent organization, and in this case separate training should be organized for independent monitors as described above. Where central and/or regional monitors are tasked with implementing this activity at the end of the distribution, a separate training should be organized to ensure that sufficient time is allocated to understand the sampling process, tools and data compilation and reporting.	• Training manual (if available) • End process monitoring protocol • End process monitoring data collection tools • Sampling groupwork exercises • End process monitoring daily and final reporting format • Smartphones or tablets where these will be used for data collection

Theme	Overview of content	Materials required[7]
Common bottlenecks and potential solutions	A review of some of the challenges identified from the previous campaign across the different technical areas and identification of possible mitigation measures and solutions.	• Training manual (if available) • Handout with scenarios for role-play exercises

3.2.2. Training manuals

The national malaria programme and partners should decide whether training manuals will be produced or only shorter documents such as standard operating procedures (SOPs) for different campaign personnel and processes. Where it is decided that training manuals will be used, consideration should be given to whether there is a single facilitator's manual that can be used throughout the entire training cascade or whether a separate training manual is required, for example, for the training of sub-district actors to ensure sufficient focus on the key elements in the specific agendas for household registration or ITN distribution.

Additionally, the national malaria programme should determine whether participant manuals will be developed for the sub-district level trainings or whether information for participants will be contained in SOPs, job aids and other handouts provided during the training.

Regardless of whether a training manual(s) will be used or detailed SOPs are deemed to be sufficient (or a combination of both), these must be developed in alignment with the agenda and the content indicated for each module within the training session. The different thematic sub-committees must all contribute to the manuals and SOPs to ensure that information is harmonized across the tools developed and that duplication is minimized.

Where a training manual will be developed, it may be important to lay the content of each module out in such a way that it encourages the trainer or facilitator to engage participants on a regular basis. Each module of the training manual aligned to the different agenda themes can specify the different questions that facilitators should ask participants to answer (how do you define a household?) and how to collect the information (ask for participant contributions and write on flipchart paper) as well as summarize the outcomes of the discussion (final definition of a household for the purposes of the campaign) to ensure all participants are aligned by the end of the module or part of the module. The training manual should include specific examples of practical exercises, group work, demonstrations and presentations that trainers can easily follow within the allotted agenda time.

The training manual and/or SOPs must be developed and finalized in a timely manner, so that reproduction and printing can be done in time to ensure availability of all materials for the start of the training sessions. These will contribute to consistent and standardized training at all levels.

3.2.3. Additional training materials

In addition to the training manual and/or SOPs, other materials will need to be developed for use during the training sessions. These may include:

- Pre- and post-tests (as applicable). These will not only check the knowledge and comprehension of the participants before and after the training but will also serve to evaluate the quality of the training itself. These should be short and, as much as possible, focus on closed questions to limit the amount of subjectivity in evaluating the responses provided. Where training time is limited, post-tests should be prioritized over pre-tests.
- Handouts with individual and group exercises. These are important for the household registration module where it is critical for participants to review the description of a number of different household modalities, define the number of households that should be registered and allocate the appropriate number of ITNs to each household. Handouts are also important for the module on bottlenecks and challenges, providing the participants with the simulated details of an event that they are being asked to manage or solve and allowing them to think through each element in formulating their response.
- Pre-filled data collection and summary tools. One of the best ways for supervisors to understand their tasks in terms of reviewing the quality of the data collected and summarized by those under their responsibility each day is to ensure that they practise with tools that have been filled in and that are both correct and incorrect. These, in addition to handouts with the steps for the daily data verification and summary, will ensure that participants have hands-on experience with the data quality that they are likely to encounter during the campaign implementation. This is the case with both paper-based and digital data collection.

Training evaluation forms. It is important that in addition to evaluating the learning outcomes of the training with a post-test, the quality of the training itself is also evaluated by the participants. Collecting feedback from participants on what worked well and what may be improved is important for ensuring that high-quality training will be planned and implemented in the future.

Administrative and health authorities and partners supporting training, Guéckédo

Vouchers handed to a registered household member by District Health Director, Guéckédo

3.3. Procure printing and production services and transport

During macroplanning, decisions should be taken about how materials needed at the implementation level for training sessions will be procured and transported. Procurement can be done centrally (either through local or international suppliers) or locally (at the regional and district level). Decisions on which level procurement and printing will take place should be taken on the basis of the quality of suppliers at each level, as well as the timing for the training sessions themselves. Where early trainings or workshops are required, such as for microplanning, it may not be possible to include the materials in the larger tender for implementation materials. These factors should be considered and budgets adjusted for where procurement will take place and, if it will be done centrally, how materials will be transported on time to the different training levels.

As training may take place in advance of ITN arrival, separate transport arrangements may be required. Where training is taking place after the ITN delivery at the central, regional or district levels, materials may be added to ITN transport and everything required delivered in one or multiple loads to the implementation level. If transport of training materials is being organized separately from ITN or other transport, it is important to ensure that the tendering process is done early to avoid implementation delays. Where materials will be included with the ITN or other transport, this should be made clear in the tendering documents and during the briefing of the transporters put under contract. Often, facilitators will be responsible for transporting materials to the sessions that they are implementing. In all cases, it is important that packages with associated packing lists are prepared per training session to avoid any confusion or insufficient materials available.

4. CONSIDERATIONS FOR SUCCESSFUL IMPLEMENTATION OF TRAINING

Planning for successful training relies on a number of steps being implemented at high-quality and on time, including:

- Finalization and timely reproduction of training materials, as well as their delivery to the implementation levels and training venues (as described above)
- Selection of personnel to be trained at each level of training and for each type of training (e.g. logistics, SBC)
- Adequate on-site preparation in advance of the training including verifying that all arrangements have been made with the venue and catering organizations, as well as with security and finance personnel
- Sufficient planning by facilitators to review the training manual and/or SOPs, as well as any other training materials, and ensure their familiarity with the contents

Implementing successful training will rely on facilitators:

- Using appropriate techniques for adult learning and ensuring that participatory approaches are priorities over presentations
- Adhering to the timing in the agenda and ensuring that participants get breaks as planned and that sessions do not run significantly over time
- Listening to participants, receiving their feedback at the end of each day and working to improve the training experience

Successful planning and implementation of training should, in principle, lead to an efficient, high-quality campaign implementation.

4.1. Select personnel

Recruitment and selection of personnel is consistently identified as a challenge by national malaria programmes and partners after each campaign, particularly for personnel at the community/implementation level. The selection criteria should be included in the campaign PoA and in communication about next steps after microplanning, when personnel required will be identified and listed, including necessary information to facilitate payments. This information should also be communicated in advocacy meetings at district and community levels, so that the same information is shared with all campaign stakeholders. This will help the local public health officials and community leaders who are involved in and are supervising the recruitment to select the personnel fitting the criteria.

As far as possible, a verification mechanism should be put in place to ensure that the criteria for selection have been adhered to, particularly for community level personnel. This may include sign-off from a community leader, a pre-test in advance of the training to weed out individuals that do not meet the minimum criteria or training of an additional two (for example) per cent of personnel to allow for deployment of only those that perform at a high level during the training session. Whatever option is identified for the verification of personnel selected, budgets should be aligned to the plans.

4.1.1. Central, regional and district personnel

At the central, regional and district levels, the majority of the campaign personnel (facilitators and supervisors and monitors) will come from within the national malaria programme, other Ministry of Health departments, technical, financial and implementing partners. As a general rule, facilitators, supervisors and monitors are identified by their position and not necessarily their expertise with ITN campaigns at the central, regional and district levels. While these individuals may be highly competent in their own area of expertise, it is critical that they are trained on their campaign-specific roles and responsibilities to ensure that they can implement them at the same high quality as their day-to-day activities.

Campaign personnel from the central, regional and district levels will have important roles to play both as facilitators, ensuring that knowledge and capacity is built regarding the ITN campaign processes, and supervisors or monitors. These personnel should possess the following skills and capacities:

- Background in health generally and, preferably, malaria and experience with campaign-style delivery of health interventions.
- Ability to clearly communicate in the language or languages used locally to ensure that s/he can effectively present the content of the curriculum, respond to participants' questions confidently and lead activities that reinforce learning.
- Willingness to learn new or different approaches to ensure that s/he passes on the important points correctly to the personnel at the next level of the cascade. This is particularly true of the data collection and management system, which may differ significantly from that which other health programmes are using, and particularly if digital data collection and management is being implemented for the first time..
- Understanding of the importance of using adult learning principles to both train the next level trainers on content and to prepare them for facilitating the learning of the personnel trained at the next level of the cascade. Through undergoing high-quality training and mirroring it when they implement training at the next level, high-quality training can be maintained.
- Expertise in one or more of the technical campaign areas (SBC, logistics, M&E, operations) and demonstrated ability to work both independently and in a team, as well as for decision-making and problem resolution in case of difficulties.

4.1.2. Sub-district (health facility and community) personnel – Household registration and ITN distribution teams

At the sub-district level, the majority of the campaign personnel will be "recruited" based on established criteria for selection. In addition to the personnel to be recruited, health facility staff and local leaders will be identified to play supervisory and oversight roles, as well as to address challenges and bottlenecks arising during implementation of activities.

Where possible, local community health workers (CHWs) should be recruited to work on household registration, ITN distribution and any post-distribution tasks as they will already meet the minimum criteria standards, are familiar with health activities, live in the local community and, in some cases, are part of an established mechanism that can facilitate payments. This will also help to reinforce the existing health structures and motivate these CHWs who are critical to a community's health. Because community health workers typically already enjoy the confidence and trust of their communities, community members are more readily influenced by what they have to say. Community health workers who are familiar with the population and the context are also able to tailor messages to include community-specific barriers that may affect attendance during mass distribution, such as those encountered by communities located on waterways or island communities, or utilization of ITNs distributed. They can also possess very valuable information about specific challenges encountered in a community and can contribute to the best solutions for such challenges.

In many countries, while the CHW network may be strong and robust in rural areas, this is not the case in urban areas, and it will be necessary to recruit local individuals to take on the roles and responsibilities required for successful household registration and ITN distribution. In other countries, the CHW network may be well established in some regions and districts and not in others, which will make recruitment of local personnel in both rural and urban areas a necessity.

Example criteria for selection of personnel for household registration and ITN distribution include:

- Ability to read and write
- Good interpersonal and communication skills
- Knowledge of the local language(s)
- Resident in the community in which s/he will work
- Enthusiastic, committed and motivated
- Trust and respect of the community; high moral character
- Familiarity with the local population and its culture
- Full-time availability for the duration of the activity
- Full-time availability to participate in the training for the activity
- Experience with past public health campaigns, if possible

4.1.3. Community supervisors of household registration and ITN distribution teams

Community supervisors of household registration and ITN distribution teams can be selected either in advance of the training sessions based on specific skills and criteria or based on their performance and learning evaluation from the training for household registration and distribution team members. The selection based on performance is used more often for household registration, while distribution team supervisors are often selected in advance given their important role in ensuring ITN accountability.

Where community supervisors are selected based on set criteria in advance of the training sessions, some criteria to be considered include (in addition to those for the household registration and ITN distribution team members):

- Community health assistant (CHA), community health extension worker (CHEW), community owned resource persons (CORPs) with responsibility for supervising CHWs should be prioritized
- Experience with accounting, mathematics, finance or other numbers-based projects or assignments to demonstrate high skill with calculations
- Demonstrated leadership capacity
- Excellent communication skills in languages required (e.g. English and local language(s))
- Minimum of a secondary level of education

The specific criteria should be aligned to the country and sub-national context in the areas being targeted for the campaign.

Where community supervisors are selected according to their capacity and skills as demonstrated during the training of household registration and ITN distribution teams, selection will be based on high post-test scores from the household registration or distribution personnel training and excellent leadership and communication qualities demonstrated during the training.

Where the option of selecting community supervisors according to their capacity will be implemented, it is critical that supervisors of training sessions ensure that political influence does not supersede the results of the training post-tests.

To ensure quality, reliability and accuracy of the interactions between the campaign personnel conducting door-to-door household visits or staffing distribution teams and the household representatives with whom they interact, supervisors should directly observe all campaign-related activities throughout the ITN distribution period. Therefore, those who will act as supervisors in a campaign also need relevant experience and additional training for supervising others. The additional training components for supervisors should include:

- How to develop the work plan for the movement of the door-to-door or ITN distribution teams
- How to ensure that the movement of the door-to-door or ITN distribution teams strictly adheres to the work plan and to agreed target numbers of households to be visited per day, including for outreach and mobile distribution points
- How to assess and evaluate the preparedness of a CHW or similar personnel to ensure effective communication
- How to maintain discipline and good teamwork among the team members
- How to collect, verify, summarize and use implementation data (number of households visited and correctly registered per day, number of ITNs allocated or distributed, etc.)
- How to ensure that door-to-door registration and distribution team members use required visibility materials (t-shirts, caps, etc.) all the time during any communication
- How to establish and maintain close coordination with community leaders
- How to communicate feedback and reports from door-to-door and distribution team members to the next level supervisor in case of any incident or rumour that may prejudice campaign outcomes

Providing supervisors with a checklist of items that they need to observe, assess and correct if required will help ensure the high performance of social mobilization and distribution activities by local staff and volunteers. This checklist will also be an important learning tool for use during the modules of the training focused on supervision.

4.2. Verify on-site preparations

It is important for facilitators themselves or, alternatively, the partner contracting the venue, catering and other services for the training, to conduct an onsite verification of the state of preparedness for the training the day before the scheduled start. This should include verifying that the venue is clean and tables are arranged in a way that allows everyone a view of the screen where presentations will be projected, as well as sufficient table space to take notes and do practical exercises. Where the contract for the venue includes provision of generators, sound system, projectors, flipcharts and markers and other materials for the training, it should be verified that they are available in the correct quantities.

Arrangements for the catering should be verified, including ensuring that the agenda is shared with the planned breaktimes clearly marked. Late refreshment and lunch breaks are very common and very detrimental to carrying out smooth training sessions.

4.3. Planning and preparation by facilitators

Sufficient planning by facilitators to review the training manual and/or SOPs, as well as any other training materials, and ensure their familiarity with the contents is critical to the quality and success of the training session. Facilitators should be able to present in very clear terms the campaign objectives and how the actions that are being asked of the trainees will ensure that the objectives of the campaign are achieved.

The more comfortable the facilitator is with the training materials, the more s/he will be able to focus on ensuring that the training approach builds on the knowledge and experience of participants, including identifying and mitigating against barriers to proper ITN access, use and care. Engaging trainees in discussions about these issues during training is a good example of a participatory approach to training. Trainees should be encouraged to share their experiences and explore ways to help community members overcome barriers to nightly ITN use. They may also be able to make valuable contributions to overcome difficulties in visiting households located in areas that are difficult to access such as riverine areas and mountainous terrain, as well as to help ensure that those living in such environments are able to pick up their ITNs at distribution sites or to help identifying an alternative distribution option, such as provision of outreach or mobile point distribution for such as the physically disabled, people working away from home (e.g. herders), those who are marginalized, etc.

Facilitators must ensure that they are familiar with the timing for the different modules in the agenda and they must respect the time as much as possible to avoid a situation of trying to "gain time" by moving too quickly through modules or running the daily session too late in the afternoon when people are no longer focused. In an effort to ensure that the adherence to time is respected by all participants, the facilitator should identify a timekeeper and establish ground rules for the training session. As much as possible, the facilitator should ensure that breaks are taken as planned in the agenda as they should have been timed in line with the amount of time people can effectively be paying attention.

4.4. Listen to participant feedback and evaluate the training

Listening to participants, receiving their feedback at the end of each day and working to improve the training experience are important parts of ensuring that training is of high quality. When issues are raised that cannot be addressed immediately by the facilitator either due to time or information constraints, they should be put in the "parking lot" so that participants know that they have not been forgotten and will be addressed later in the training. The facilitator should take the time at the end of each day of training to ask the participants a few basic questions about what they liked about the day and what they did not like about the day to use the information provided for improvements the following day.

In addition to filling in the post-test, all participants should be asked to fill in an evaluation questionnaire at the end of the training that will provide feedback about the entire training. The questionnaires can be anonymous, which will help facilitators acquire an honest appraisal of the content of the training and their performance. This feedback should be used to improve future trainings. Post-test results, which may not be available until after the participants have returned to their homes, should be used to better target supervision efforts for high quality implementation of activities.

Household registration team at work, Tékoulo

SPECIALIZED TRAINING

See AMP Chapter 5, Brief 7, Logistics training, https://allianceformalariaprevention.com/amp-tools/amp-toolkit/

Logistics training in the COVID-19 context:
https://allianceformalariaprevention.com/about/amp-guidelines-and-statements/

Engagement of administrative and health authorities, Guéckédou

Happy children at school in Tékoulo

AMP CONTACTS

To join the weekly AMP conference call each Wednesday at 10:00 AM Eastern time (16.00 PM CET) use the following Zoom meeting line:
https://us06web.zoom.us/j/2367777867?pwd=a1lhZk9KQmcxMXNaWnRaN1JCUTQ3dz09

You can find your local number to join the weekly call:
https://zoom.us/u/acyOjklJj4

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