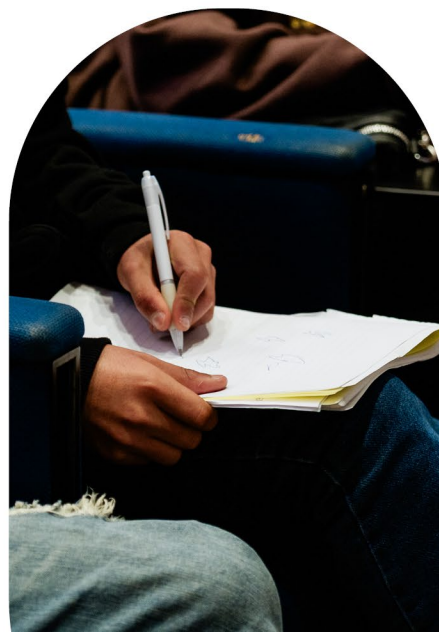




# From stigma to support: How KiDS tackles the psychosocial challenges of diabetes in schools

**Online event**

23 January 2026  
13:30-15:00 CET





# From stigma to support: how KiDS tackles the psychosocial challenges of diabetes in schools

## WELCOME FROM THE MODERATOR



**MS ANITA SABIDI**

IDF Blue Circle Voice member

*Indonesia*

## WELCOME FROM IDF

- This session is being recorded.
- You can activate Zoom-generated subtitles for this webinar by clicking on the closed caption (cc) button at the bottom of your Zoom window. Please note these subtitles are not 100% accurate.
- The recording, slides and feedback questionnaire will be sent to all registrants in a few days.
- Participants who attend at least 80% of this event will receive an attendance certificate if they complete a feedback questionnaire. Please check your spam folders if you have not received it by 23 February.
- **Please use the Q&A function to post your questions to speakers and panellists.**



# From stigma to support: how KiDS tackles the psychosocial challenges of diabetes in schools

## WELCOME FROM IDF LEADERSHIP



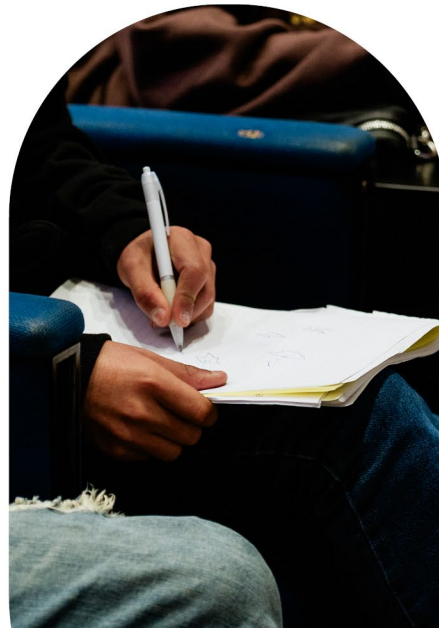
**MR KYLE J. ROSE**

IDF Vice President and Co-Chair of the IDF Committee on Youth Activities

*France/ United States*

**Blue  
Circle  
Talk**

# Setting the scene





# From stigma to support: how KiDS tackles the psychosocial challenges of diabetes in schools

## THE PSYCHOLOGICAL IMPACT OF DIABETES IN SCHOOLS



**DR EDUARDO CALLIARI**

Paediatric endocrinologist and member of ISPAD's Special Interest Group about Diabetes in Schools

*Brazil*

Eduardo Calliari



## From Stigma to Support: How KiDS Tackles the Psychosocial Challenges of Diabetes in Schools

**Eduardo Calliari**  
Coordinator of the  
Special Interest Group Diabetes In Schools



ISPAD is a global organization dedicated to improving the lives of children, adolescents, and young adults with diabetes.

## ISPAD's Mission

Our mission is to advance clinical and scientific knowledge, promote education, and advocate for better care and treatment for young people affected by diabetes.



# Setting the problem



Eduardo Calliari

- **Type 1 Diabetes** is a chronic condition requiring daily management — insulin, glucose monitoring, diet, activity.
- Children spend a large part of their day in school
  - maintaining a good glycemic control is fundamental to avoid acute and chronic complications
  - essential environment for psychosocial wellbeing



# Psychological issues related to having T1D



Eduardo Calliari

- Diabetes distress; diabetes burnout
- Resilience and coping

## Problems with increased incidence

- Eating disorders
- Depression, anxiety



And these kids go to school..

- Have to comply with diabetes tasks
- May feel different
- Difficulty engaging in diabetes self-management tasks around peers due to fear of judgment and concern about social acceptance.



And these kids go to school...

If they are from underserved communities:

- Face competing priorities related to SE status and environment, putting them at risk for adverse health, psychosocial, and academic outcomes.
- When these students have diabetes, the demands of managing the condition are an additional stressor and can result in higher HbA1c levels, more frequent episodes of DKA, and earlier onset of complications



## Peers...

- Don't know about diabetes
- May have fears or be misinformed
- May react inappropriately

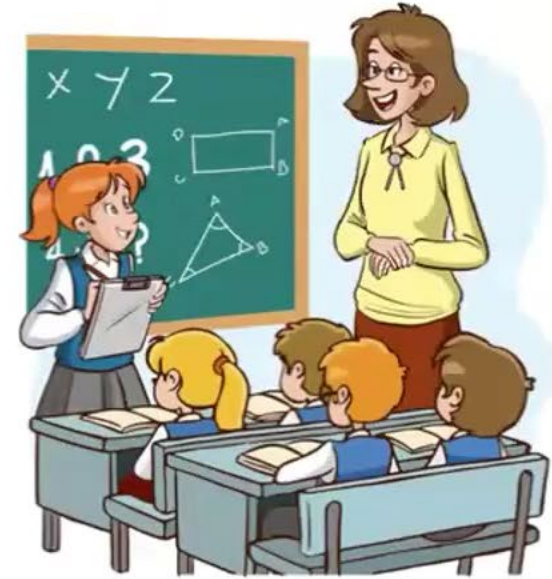




Eduardo Calliari

## Teachers and other school personnell...

- Don't know about diabetes
- May have fears or be misinformed
- May react innapropriately
- May want to protect avoiding risks and regular activities



Stigma - A negative **stereotype or label** applied to a health condition — leads to discrimination or exclusion.

# Psychosocial Challenges in School



Eduardo Calliari

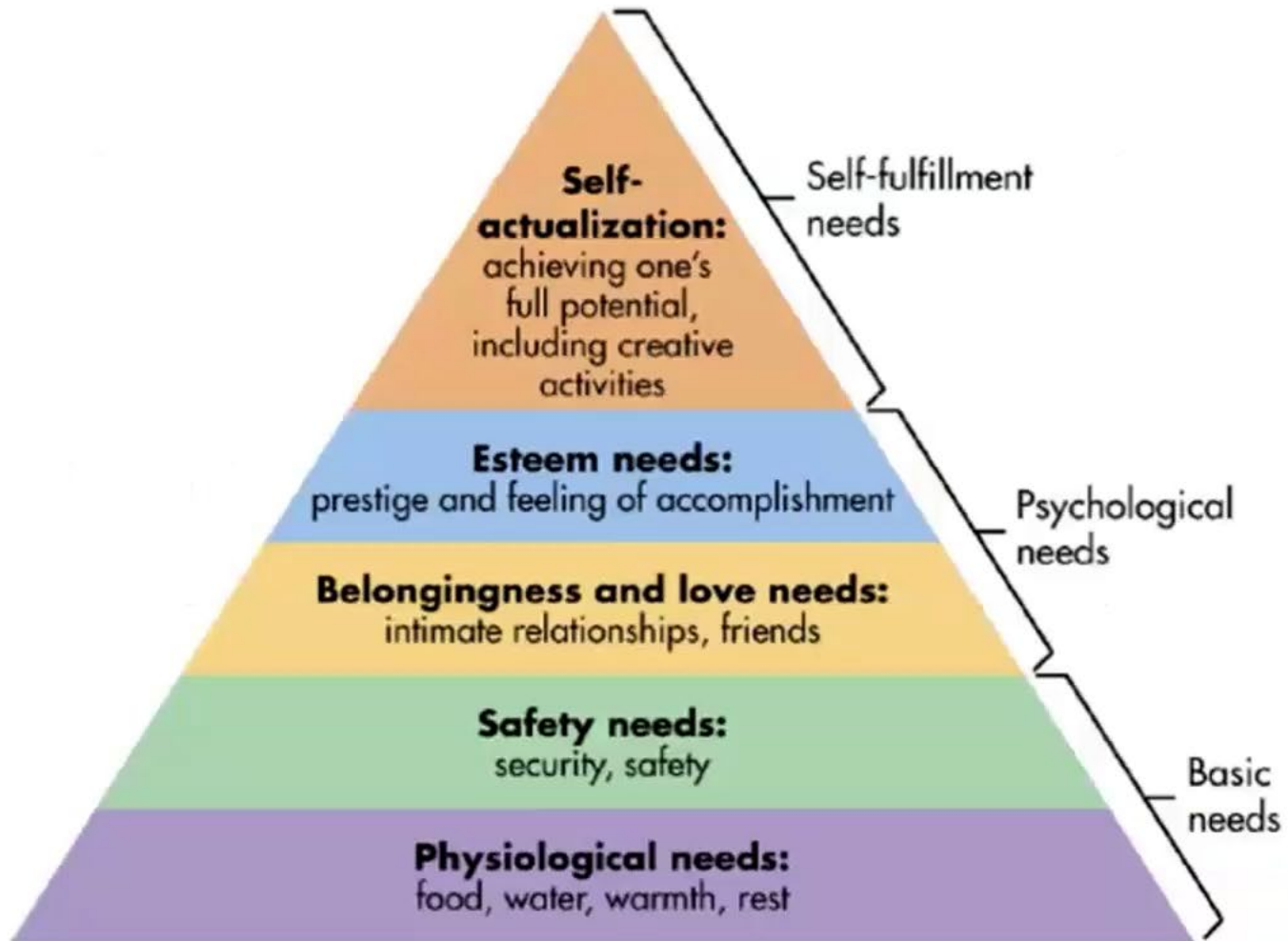
## Common psychosocial barriers:

- Lack of knowledge about diabetes among teachers and peers.
- Misunderstandings leading to stigma or exclusion.
- Fear of hypoglycemia, teasing, anxiety, social isolation.
- *These can negatively impact attendance, performance, and quality of life.*



# Maslow's hierarchy of needs

Eduardo Calliari



# Heterogeneity in schools worldwide

Eduardo Calliari



- Concepts
- Structure
- Environment
- Private x Public



# ISPAD Special Interest Group – Diabetes In Schools



Eduardo Calliari



2021-22 - SIGDIS

Meetings – 2/3 months

Oct./22 – Abu Dhabi

Oct/23 – Lisbon

Nov/25 – Montreal



# Research-Supported Materials for Diabetes Care in Schools



Eduardo Calliari  
International  
and Adolescent Diabetes



The absolute **minimal level of diabetes care** at school in **all** countries includes the principles to uphold the student's right to **attend school safely**



Research



Guidelines



Position  
Statement



Diabetes  
Management  
Plan



Kids and Diabetes  
in Schools

Educational  
Material





Eduardo Calliari



## Research

### Survey for Health Care Professionals



**236 respondents** (55.5% Pediatric Endocrinologists)  
from **71 countries**



Huge heterogeneity in the rights and care  
(between and within countries)



Great need for help in informing the school staff



High need for awareness and legal support  
in some countries

# Research-Supported Materials for Diabetes Care in Schools



Eduardo Calliari  
International  
and Adolescent Diabetes



## Research



## Survey for Families

**7,587 respondents**  
**56 countries**

58.8% High income countries  
34.6% Upper-Middle income countries  
6.6% Low and Middle-Low income countries



52% - one member of the family reduced working hours  
(64.3% of the children  $\leq$  6yrs)



52.8% don't have a staff member responsible for diabetes care



18.4% dissatisfied with diabetes care in school  
(32% in LMIC)



## Guidelines

Received: 27 September 2022 | Accepted: 8 October 2022





DOI: 10.1111/pedi.13432

ISPAD GUIDELINES



WILEY

## ISPAD Clinical Practice Consensus Guidelines 2022: Management and support of children and adolescents with diabetes in school

Sarah E. Lawrence<sup>1</sup>  | Anastasia Albanese-O'Neill<sup>2</sup>  | Stéphane Besançon<sup>3</sup>  |  
Taryn Black<sup>4</sup> | Nataša Bratina<sup>5</sup>  | David Chaney<sup>6</sup> | Fran R. Cogen<sup>7</sup>  |  
Elizabeth A. Cummings<sup>8</sup>  | Elizabeth Moreau<sup>9</sup> | Jessica S. Pierce<sup>10</sup>  |  
Erick Richmond<sup>11</sup> | Farid H. Mahmud<sup>12</sup> 



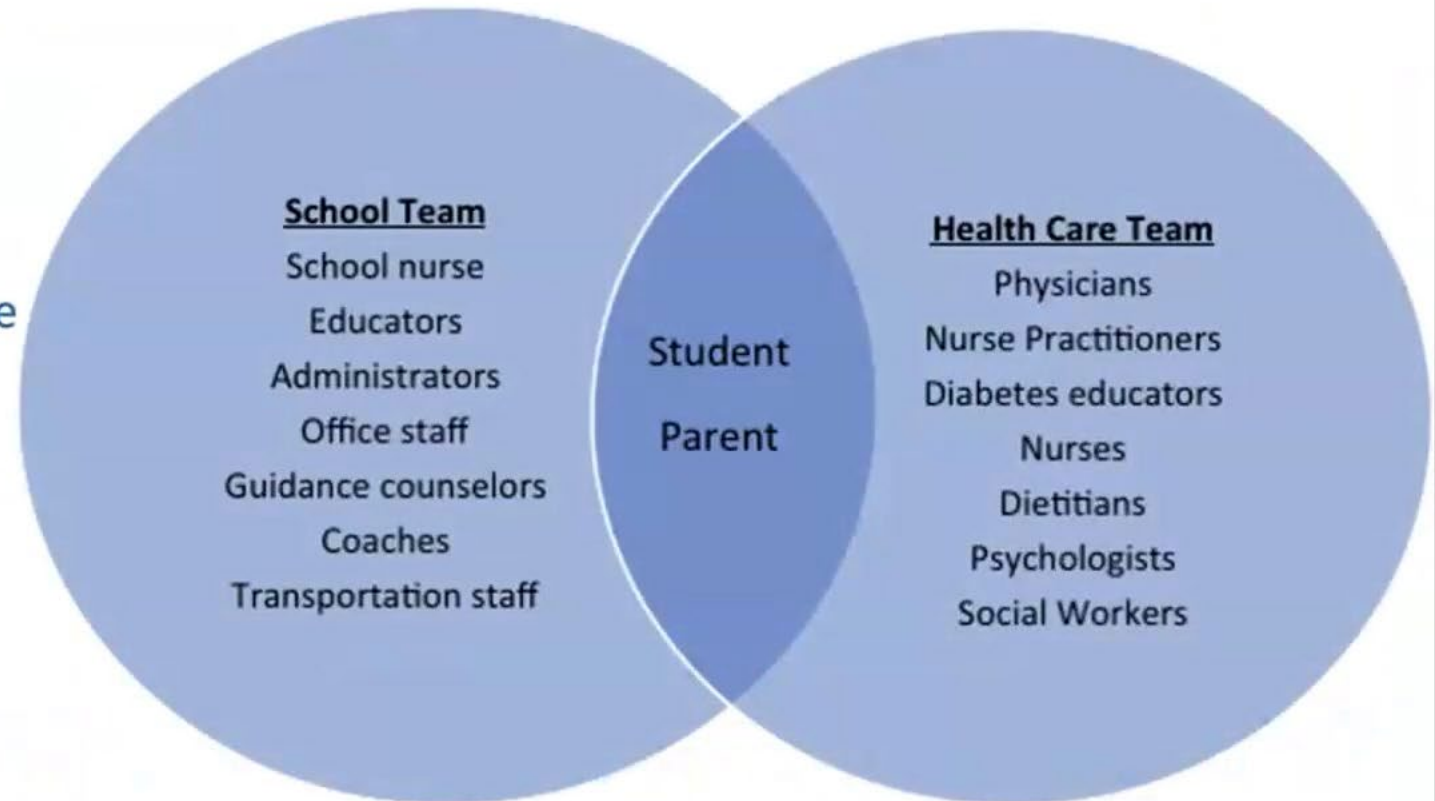


## Guidelines

[www.ispad.org](http://www.ispad.org)

### ISPAD Clinical Practice Consensus Guidelines 2022: Management and support of children and adolescents with diabetes in school

- ❖ Schools have a nondelegable duty of care to their students, and school personnel should take reasonable care to protect them from harm that is reasonably foreseeable



## ISPAD Position Statement on Type 1 Diabetes in Schools

P.W. Goss<sup>a</sup> N. Bratina<sup>b</sup> L.E. Calliari<sup>c</sup> R. Cardona-Hernandez<sup>d</sup> K. Lange<sup>e</sup>  
S.E. Lawrence<sup>f,g</sup> C.A. March<sup>h,i</sup> G. Forsander<sup>j</sup>



2.1 ISPAD advocates that the absolute minimal level of T1D care at school in all countries abides by the following principles:

- The student with T1D has the right to safely attend school.
- The student with T1D has the right to experience equal opportunity, obtain equal education and participate equally in activities with their peers, including physical exercise and other extracurricular activities, with trained school personnel providing needed care [1–3].

2.2 A student with T1D may spend more than half of their waking hours in the custody and care of school, including time spent away from the security of home participating in after-school activities, school sports days, field trips, excursions, school camps, and commuting to and from school [1–3].



**Importance of schools' role.**

**Student and family emotional health.**

**Cooperative and supportive partnership.**

**Legal issues.**

**Expectations of management in schools.**

- Diabetes Management Plan.

**Training of school personnel.**



# Research-Supported Materials for Diabetes Care in Schools



Eduardo Calliari  
International Society for Pediatric and Adolescent Diabetes



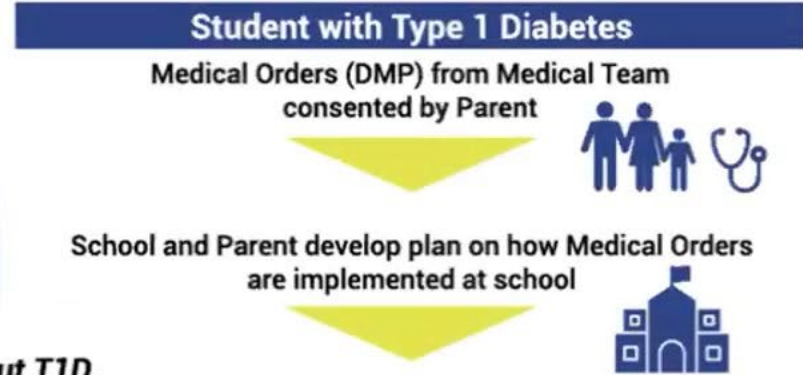
## Position Statement

	Applicable to	School responsibilities	Content	ISPAD Recommendations
<b>LEVEL 1 EDUCATION</b>	All educational institutions	All school personnel have a role in providing safe systems of work, including education and training of school personnel to ensure competency.	<ul style="list-style-type: none"> <li>• Educational content, including:                     <ul style="list-style-type: none"> <li>• T1D and its management</li> <li>• Hypoglycemia symptoms</li> <li>• Hypoglycemia management</li> <li>• High alertness</li> <li>• High alertness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Level 1 Education in schools, in other settings</li> </ul>
<b>LEVEL 2 EDUCATION AND TRAINING</b>	<ul style="list-style-type: none"> <li>• Educational institutions</li> <li>• Educational institutions</li> <li>• Educational institutions</li> </ul>	<ul style="list-style-type: none"> <li>• To provide the health and safety of staff and students</li> <li>• To ensure staff are competent and trained</li> <li>• To ensure staff are competent and trained</li> <li>• To ensure staff are competent and trained</li> </ul>	<ul style="list-style-type: none"> <li>• Educational content, including:                     <ul style="list-style-type: none"> <li>• T1D and its management</li> <li>• Hypoglycemia symptoms</li> <li>• Hypoglycemia management</li> <li>• High alertness</li> <li>• High alertness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Level 2 Education in schools, in other settings</li> <li>• Level 2 Education in schools, in other settings</li> <li>• Level 2 Education in schools, in other settings</li> </ul>
<b>LEVEL 3 EDUCATION AND TRAINING</b>	<ul style="list-style-type: none"> <li>• Educational institutions</li> <li>• Educational institutions</li> <li>• Educational institutions</li> </ul>	<ul style="list-style-type: none"> <li>• To provide the health and safety of staff and students</li> <li>• To ensure staff are competent and trained</li> <li>• To ensure staff are competent and trained</li> <li>• To ensure staff are competent and trained</li> </ul>	<ul style="list-style-type: none"> <li>• Educational content, including:                     <ul style="list-style-type: none"> <li>• T1D and its management</li> <li>• Hypoglycemia symptoms</li> <li>• Hypoglycemia management</li> <li>• High alertness</li> <li>• High alertness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 Education in schools, in other settings</li> <li>• Level 3 Education in schools, in other settings</li> <li>• Level 3 Education in schools, in other settings</li> </ul>



School / Education authority are responsible for providing safe systems of work, including education and training of school personnel to ensure competency.

**EDUCATION is the gaining of knowledge and perspective about T1D.**  
**TRAINING is the skill development and practical application of the education on the student with T1D.**  
**Education and Training must comply with local jurisdictional requirements, standards and regulations.**






# Research-Supported Materials for Diabetes Care in Schools



Eduardo Calliari  
International  
and Adolescent Diabetes



## Position Statement

	Applicable to	School responsibilities	Content	ISPAD Recommendations
<b>LEVEL 1 EDUCATION</b>	All school personnel 	All school personnel have a duty of care to apply an appropriate urgent <b>response</b> to all students, including those with T1D. The duty is to: <ul style="list-style-type: none"><li>• <b>Act immediately</b></li><li>• <b>Escalate</b> to a person with training.</li></ul> 	Foundational understanding of T1D and how it impacts students and families. <b>Recognition</b> of signs, symptoms and urgency to treat: <ul style="list-style-type: none"><li>• <i>Low glucose levels,</i></li><li>• <i>High glucose levels if student unwell.</i></li></ul> Who to contact for help.	Level 1 <b>Education</b> (e-learning and other sources) 







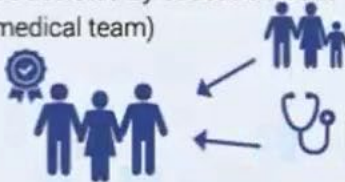
# Research-Supported Materials for Diabetes Care in Schools



Eduardo Calliari  
Internat  
and Adolescent Diabetes



## Position Statement

	Applicable to	School responsibilities	Content	ISPAD Recommendations
<b>LEVEL 2 EDUCATION AND TRAINING</b>	<p>School personnel who interact directly with the student and are likely to need to respond immediately to medical events:</p> <ul style="list-style-type: none"> <li>• <i>In the classroom and</i></li> <li>• <i>During other school-based activities.</i></li> </ul> 	<p>Schools have a duty:</p> <ul style="list-style-type: none"> <li>• <i>To protect the <b>health and safety</b> of staff and students.</i></li> <li>• <i>To ensure staff are <b>educated and trained</b>.</i></li> </ul> <p><b>Student has the right</b> to immediate access to a person with T1D specific <b>first aid skills</b> to keep them free from foreseeable harm.</p> 	<p>Understanding details of the student's medical orders (Diabetes Management Plan). T1D specific first aid training according to student's Emergency Response Plan (Diabetes Action Plan).</p> <ul style="list-style-type: none"> <li>• <i>How and when to initiate treatment for high or low glucose levels</i></li> <li>• <i>Understanding when and whom to call for additional assistance.</i></li> </ul> <p>Knowledge of the impact of food and activity on glucose levels. Education and training is specific to the needs of individual students.</p>	<p><b>Complete:</b></p> <ul style="list-style-type: none"> <li>• Level 1 Education </li> <li>↓</li> <li>• Level 2 Education and Training course </li> <li>↓</li> <li>• T1D First Aid Training </li> <li>↓</li> <li>• Individualised Education and Training by parent (may be assisted by education from medical team)</li> </ul> 

# Research-Supported Materials for Diabetes Care in Schools



Eduardo Calliari  
International  
and Adolescent Diabetes



## Position Statement

	Applicable to	School responsibilities	Content	ISPAD Recommendations
<b>LEVEL 3 EDUCATION AND TRAINING</b>	Complex care of the student with T1D must be undertaken by <ul style="list-style-type: none"> <li>• <b>Authorised Health Professional (e.g. Nurse)</b></li> </ul> OR <ul style="list-style-type: none"> <li>• <b>Non-medical personnel</b> with the appropriate:                             <ul style="list-style-type: none"> <li><b>1: Education</b> that is student specific</li> <li><b>2: Training</b> that provides the authority as required in local jurisdiction</li> </ul> </li> </ul>	Schools have a duty: <ul style="list-style-type: none"> <li>• <i>To provide safe systems of work and appropriate training for its personnel.</i></li> <li>• <i>To safely facilitate prescribed complex T1D medical care.</i></li> <li>• <i>To provide trained and authorised school personnel to provide complex medical care.</i></li> <li>• <i>To ensure informed parental consent.</i></li> </ul>	<b>Complex medical care</b> includes <ol style="list-style-type: none"> <li>1. Insulin administration</li> <li>2. Other T1D medical interpretations and interventions.</li> </ol> Content of <b>Level 3 Education and Training</b> should be <ul style="list-style-type: none"> <li>• <i>Informed by the student's medical orders (Diabetes Management Plan)</i></li> <li>• <i>Individualised</i></li> <li>• <i>Applicable on-campus and individualised for each off campus activity.</i></li> </ul>	<b>Complete:</b> <ul style="list-style-type: none"> <li>• <b>Level 1 &amp; Level 2 Education</b></li> </ul> ↓ <ul style="list-style-type: none"> <li>• <b>T1D First Aid Training</b></li> </ul> ↓ <ul style="list-style-type: none"> <li>• <b>Individualised Level 3 Education</b> e-learning modules</li> </ul> ↓ <ul style="list-style-type: none"> <li>• <b>Level 3 Training</b> to authorise complex care</li> </ul> ↓ <ul style="list-style-type: none"> <li>• <b>Individualised Education and Training</b> by parent (may be assisted by education from medical team)</li> </ul>





## Diabetes Management Plan

MONITORING

INSULIN

HIPOGLYCEMIA

SELF-CARE

HYPERGLYCEMIA

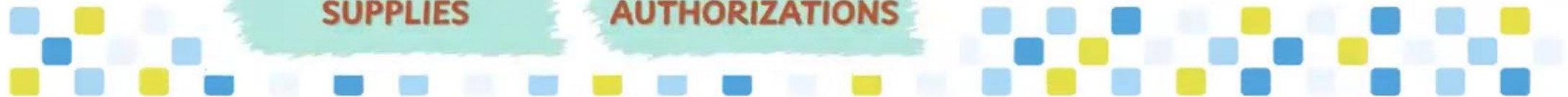
EXERCISE

FOOD

SUPPORT

SUPPLIES

AUTHORIZATIONS





## Educational material



Who will provide the information ?

What resources should be used ?

How the information will be delivered ?

To whom is it directed ?



# Programs all over the world!

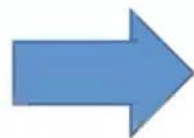
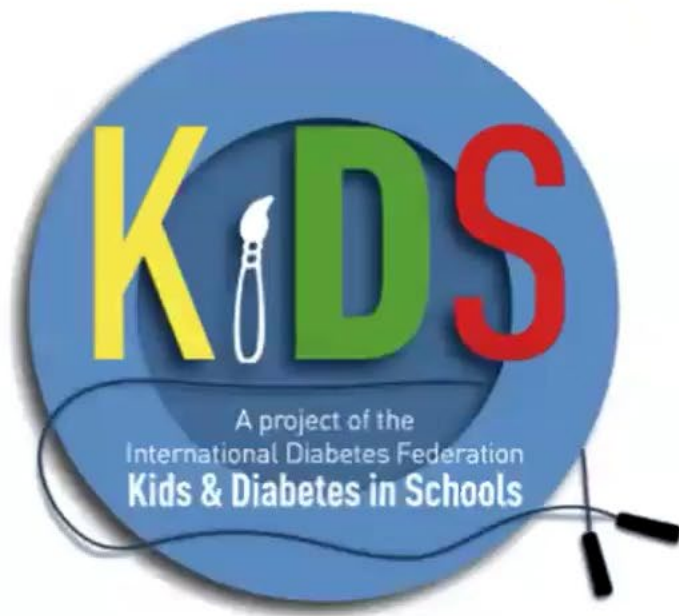
Eduardo Calliari



www.freeworldmaps.net

# OPTIMIZING ACCESS TO EDUCATIONAL TOOLS

Eduardo Calliari



2025





- 1) Interactive Workshop
  - 2) Question and Answer quiz
  - 3) Physical Education Activities
  - 4) Body Weight
- Sampling of the BMI of 20% of students

Brazil  
India



Training for teacher and  
parents/caregivers of students  
diagnosed with diabetes



DOI: 10.1111/pedi.12647



**ORIGINAL ARTICLE**

# “KiDS and Diabetes in Schools” project: Experience with an international educational intervention among parents and school professionals

Glauca Margonari Bechara<sup>1</sup> | Fernanda Castelo Branco<sup>1</sup> | Avelino Luiz Rodrigues<sup>2</sup> | Daniela Chinnici<sup>3</sup> | David Chaney<sup>4</sup> | Luis Eduardo P. Calliari<sup>5</sup> | Denise Reis Franco<sup>1</sup>

- 1) I
- 2) C

3) Physical Education Activities

4) Body Weight

Sampling of the BMI of 20% of students

India

parents/caregivers of students diagnosed with diabetes





### Advocacy Resources

See our selection of resources to support advocacy activities aimed at promoting diabetes education in schools.

Advocacy Resources

### Education Resources

Download our free diabetes education resources to help children and adults understand how to manage and delay or prevent diabetes.

Educational Resources



### Awareness Resources

Discover and share our podcasts, webinars and content to raise awareness of diabetes.

Awareness Resources



#### Useful links

Explore diabetes resources created by other organisations for further inspiration.



#### Resource reproduction

Interested in translating or adapting one of our resources? Let us know by filling in our form.



#### Get in Touch

Do you have a question for our team? Write to us at [kids@idf.org](mailto:kids@idf.org)

KIDS  
Kids and Diabetes  
in Schools

## INFORMATION PACK



## TOM & FRIENDS' DIABETES JOURNEY



Eduardo Calliari  
President

## WELL-BEING GUIDE



[www.kids.idf.org](http://www.kids.idf.org)

# How Knowledge Reduces Psychosocial Challenges



Eduardo Calliari

- **Strategies to use in schools:**
  - Train teachers on diabetes basics and emergency response.
  - Educate peers to build empathy and reduce fear.
  - Implement policies that support inclusive participation (e.g., snack breaks, glucose checks).
  - Promote open communication among students, families, and school staff.
- **Result:** improved confidence, reduced anxiety, better social inclusion.



# Summary & Call to Action



Eduardo Calliari

Support in schools isn't optional—it's essential for psychosocial wellbeing

- **Key messages:**

- Stigma in schools is real but addressable.
- Education empowers teachers, families, and students alike.
- With awareness, we turn stigma into support.

- • **Invitation to explore KiDS materials & ISPAD guidelines.**



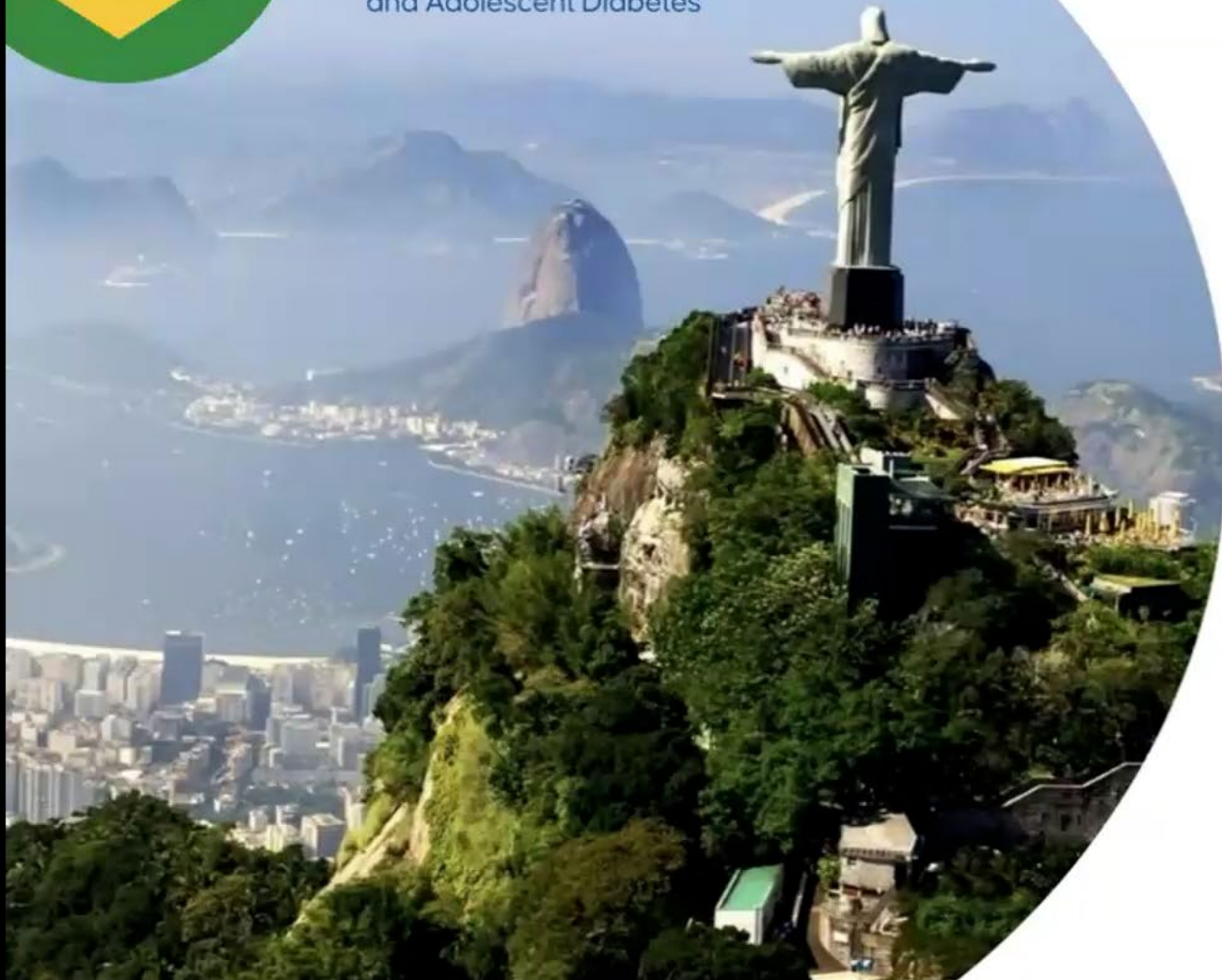


Eduardo Calliari



**ISPAD**

International Society for Pediatric  
and Adolescent Diabetes



**ISPAD 2026**

**RIO DE JANEIRO, BRAZIL**

**52<sup>nd</sup> Annual Conference | November 4 - 7**

**See you this year!**  
**¡Nos vemos este año!**  
**¡Vejo você neste ano!**



Eduardo Calliari



# ISPAD

International Society for Pediatric and Adolescent Diabetes

## Thank you!



International  
Diabetes  
Federation



### ISPAD Special Interest Group for Diabetes in School

- Eduardo Calliari
- Roque Cardona-Hernández
- Natasa Bratina
- Karin Lange
- Peter Goss
- Sarah Lawrence
- Christine March
- Laura Cudizio

Former Coordinator:  
Gun Forsander





# From stigma to support: how KiDS tackles the psychosocial challenges of diabetes in schools

## THE IDF KiDS PROGRAMME



**DANIELA FRANCO**

KiDS Programme Coordinator

*Mexico*



**CRISTINA MONREAL**

Junior Advocacy Officer

*Spain*

# ABOUT THE KIDS AND DIABETES IN SCHOOLS (KiDS) PROGRAMME



KiDS aims to bring diabetes education to schools to fight diabetes-related stigma and promote healthy lifestyles to tackle the modifiable risk factors for type 2 diabetes.

Undertaken in partnership with the International Society of Pediatric and Adolescent Diabetes (ISPAD) and supported by an educational grant from Sanofi.

Since 2013, KiDS resources have reached more than **1M** students in **23** countries.

# STIGMA AND WELL-BEING IN SCHOOLS

- **Psychosocial well-being** includes:
  - Emotional safety
  - Self-esteem
  - Peer relationships
  - Coping with stress and stigma
- Schools are a **key intervention setting**:
  - Schools shape daily experience
  - Well-being affects self-management, participation in activities and long-term health outcomes.



The KiDS training sessions delivered in schools can help tackle the psychosocial challenges children with type 1 diabetes experience

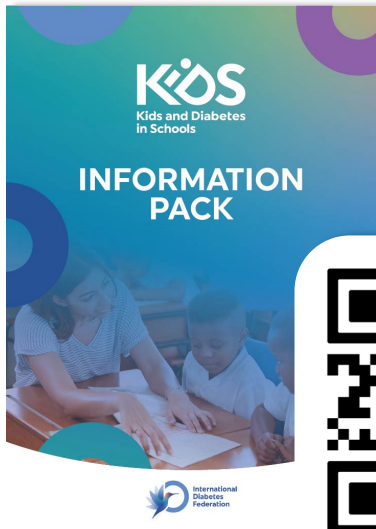
# KiDS RESOURCES



**Interested in running a KiDS session in a school?**

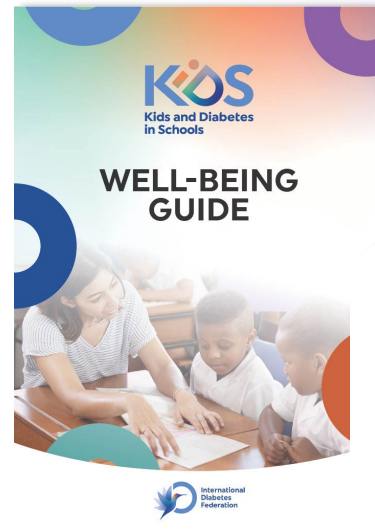
The [Implementation Guide](#) will help you understand what you need to do to implement a session and track results.

# KIDS RESOURCES



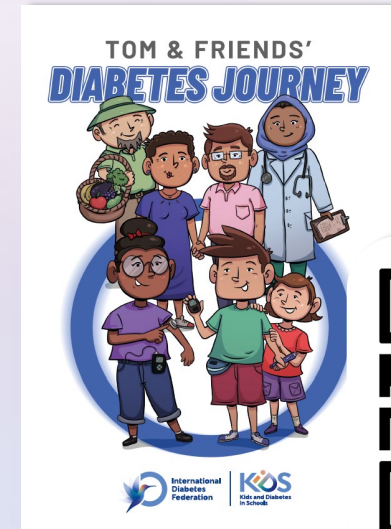
## [Information Pack](#)

For teachers, school staff and parents to understand diabetes and the needs of children with diabetes in schools.



## [Well-being Guide](#)

Tool for adults to learn about the importance of healthy habits for children in diabetes management and prevention.



## [Tom and Friends' Diabetes Journey comic book](#)

Engaging comic book for students showing Tom's journey from diagnosis to living well with diabetes in school.

# KiDS RESOURCES



## Class Plans

The [Class Plan 1](#) and [Class Plan 2](#) suggest a structure for running 1- or 2-hours KiDS educational sessions, designed to boost interactivity and engagement through gamified activities.

They also provide a protocol for measuring the impact of KiDS.



# From stigma to support: how KiDS tackles the psychosocial challenges of diabetes in schools

## LEARNINGS FROM THE KiDS PILOT IN MAHARASHTRA (INDIA)



**NUPUR LALVANI**

Blue Circle Diabetes  
Foundation Founder and IDF  
Blue Circle Voice member

*India*



**SAVITA CHAVAN**

Blue Circle Diabetes  
Foundation

*India*



**Blue Circle**  
Diabetes Foundation

# KiDS Pilot in Maharashtra

**EDUCATE**



**ENGAGE**



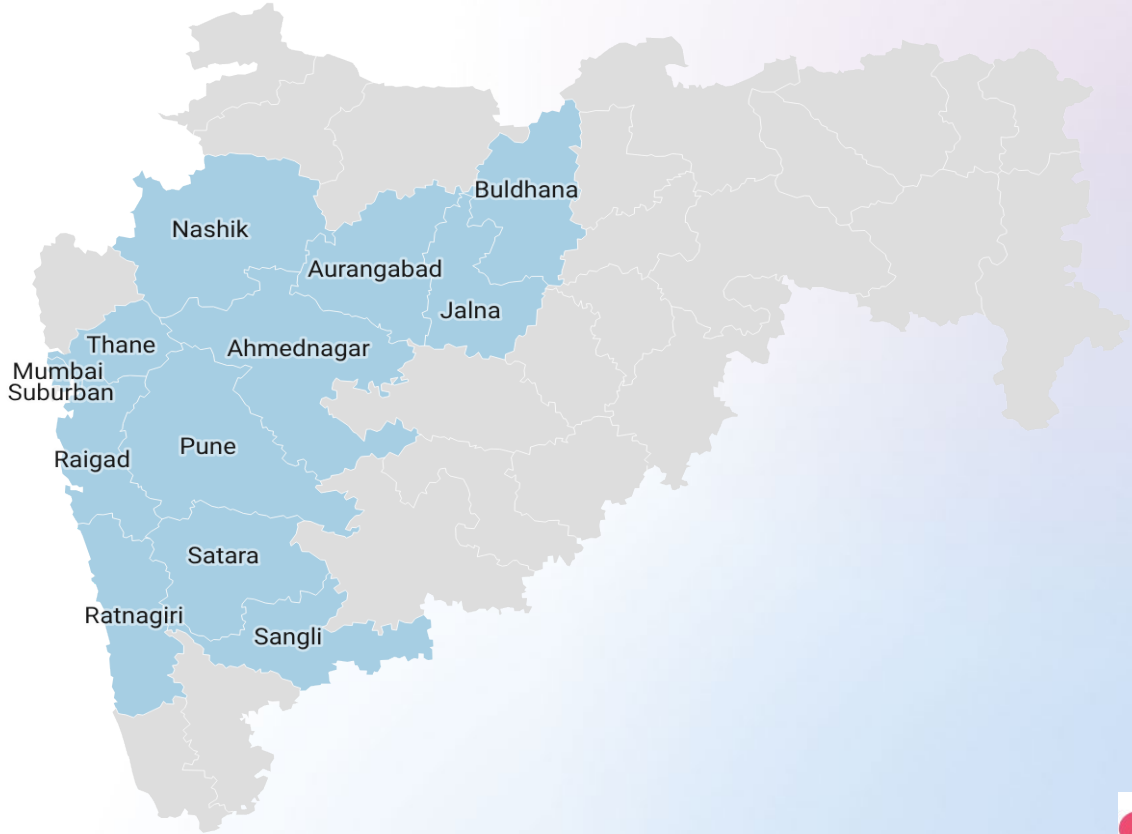
**EMPOWER**

# 12 (OUT OF 36) DISTRICTS IN MAHARASHTRA

## 1/3rd of Maharashtra

Districts covered by KiDS programme

■ Schools covered




## PILOT IMPACT UNTIL JANUARY 15, 2026

- 12 Districts
- 48 Schools (18 Govt. aided)
- 96 KiDS Sessions
  
- 22000+ Students (1st – 10th std.)
- 900+ Staff members



## मुधुमेह (डायाबेटीज)



check Diabetes

High Sugar

Tea

INSULIN


मुधुमेह म्हणजे (डायाबेटीज) शरीरातील रक्त साखर (ग्लूकोज नियंत्रित) अडचण होते, ज्याला जास्त तहान लागणे, वारंवार लवचक होणे, (विशेषतः रात्री थकवा, वजन घडणे आणि जखमा हळू भरणे यांसारखे लक्षणे दिसतात. नियमीत आहाराने हे टाळता येते.

मुधुमेहाचा दोन प्रकार आहे 1 मुधुमेह - लहान वयात किंवा पैंगंडावस्थेत होत ज्यात शरीर इन्सुलिन तयार करत नाही


2 मुधुमेह - जास्त वयाच्या लोकांना होतो, ज्यात शरीर इन्सुलिनला प्रतिसाद देत नाही किंवा पुरेसे इन्सुलिन तयार करत नाही.

इन्सुलिन काय करते:- शॉर्ट-ॲक्टिंग इन्सुलिन (नियमित इन्सुलिनसारखे जेवणापूर्वी साखरेच्या वाढीचे व्यवस्थापन करण्यासाठी जन्म घ्यायचे. त्याची साठवणूक (३६°F-२६°F / २°C-३०°C) सुमारे २२ दिवस टिकतात

जागतिक मुधुमेह दिवस दरवर्षी १२ नोव्हेंबरशी होतो



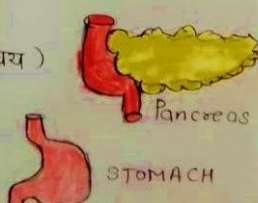
Don't eat Junk food



Eat HEALTHY FOOD

### कार्यक्रमा

- परिचय (कार्यक्रमाचे प्रास्ताविक व परिचय)
- स्वागत
- लडांचे मार्गदर्शन
- अद्ययावत समावेश
- आभार



Pancreas

STOMACH

To be used at the beginning of the session

Sugar,  
Sweets, chocolates, icecream,  
Insulin hormone, Pancreas, Auto-immune,  
high blood sugar level, glucometer

To be used at the end of the session

Very Brave

# Thank You



[support@bluecircle.foundation](mailto:support@bluecircle.foundation)

[www.bluecircle.foundation](http://www.bluecircle.foundation)

# Discussion panel and Q&A

Blue  
Circle  
Talk





# From stigma to support: how KiDS tackles the psychosocial challenges of diabetes in schools

## WELCOME TO THE PANELLISTS



**MS DANIA MAKKAWI**

IDF Young Leader in Diabetes  
Trainee, school science teacher

*Egypt*



**MR NASER ALTOOBLANI**

IDF Young Leader in Diabetes  
Mentor, psychologist

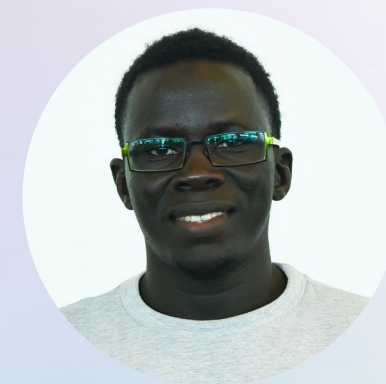
*Bahrain*



**MS ESTEFANÍA MALASSISI**

IDF Young Leader in Diabetes  
Mentor, medical doctor

*Argentina*



**MR OUSMAN CEESAY**

IDF Young Leader in Diabetes  
Trainee, project coordinator

*Gambia*



# From stigma to support: how KiDS tackles the psychosocial challenges of diabetes in schools

## CLOSING REMARKS AND THANKS



**MS ANITA SABIDI**

IDF Blue Circle Voice member

*Indonesia*

## CLOSING REMARKS AND THANKS

- The recording, slides and feedback questionnaire will be sent to all registrants in a few days.
- Please respond to the feedback questionnaire to help us improve future IDF online events.
- Send any questions you may have to [kids@idf.org](mailto:kids@idf.org).

# NEXT IDF WEBINAR

## Detect early, act early: Improving Diagnosis of Type 1 Diabetes

IDF and ISPAD invite you to this online session to mark the launch of our joint policy brief on type 1 diabetes early detection and screening.

 International Diabetes Federation

 75 YEARS  
1950 - 2025

 ISPAD  
International Society for Pediatric and Adolescent Diabetes

### Detect Early, Act Early: Improving Diagnosis of Type 1 Diabetes

Online event

6 February 2026  
14:00-15:30 CET



**Thank you!**

**Blue  
Circle  
Talk**

