ACKNOWLEDGEMENTS

Elizabeth Stone for her support in bringing the manual together, Buhlebenkosi Tshabangu-Moyo for conducting the workshop on public speaking and presenting, Tamara Johnson for organising the dissemination meeting, Ardent Creative for the graphic design, Gilbert Mupiwa for the photographs.
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YRA  Youth Researcher Academy
BRTI  Biomedical Research and Training Institute
LSHTM  London School of Hygiene and Tropical Medicine
SRH  Sexual and Reproductive Health
BACKGROUND

Young people aged 10-24 years now constitute a quarter of the world’s population. This number will increase at least until 2040 in Africa following substantial improvements in child survival. Nine out of ten adolescents live in low- and middle-income countries such as Zimbabwe. Ensuring the voices of young people are present in matters directly affecting their health in general and more specifically sexual and reproductive health (SRH) is crucial. Research and advocacy, driven and conducted by young people, can build their capacity and enable them to add their voices and influence change on issues that directly affect them.

It is increasingly recognized that young people should be involved as research partners in the design, development, implementation and evaluation of interventions intended to meet their health needs. Capacity building and training of young people in how to conduct ethically and scientifically sound research is key to meaningful involvement of young people as equal partners.

It is increasingly recognized that young people should be involved as research partners in the design, development, implementation and evaluation of interventions intended to meet their health needs. A one-week Youth Researchers Academy (YRA) was conducted in order to train youth researchers (18-24 years) on the concept and purpose of research and on the research process (from planning research questions to data collection, analysis, and dissemination). Following the one-week residential training youth researchers were then offered the opportunity to carry out supervised research, working with a dedicated mentor alongside a highly experienced research team.

This manual summarizes the process of training young researchers, research projects conducted by youth researchers and their results, the process of dissemination of research findings and our experiences and the lessons learnt from it. It is meant as a tool to facilitate training of young researchers in other settings.

The YRA was funded by HIVOS and implemented by the Biomedical Research and Training Institute (BRTI) in collaboration with the London School of Hygiene and Tropical Medicine research is key to meaningful involvement of young people as equal partners.
GOALS AND OBJECTIVES OF THE YOUTH RESEARCHER ACADEMY

The goal was to establish a YRA to train young people to undertake SRH research embedded within two ongoing research projects (CHIEDZA and FAST – see appendix 1) focused on improving uptake of SRH services among young people in Zimbabwe. The aim was to create a model for youth participation, representation and provide mentorship that could be applied to other settings and youth focused health issues.

The specific objectives were:

1. To establish a YRA to train young people to conduct research
2. To support young people to conduct SRH research
3. To evaluate the YRA initiative (Appendix 2: Evaluation Framework)
4. To develop a model of youth participation in SRH research that can be applied to other areas of young people’s health
Application process

Young people aged 18-24 years living in the three communities where CHIEDZA and FAST were operating were eligible to apply. Lists of community-based organizations (CBOs) working with young people in these areas were drawn up. Following discussions with CBOs the YRA was advertised through posters (Appendix 3). Hard-copy application forms (Appendix 4) were available from the CBOs. No electronic application forms were made available to ensure equal access for young people with or without computer skills. Hand-filled application forms were collected from CBOs. Two faculty members shortlisted applications for interviews. Those shortlisted were asked to send copies of their ID cards to check their age. A total of 40 candidates (of 81 applicants) were shortlisted for interviews and 20 were invited for the YRA.

Interview process

The process included a group task and individual interviews. Score cards were developed before the interview (Appendix 6). Groups of 4-5 were asked to work as a team on designing a flyer to advertise a new youth club. Following an explanation of the task, the teams had 20 minutes to prepare the flyer, followed by a 5-minute presentation. Individuals and teams were observed by two faculty members during the group task assessing teamwork, leadership, creativity and soft skills such as communication, professionalism and critical thinking.

Individual interviews (5-10 minutes) were conducted by two faculty members. Questions were aimed at learning more about the applicant using some of the applicants responses to the application questions as a starting point and to explore: i) why the applicant applied for the YRA, ii) what they wanted to learn and iii) what they thought they could contribute. Interviewers wrote interview minutes summarizing their decisions. It was noted that some applicants had difficulties expressing themselves in English and that the fact that the YRA was conducted in English might be a disadvantage to some applicants. The group task enabled applicants who were shy to succeed despite scoring lower marks in the individual interviews.
To facilitate networking and shared learning between the youth researchers, the week-long training was conducted in the style of a residential academy. A venue was chosen which provided enough space for small group work and large group meetings while also providing accommodation on site.

**Venue for the Residential Training**

A stakeholder ceremony was planned for the final residential training day aimed at allowing youth researchers to present their projects and to ensure endorsement by the wider health, education and research community. Invitations to national and international stakeholders were sent out 6 weeks in advance. The invitation included a flyer describing the objectives of the YRA, the program and the faculty members (*Appendix 6*). Invited stakeholders were from national ministries (health, education, youth), the City of Harare, the National AIDS council, UN agencies (UNICEF, UNESCO, UNDP, UNAIDS) and non-governmental organizations.

**Stakeholder Ceremony**
### Training Timetable

#### Session Title & Objectives

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>Recap Day 1 &amp; Objectives Day 2</td>
<td>Recap Day 2 &amp; Objectives Day 3-5</td>
<td>Large Group: Recap / Questions</td>
<td>Large Group: Recap / Questions</td>
</tr>
<tr>
<td>Objectives &amp; Individual Goals of the YRA</td>
<td>Introduction to Quantitative Research - Designing Research Questions</td>
<td>Social Mapping</td>
<td>Small Groups: Continued Research Planning and Training</td>
<td>Small Groups: Continued Research Planning and Training</td>
</tr>
<tr>
<td>YRA Concept 1: Introduction to Youth</td>
<td>Informed Consent, Confidentiality</td>
<td>Small Groups: Research Planning and Continued Training</td>
<td>Large Group: Re-Cap, Questions, Feedback &amp; Discussion</td>
<td>YRA Stakeholder Ceremony</td>
</tr>
<tr>
<td>YRA Concept 2: Introduction to Sexual and Reproductive Health</td>
<td>Engaging Communities &amp; Participants: Practical Example based on experience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YRA Concept 3: Introduction to Research – Focus on THEORY</td>
<td>Qualitative – research methods, data analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative &amp; Qualitative</td>
<td>Quantitative – research methods, data analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-Cap, Questions, Feedback &amp; Discussion</td>
<td>Dissemination of Findings &amp; Engaging with Stakeholders</td>
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</tr>
<tr>
<td></td>
<td>Doing SRH-related Research with Adolescents and Young People</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Re-Cap, Questions, Feedback &amp; Discussion</td>
<td></td>
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</tbody>
</table>
The faculty members were tasked with preparing teaching and training sessions, based on their experiences, expertise and skills. The faculty was encouraged to critically engage youth researchers as much as possible rather than using teaching methods of direct instruction and lecturing. Different teaching methodologies and strategies were incorporated into sessions. These included group work and discussions, role-play, PowerPoint presentation, interactive lecture styles, and games and plays.
Objectives & Individual Goals of the YRA

Session Plan:

**Session Title:** Objectives & Individual Goals of the YRA  
**Time:** 30 min

**Objectives:**
1. Discuss what will be taught throughout the YRA; what we will learn now and in mentorship phase
2. Set out what the individual YRA members expect to get from the YRA

**Room Layout:**
1. U-shaped chair setup with session lead facing the participants
2. Flip-board to record important points/issues that came up in the large group discussions
3. Post-It notes to capture points/issues raised in small group discussions

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover what the youth researcher will learn throughout the YRA.</td>
<td>Use of information pack including</td>
<td>Listen and ask questions</td>
<td>Timetable in information pack</td>
<td>10 min</td>
</tr>
<tr>
<td>What the groups expectations are from the YRA: what they hope to get out of the experience</td>
<td>Time to work individually to</td>
<td>Write down goals on Post-It notes</td>
<td>Post-It notes</td>
<td>15 min</td>
</tr>
<tr>
<td>Questions</td>
<td>Facilitated large group discussion</td>
<td>Ask questions about program and what to do</td>
<td>Flip-board</td>
<td>5 min</td>
</tr>
</tbody>
</table>
## Principles for Working Together & Creating A Good Learning Environment

### Session Plan:

<table>
<thead>
<tr>
<th>Session Title: Principles for Working Together &amp; Creating a Good Learning Environment</th>
<th>Time: 30 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>1. To establish an understanding of team work and good learning environment</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Room Layout:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. U-shaped chair setup with session lead facing the participants</td>
<td></td>
</tr>
<tr>
<td>2. Projector and presentation <a href="https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-01.pptx">https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-01.pptx</a></td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Content</strong></th>
<th><strong>Teaching Methods</strong></th>
<th><strong>Youth Researcher Activity</strong></th>
<th><strong>Resources</strong></th>
<th><strong>Duration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore what working together and good learning environment means for young people in their own words</td>
<td>Lecture style &amp; facilitated large group discussion</td>
<td>Contribute to the discussion and respond to questions</td>
<td>PowerPoint slides</td>
<td>30 min</td>
</tr>
<tr>
<td>Identify challenges that may be encountered when working together and how to address them</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reflect on the benefits of collaboration and having a good learning space</td>
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</tbody>
</table>
### Session Title: Introduction to Youth

**Time:** 75 min

**Objectives:**

1. To explain that ‘youth’ is one of the three terms central to the YRA, and familiarise participants with what is meant by this term, and the diverse and changing characteristics of this population.
2. To have participants establish why it is important to research about, and for youth and discuss the issues that youth face related to health.
3. To consider what role youth have in doing research with and for other youth.
4. To explore the challenges that might occur when doing research with and for youth, and as a group discuss possible solutions.

**Room Layout:**

5. U-shaped chair setup with session lead facing the participants.
7. Flip-board to record important points/issues that came up in the large group discussions.
8. Post-It notes to capture points/issues raised in small group discussions.

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<thead>
<tr>
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<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the meaning of the term ‘youth’</td>
<td>Lecture style &amp; facilitated large group discussion</td>
<td>Contribute to group discussion prompted by slide 7</td>
<td>PowerPoint slides 1-7</td>
<td>15 min</td>
</tr>
<tr>
<td>What is unique about youth and this period of their life</td>
<td>Lecture style &amp; facilitated large group discussion</td>
<td>Contribute to group discussion prompted by slide 8</td>
<td>PowerPoint slides 8-11</td>
<td>15 min</td>
</tr>
<tr>
<td>Identify health priorities and needs of youth</td>
<td>Lecture style &amp; facilitated large group discussion</td>
<td>Contribute to small group discussion prompted by slide 11</td>
<td>PowerPoint slides 12-24</td>
<td>25 min</td>
</tr>
<tr>
<td>Why and how to involve youth in research</td>
<td>Lecture style &amp; facilitated large group discussion</td>
<td>Contributing to group discussion prompted by relevant slides</td>
<td>PowerPoint slides 25-30</td>
<td>20 min</td>
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**Session Title:** Introduction to Sexual and Reproductive Health

**Session Plan:**

<table>
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<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing the SRH activity</td>
<td>Large group discussion</td>
<td></td>
<td></td>
<td>1 min</td>
</tr>
<tr>
<td>Snapshot of sexual and reproductive health. What is it?</td>
<td>Participatory Engagement</td>
<td>Small groups discussing 4 topics (1 each)</td>
<td>4 flip-boards &amp; 4 different markers, spread out across the room.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Sexually transmitted diseases</td>
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<tr>
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<td></td>
<td>2. Sex &amp; Culture: attitudes, perceptions, choices &amp; values in the context of SRH</td>
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<td></td>
<td>3. SRH services</td>
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<td></td>
<td>4. Strategies for promoting the SRH of young people</td>
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<tr>
<td></td>
<td></td>
<td>Discussions are summarised on flip -boards chart in preparation to present to the rest of the group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrap-Up</td>
<td>Large group discussion</td>
<td>Discuss the content on the flip -boards</td>
<td></td>
<td>9 min</td>
</tr>
</tbody>
</table>
**Session Plan:**

**Session Title:** Introduction to Research - Qualitative Research  
**Time:** 30 min

**Objectives:**
1. To explain what is meant by qualitative research methods
2. To describe the main differences between quantitative and qualitative methods
3. To understand the strengths of qualitative research methods, the types of research questions they can answer, and when they are most appropriate to use
4. To explain the strengths and weaknesses of the three main qualitative methods: group discussions, individual interviews and observations

**Room Layout:**
5. U-shaped chair setup with session lead facing the participants
6. Projector and presentation [https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-03.pptx](https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-03.pptx)
7. Flip-board to record important points/issues that came up in the large group discussions
8. Post-It notes to capture points/issues raised in small group discussions

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are qualitative research methods, and when are they used?</td>
<td>Lecture style &amp; facilitated whole group discussion</td>
<td>Contribute to discussion</td>
<td>PowerPoint Slides 2-4</td>
<td>5 min</td>
</tr>
<tr>
<td>Differences between qualitative and quantitative research</td>
<td>Whole group discussion</td>
<td>Contribute to discussion</td>
<td>PowerPoint Slides 5-6</td>
<td>5 min</td>
</tr>
<tr>
<td>Introduction to the 3 main qualitative methods</td>
<td>Lecture style</td>
<td>Contribute to discussion</td>
<td>PowerPoint Slides 7-8</td>
<td>5 min</td>
</tr>
<tr>
<td>Strengths and Weaknesses of each of the 3 main qualitative methods</td>
<td>Split into 3 small groups - each group discussing the strength and weakness of each approach - to be presented to the whole group</td>
<td>Work together in small groups</td>
<td>PowerPoint Slides 9-11</td>
<td>15 min</td>
</tr>
</tbody>
</table>

*Note: this session is an introduction to a subsequent session, which explores qualitative research in more depth. This session and corresponding slides are supported by the training manual, “Qualitative Research Methods: A Data Collector’s Field Guide” Mack, N. et al (2005), which is available at [www.fhi360.org], and is a useful resource.*
## Session Title: Introduction to Research - Quantitative Research

**Time:** 45 min

### Objectives:

1. Understand that research aims to find out what we don’t know, in order to: i) make a decision, e.g. how to spend funding, ii) make things better (improve health)

### Room Layout:

2. Enough space and appropriate room layout to split the large group into smaller groups
3. Flip-board to record important points/issues that came up in the large group discussions
4. Post-It notes to capture points/issues raised in small group discussions

### Session Plan:

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is research?</td>
<td>Large group discussion</td>
<td>Brainstorm “what is research”</td>
<td>Flip-board</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ideas are written on flipchart and discussed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why do we do research?</td>
<td>Large group discussion</td>
<td>Discuss possible benefits of research and why it is useful and should be done</td>
<td></td>
<td>10 min</td>
</tr>
<tr>
<td>What is quantitative research?</td>
<td>Lecture style with facilitated large group discussion</td>
<td>Discuss that quantitative research involves numbers – how many, how often, how much (providing specific examples)</td>
<td></td>
<td>10 min</td>
</tr>
<tr>
<td>Understand what “makes” a research questions</td>
<td>Small groups</td>
<td>Each small group has a question on a card and has to decide whether or not it is a research question, and explain to the others the rational for their choice</td>
<td>Question cards</td>
<td>10 min</td>
</tr>
</tbody>
</table>
# Introduction Quantitative Research - Designing Research Questions

**Session Title:** Introduction Quantitative Research - Designing Research Questions

**Time:** 30 min

**Objectives:**
1. Identify research questions
2. Plan quantitative research to answer questions

**Room Layout:**
3. Enough space and appropriate room layout to split the large group into smaller groups
4. Flip-board to record important points/issues that came up in the large group discussions
5. Post-It notes to capture points/issues raised in small group discussions

## Session Plan:

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision of day 1</td>
<td>Large group discussion</td>
<td>Recall what is quantitative research and what it used for</td>
<td></td>
<td>5 min</td>
</tr>
<tr>
<td>Quantitative research questions</td>
<td>Small group work &amp; large group discussion</td>
<td>Case study (MOH faces a health crises/challenges)</td>
<td>Note paper</td>
<td>10 min</td>
</tr>
<tr>
<td>How to design a quantitative study</td>
<td>Facilitated large group work</td>
<td>Plan studies together with facilitator</td>
<td>Flip-board</td>
<td>10 min</td>
</tr>
<tr>
<td>Wrap-up</td>
<td>Facilitated large group discussion</td>
<td>Ask clarifying questions and summarise learning points on flip-board</td>
<td>Flip-board</td>
<td>5 min</td>
</tr>
</tbody>
</table>
# Understanding Research Ethics

## Session Plan:

<table>
<thead>
<tr>
<th>Session Title: Understanding Research Ethics</th>
<th>Time: 20 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>1. To describe Research Ethics</td>
<td></td>
</tr>
<tr>
<td>2. To ensure that the young people understand what research ethics is</td>
<td></td>
</tr>
<tr>
<td>3. To assess understanding by asking questions and getting answers from the young people</td>
<td></td>
</tr>
</tbody>
</table>

### Room Layout:

4. U-shaped chair setup with session lead facing the participants
5. Flip-board to record important points/issues that came up in the large group discussions

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define ethics and discuss major ethical issues in research</td>
<td>Facilitated large group discussion and lecture</td>
<td>Interactive discussion responding to prompts</td>
<td>PowerPoint slides and flip-board</td>
</tr>
<tr>
<td>Ask young people to explain ethics and how ethics relates to research</td>
<td>Write ethics definition on flip board</td>
<td>Take notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitated large group discussion and lecture</td>
<td>Interactive discussion and taking notes</td>
<td>PowerPoint slides and flip-board</td>
</tr>
<tr>
<td>Principles in research ethics</td>
<td>Facilitated large group discussion and lecture</td>
<td>Interactive discussion and taking notes</td>
<td>PowerPoint slides and flip-board</td>
</tr>
<tr>
<td>Questions and clarifications</td>
<td>Ask questions on ethics in research</td>
<td>Respond to questions and summarise the learning points on flip-board</td>
<td>Flip-board</td>
</tr>
</tbody>
</table>
## Understanding Informed Consent & Confidentiality

### Session Plan:

<table>
<thead>
<tr>
<th>Session Title: Informed Consent &amp; Confidentiality</th>
<th>Time: 20 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>1. To ensure terminology is clear - outline the meaning and importance of “Informed Consent and Confidentiality”</td>
<td></td>
</tr>
<tr>
<td>2. To implement learnt concepts and practices - summarise what is involved in attaining informed consent and ensuring confidentiality</td>
<td></td>
</tr>
<tr>
<td>3. To assess understanding - interactive quiz and Q&amp;A session</td>
<td></td>
</tr>
</tbody>
</table>

### Room Layout:

| 4. U-shaped chair setup with session lead facing the participants | |
| 5. Flip-board to record important points/issues that came up in the large group discussions | |
| 6. Projector and presentation [https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-05.pptx](https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-05.pptx) | |

### Content

<table>
<thead>
<tr>
<th>Meaning and importance of “Informed Consent and Confidentiality”</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short PowerPoint presentation</td>
<td>Take notes</td>
<td>PowerPoint slides</td>
<td>10 min</td>
<td></td>
</tr>
</tbody>
</table>

| What is involved in attaining informed consent and ensuring confidentiality | Read through informed consent and confidentiality documents | Read together as a group and ask questions when necessary | Printed example | 3 min |

| Examples of when and how to attain informed consent | Guided role-play | Paired role-plays guided by examples | Printed example | 5 min |

| Short interactive quiz and question | Group quiz | Participate in answering quiz questions | PowerPoint slides | 2 min |

| Clarifications | Question and answer | Asking questions | None | |
Session Title: Engaging Communities & Participants (practical example based on experience)

Objectives:
1. Describe what it means to engage with research participants and communities
2. To ensure that the young people understand what the importance and relevance of this engagement
3. To assess understanding by asking questions and getting answers from the young people

Room Layout:
4. U-shaped chair setup with session lead facing the participants
5. Flip-board to record important points/issues that came up in the large group discussions
6. Projector and presentation [https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-06.pptx](https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-06.pptx)

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and describe “community and participant engagement”</td>
<td>Facilitated large group discussion and lecture</td>
<td>Interactive discussion- what they think as community and participant engagement in research is</td>
<td>PowerPoint slides</td>
<td>5 min</td>
</tr>
<tr>
<td></td>
<td>Video presentation of an engagement activity as an example with commentary and lessons learnt provided by the facilitator</td>
<td>Watch the video discuss what worked and what did not work in the video</td>
<td>Video</td>
<td>10 min</td>
</tr>
<tr>
<td>Explain the ways in which a researcher may prioritise or access engagement</td>
<td>Facilitated large group discussion and lecture</td>
<td>Interactive discussion about the presentation</td>
<td>PowerPoint slides</td>
<td>10 min</td>
</tr>
<tr>
<td>Wrap-up</td>
<td>Facilitated large group discussion</td>
<td>Ask clarifying questions and summarise learning points on flip-board</td>
<td>Flip-board</td>
<td>5 min</td>
</tr>
</tbody>
</table>
Qualitative Sessions: Qualitative Data Analysis

Session Title: Qualitative Sessions: Qualitative Data Analysis

Time: 30 min

Objectives:
1. Recap and extension of topics cross-cutting to qualitative data collection & analysis covered in other sessions: developing data collection tools (i.e. topic guides); the various types of data generated
2. To provide a brief overview of the main steps involved in a thematic approach to data analysis

Room Layout:
3. U-shaped chair setup with session lead facing the participants
4. Flip-board to record important points/issues that came up in the large group discussions

### Session Plan:

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recap and extension of cross-cutting qualitative topics</td>
<td>Discussion and Q&amp;A session – guided by slide 2</td>
<td>Interactive discussion contributing to Q&amp;A</td>
<td>PowerPoint slide 2</td>
<td>10 min</td>
</tr>
<tr>
<td>Overview of data analysis</td>
<td>Group lecture-style and discussion – guided by slides 3-7</td>
<td>Interactive discussion responding to the presentations and facilitator’s prompts</td>
<td>PowerPoint slides 3-7</td>
<td>20 min</td>
</tr>
</tbody>
</table>

*Note: This session and corresponding slides are drawn from the training manual, “Introduction to Qualitative Research Methodology: A Training Manual”. Kielmann, K., Cataldo, F., Seeley, J. (2012), which is available at [www.rbfhealth.org](http://www.rbfhealth.org), and is a useful resource. If applicable, and time permitting – for a more extensive session, participants can work in small groups beginning to code data with the support of the facilitator.*
## Quantitative Sessions: Quantitative Research Methods

### Session Plan:

<table>
<thead>
<tr>
<th>Session Title: Quantitative Sessions: Quantitative Research Methods</th>
<th>Time: 30 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Understand the different types of quantitative research methods and study types</td>
<td></td>
</tr>
<tr>
<td>2. Design different quantitative studies – use short questions as prompts</td>
<td></td>
</tr>
<tr>
<td><strong>Room Layout:</strong></td>
<td></td>
</tr>
<tr>
<td>1. U-shaped chair setup with session lead facing the participants</td>
<td></td>
</tr>
<tr>
<td>2. Flip-board to record important points/issues that came up in the large group discussions</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><strong>Teaching Methods</strong></td>
</tr>
<tr>
<td>Understand the different types of quantitative research methods</td>
<td>Case study based presentation</td>
</tr>
<tr>
<td>Discuss study design</td>
<td></td>
</tr>
<tr>
<td>Design different studies based on prompts (questions and scenarios)</td>
<td>Questions prompts</td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**Qualitative Sessions: Qualitative Research Methods**

**Session Plan:**

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing Qualitative Research Methods</td>
<td>Facilitated large group discussion</td>
<td>Recall Previous session Introduction to Qualitative Research</td>
<td></td>
<td>3 min</td>
</tr>
<tr>
<td>Qualitative Research Methods</td>
<td>Facilitated large group discussion</td>
<td>Recall from earlier session the types of qualitative research methods</td>
<td>4 Flip-boards &amp; 4 different coloured marker pens</td>
<td>7 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Focus-Group Discussions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2. Participant Observations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>3. In-depth interviews</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Facilitator presents a ‘case’ based on current or well-known events/issues, which is then used to engage with the 3 methods of qualitative data collection</td>
<td></td>
<td>20 min</td>
</tr>
</tbody>
</table>

**Session Title:** Qualitative Sessions: Qualitative Research Methods

**Objectives:**

1. Understand the basics of qualitative research methods
2. Describe which research method may work for which setting/question

**Room Layout:**

1. U-shaped chair setup with session lead facing the participants
2. Flip-board to record important points/issues that came up in the large group discussions
## Quantitative Sessions: Quantitative Data Analysis

### Session Plan:

<table>
<thead>
<tr>
<th>Session Title: Quantitative Sessions: Quantitative Data Analysis</th>
<th>30 min</th>
</tr>
</thead>
</table>

### Objectives:

1. Understand how to summarise data using means and percentages
2. Understand the concept of chance and probability

### Room Layout:

3. U-shaped chair setup with session lead facing the participants
4. Enough space and appropriate room layout to split the large group into smaller groups
5. Flip-board to record important points/issues that came up in the large group discussions
6. Projector and laptop

### Content | Teaching Methods | Youth Researcher Activity | Resources | Duration |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating data</td>
<td>Game in pairs</td>
<td>Play rock paper scissors, in pairs</td>
<td>Note paper to keep score</td>
<td>5 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keep track of games won</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Report scores to facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarising data</td>
<td>Facilitated large group discussion</td>
<td>Calculate minimum, maximum, mean, median</td>
<td>Excel on laptop and overhead projector</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observe distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chance</td>
<td>Group project</td>
<td>In 3 groups, count number of skittles of each colour and report results to facilitator</td>
<td>3 small bags of Skittles</td>
<td>5 min</td>
</tr>
<tr>
<td>Chance</td>
<td>Facilitated large group discussion</td>
<td>Compare distribution of Skittle colours in the 3 bags using pie charts</td>
<td>Excel on laptop with pre-written spreadsheet and overhead projector</td>
<td>10 min</td>
</tr>
</tbody>
</table>
## Session Title: Dissemination of Findings & Engaging Stakeholders

### Session Plan:

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying relevant research stakeholders</td>
<td>Facilitated large group discussion</td>
<td>Interactive discussion giving examples of different groups and individuals who have a stake in research project</td>
<td>Flip-board</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summarise learning point on flip-board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targeted ways to disseminate findings</td>
<td>Facilitated large group discussion</td>
<td>Select three stakeholder groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss ways to present research findings to those groups.</td>
<td></td>
<td>15 min</td>
</tr>
</tbody>
</table>

### Objectives:

1. Identify a range of stakeholders to whom research findings could/should be disseminated
2. Recognize that dissemination needs to be targeted towards particular stakeholders

### Room Layout:

3. U-shaped chair setup with session lead facing the participants
4. Flip-board to record important points/issues that came up in the large group discussions
# Doing SRH-related Research with Adolescents and Young People

## Session Plan:

<table>
<thead>
<tr>
<th>Session Title: Doing SRH-related Research with Adolescents and Young People</th>
<th>Time: 30 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Understand of key terminology - “sexual and reproductive health research” and “adolescents and young people”</td>
<td></td>
</tr>
<tr>
<td>2. Review supporting concepts and practices in doing SRH research with adolescents and young people</td>
<td></td>
</tr>
<tr>
<td>3. Assess complete understanding – Review Examples and Short Interactive Quiz</td>
<td></td>
</tr>
</tbody>
</table>

**Room Layout:**

| 4. U-shaped chair setup with session lead facing the participants | |
| 5. Flip-board to record important points/issues that came up in the large group discussions | |
| 6. Projector and presentation [https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-08.pptx](https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-08.pptx) | |

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakdown of key terminology</td>
<td>Lecture</td>
<td>Take notes</td>
<td>PowerPoint slides</td>
<td>20 min</td>
</tr>
<tr>
<td>Outline supportive concepts and practices</td>
<td>Review practical examples</td>
<td>Read examples as a group and ask questions when necessary</td>
<td>Printed example</td>
<td></td>
</tr>
<tr>
<td>Review examples</td>
<td>Group Quiz</td>
<td>Participate in answering quiz questions</td>
<td>PowerPoint slides</td>
<td>10 min</td>
</tr>
</tbody>
</table>

---

23
## Session Title: Social Mapping: Why Does Location Matter in Health Research?

### Session Plan:

**Objectives:**
1. Introduce why location is important in public health
2. Critically appreciate why maps are useful and how they may be used

**Room Layout:**
3. U-shaped chair setup with session lead facing the participants
4. Enough space and appropriate room layout to split the large group into smaller groups
5. Projector for maps
6. Flip-board to record important points/issues that came up in the large group discussions

<table>
<thead>
<tr>
<th>Content</th>
<th>Teaching Methods</th>
<th>Youth Researcher Activity</th>
<th>Resources</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to why location is important</td>
<td>Facilitated large group discussion</td>
<td>Interactive discussion - Give examples why location may be important in health research using knowledge gained in other areas of the training</td>
<td>Laptop, projector, and flip-board</td>
<td>5 min</td>
</tr>
<tr>
<td>Are maps useful?</td>
<td>Small group exercise</td>
<td>Split into pairs</td>
<td></td>
<td>10 min</td>
</tr>
<tr>
<td>Each person asks the other about where they live, how to get there, and where they go out. Then supply this information back to the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples of how maps provide more and detailed information and how we collect location data in health research</td>
<td>Facilitated large group discussion</td>
<td>Drawing from the small group exercise discuss how maps make conversations around location easier</td>
<td></td>
<td>15 min</td>
</tr>
<tr>
<td>Show examples of location (geospatial) health research and discuss the use of smart phone use</td>
<td></td>
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</tbody>
</table>
Amongst the YRA faculty, 6 mentors working on individual projects chose between 2-4 youth researchers to work with on their research projects. During day 3-5 of the residential training, mentors spent time with their mentees developing their project plan and presentations.

Youth researchers signed contracts outlining their terms of service (Appendix 7) which included up to 180 working hours/month, a monthly stipend and transport allowance. Working hours were flexible dependent on the individual project, mentors and mentee availability.
YRA Projects

Period Tracking Diary

Summary
Young researchers will use qualitative methods to develop a profile of a relevant, youth-friendly champion promoting and supporting a study on menstrual hygiene management (MHM) embedded in the CHIEDZA trial. In addition, they will develop a period tracking diary aimed at collecting quantitative data related to menstruation (menstrual flow and pain management) and patterns of menstrual product use.
## Small Project Group Work

<table>
<thead>
<tr>
<th>Day</th>
<th>Summary of Group Activities</th>
</tr>
</thead>
</table>
| Day 3 | 1. Discuss the MHM sub-study including menstrual health terminology, overview of the CHIEDZA trial, and the MHM intervention aims and objectives  
2. Recap on qualitative vs. quantitative data  
3. Prepare presentation for stakeholder ceremony |
| Day 4 | 4. Discuss highs and lows of the week  
5. Review lessons learnt from previous session  
6. Review data collection tools for qualitative and quantitative data  
7. Introduce period tracking diary template  
   1. Review diary examples  
   2. Highlight what data is being collected from diaries  
   3. Discuss likes and dislikes with participants  
8. Guide the drafting of a tool to track period data  
9. Introduce MHM study champion concept  
   1. Discuss characteristics of MH champion  
   2. Discuss practices and perceptions of an MH champion  
   3. Discuss examples of MHM champions  
10. Prepare presentation for stakeholder ceremony |
| Day 5 | 11. Review lessons learnt from previous session  
12. Discuss how one would find or create an MHM champion  
13. Outlined next steps for each participant  
14. Practise presentation for stakeholder ceremony |
Statement from Mentor

The mentorship period started with a half-day session creating a work plan and timeline for the research period. Both mentor and mentees agreed on outputs and deadlines for agreed outputs. Following the YRA, mentees met 3 times a week and communicated progress to mentor once a week every week for the duration of the project. Communication was either in person or via Skype. The mentor and mentees also formed WhatsApp group that allowed for quick and convenient communication when needed.

After each activity, mentees sent a written report highlighting accomplished task, fulfilled objectives, and next steps (with a given timeline). At the beginning of the research term, mentees required intense supervision and support regarding the design of the data collection tool and qualitative research methods. However, over time the mentees gained confidence in conducting focus group discussions and participatory workshops and in writing reports and focus group discussion summaries. Mentees benefitted from the in-field research experience, as they gained confidence and acquired a new skill set.

Overall, the experience was beneficial to all concerned.
**FAST Mapping Study**

**Summary**
Young researchers will interview youth to understand where youth would be most likely to be found and receptive to receiving self-testing kits in locations of learning/teaching and residential areas. They will map these areas within the chosen communities, as well as locations where confirmatory testing services could be offered.

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**Small Project Group Work**

<table>
<thead>
<tr>
<th>Day</th>
<th>Summary of Group Activities</th>
</tr>
</thead>
</table>
| Day 3 | 1. Introduction to FAST: Why HIV self-testing? Why young people? (PowerPoint and group discussion)  
     | 2. Review lessons learnt from previous sessions specifically social mapping  
     | 3. Practical session – how to map using tables, how to use filed maps to identify target sites |
| Day 4 | 4. Review practical session from the day before  
     | 5. How to upload maps onto Google Earth to visualise findings  
     | 6. Review focus groups discussions – tips how to conduct them  
     | 7. Work with social scientist to understand how to gather this information |
| Day 5 | 8. Prepare presentation for stakeholders meeting |
Statement from Mentor

Four young researchers were assigned to the FAST study team. The young researchers were introduced to the concept of HIV self-testing and why it might be a way to reach an age group (16-24 years old) at risk of HIV acquisition in Zimbabwe.

Through collaboration with a geospatial researcher, the youth were introduced to mapping methods as a way to gain information on how the colleges are laid out and where focal points for youth gathering may occur within colleges. Through the support of a social scientist, youth researchers were introduced to the concept of focus group discussion and how information from focus group discussions can be gathered through meeting with youth on-campus and discussing with the help of a map, the locations that students feel may be feasible locations to distribute kits, so called “social mapping”.

The team of four young researchers was then integrated into the senior study team for the following 2 months. They became valuable members of the team, leading the social mapping exercises and being trained in how to perform a HIV self-testing, obtaining consent from participants to take part in a study and assist youth in interpreting their results.

They learnt the skills of team work, mapping, responsibility for documentation of study findings, accurate record keeping and assimilation of key findings in order to plan the sites where distribution of HIV self-test kits should take place.
Young Peoples Use of Technology for SRH

Summary
Young researchers will interview young people to determine socio-demographic characteristics and find out about their health delivery preferences, particularly evaluating the penetration of mobile phone technology and preferences for its use to access health and health information. The survey will be conducted in the CHIEDZA communities in Bulawayo. The collected data will be used to inform the CHIEDZA intervention in Bulawayo.
### Summary of Group Activities

**Day 3**
1. Introduce the project concept: why is it important to understand mobile phone use among young people and how this can be used for health?
2. Develop a plan for the week and mentorship period
3. Overview of study protocol, timelines, and objectives
4. Understand consent and design of consent forms

**Day 4**
5. Review day 3 learning and discuss any challenging areas
6. Develop of study questionnaire
7. Mapping overview
8. Collect data using smart phones or tablets
9. Use MAPS.ME Android app
10. Identify and map all areas of interest using both MAPS.ME and atlases
11. Prepare presentation for stakeholders meeting

**Day 5**
12. Practise presentation for stakeholders meeting
13. Plan mentorship and project implementation

### Statement from Mentor
Following the YRA a meeting was organized to recap lesson learnt during the one week residential as well as establishing a day to day work plan for the youth researchers.

A WhatsApp group was formed for ease of communication and the mentees participated in the recruitment of the CHIEDZA intervention team in Bulawayo. The youth researchers were integrated into the CHIEDZA intervention team and worked with them on a day-to-day basis during the data collection phase. They had bi-weekly supervisory meetings with the entire CHIEDZA team and mentor. The mentor conducted weekly drop-in visits during the data collection phase. This ensured that any challenges encountered during data collection were addressed in real time. Prior to implementation, youth researchers also translated the study consent forms to Ndebele and assisted in mapping the CHIEDZA communities where they undertook the survey.

Youth researchers learnt practical research skills including consenting study participants, quantitative data collection using tablet-based software, mapping of study communities, data management, report writing and analysis. In addition, they learnt transferrable skills such as teamwork, interviewing, and time management.
CHIEDZA Mapping

Summary
Youth researchers will map 10 CHIEDZA clusters in Harare (5 intervention and 5 control). They will identify cluster boundaries and locations of significance by GPS within the clusters. Locations of significance are, for example, schools, health facilities, public health institution, private doctors, pharmacies, bus stops (ranks), churches, playgrounds, soccer field, shopping centres, beer halls, bars, communal borehole and others.

Small Project Group Work

<table>
<thead>
<tr>
<th>Day</th>
<th>Summary of Group Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 3</td>
<td>1. Importance of location and how to collect location data</td>
</tr>
<tr>
<td></td>
<td>2. Social mapping and difference to location data</td>
</tr>
<tr>
<td></td>
<td>3. Create and use paper map atlases</td>
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<tr>
<td></td>
<td>4. Collect data on paper atlases</td>
</tr>
<tr>
<td>Day 4</td>
<td>5. Collect data using smart phones or tablets</td>
</tr>
<tr>
<td></td>
<td>6. Use MAPS.ME Android app</td>
</tr>
<tr>
<td></td>
<td>7. Identify and map all areas of interest using both MAPS.ME and atlases</td>
</tr>
<tr>
<td></td>
<td>8. Share information from MAPS.ME</td>
</tr>
<tr>
<td></td>
<td>9. Use of social in the project</td>
</tr>
<tr>
<td></td>
<td>10. Prepare presentation for stakeholders meeting</td>
</tr>
<tr>
<td>Day 5</td>
<td>11. Finalising and practicing presentation for stakeholders meeting</td>
</tr>
</tbody>
</table>
Statement from Mentor

Social mapping is important in the context of community interventions as it provides information to the CHIEDZA trial team on places of interest, locations where young people like to hang out, and the time they frequent these locations.

Youth researchers received hands-on practical training during the YRA. They also received regular refresher training on how to do social mapping once they started working in CHIEDZA clusters. A standard operating procedure was drafted, and their input was actively sought. Initially, youth researchers would identify cluster boundaries before conducting the social mapping. Mentees and mentor met at least once a week in the clusters the youth researchers were working. During these meetings, youth researchers were encouraged to provide feedback on their research findings and report any challenges encountered. In addition, once-weekly office meetings were held to discuss progress and review results before moving to the next cluster.
Day 3
1. Discuss aims, objectives, goals, expectations of the young people’s YRA experience
2. Set up a schedule of meetings, check-ins, and compensation
3. Describe CHIEDZA and youth-friendliness and start discussing aims and objectives of the research project, and develop topic guide questions
4. Discuss schedule for day 4 (developing topic guide) and evening homework (draft presentation for the stakeholder ceremony, based on project discussion)

Day 4
5. Youth researcher presented to mentor
   1. Presentation they had worked on together in the evening
   2. Topic guide questions for the project
6. Discuss the role of interviews in research and specifically in this project
7. Work on the topic guide and conduct interview role plays to practice ‘probing’ for more.
8. Prepare presentation for the stakeholder ceremony

Day 5
9. Practised presentation for the stakeholder ceremony
Statement from Mentor

The mentorship period started with a full-day session recapping what was discussed during YRA week, creating a research work plan with agreed timelines and outputs. It also included reading about and discussing qualitative research methods. Mentees met twice a week for data collection. They maintained a researcher diary detailing their research experience in the field. They were provided with reading material and asked to read and take notes at home to facilitate group discussions. The mentor contacted each mentee individually once a week by phone or WhatsApp to discuss the week’s activities, challenges encountered, and establish what support the mentee might need. The mentor-mentee group met every 2-3 weeks to discuss progress, challenges, opportunities and experience in the field. A mentor-mentee WhatsApp group was created to facilitate communication between all members of the team.

During the course of the research project, mentees became more confident in conducting research interviews and reflecting on their experiences as youth researchers. They developed competency in qualitative data collection and analysis. One youth researcher was employed as a research assistant based on their experience in the YRA.
**Young Men's Engagement in Health Services**

**Summary**
Male young researchers will explore the barriers and facilitators of young men’s engagement with health services. They will plan, write, facilitate and analyse the results of focus group discussions, in-depth interviews and a participatory workshop. The project will be conducted in CHIEDZA clusters, and the findings will inform how to improve access to health services for young men in CHIEDZA.

**Small Project Group Work**

<table>
<thead>
<tr>
<th>Day</th>
<th>Summary of Group Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 3</td>
<td>1. Formulate a plan and timeline for the project</td>
</tr>
<tr>
<td></td>
<td>2. Research background information on men’s engagement with SRHR services</td>
</tr>
<tr>
<td></td>
<td>3. Skype call with David Ross from WHO for advice on how to write focus group discussion and in-depth interview topic guides, and how to facilitate them</td>
</tr>
<tr>
<td></td>
<td>4. Review templates and focus group discussion topic guides from other studies to get an idea of how they are written</td>
</tr>
<tr>
<td></td>
<td>5. Brainstorm ideas for the focus group discussion topic guides and sort them into main/sub themes</td>
</tr>
<tr>
<td></td>
<td>6. Workshop on how to create a PowerPoint presentation</td>
</tr>
<tr>
<td>Day 4</td>
<td>7. Review day 3 learning</td>
</tr>
<tr>
<td></td>
<td>8. Finalise the timeline for the project</td>
</tr>
<tr>
<td></td>
<td>9. Plan and prepare the presentation for the stakeholder ceremony</td>
</tr>
<tr>
<td></td>
<td>10. Practice presentation</td>
</tr>
<tr>
<td>Day 5</td>
<td>11. Review day 4 learning</td>
</tr>
<tr>
<td></td>
<td>12. Practice presentation</td>
</tr>
</tbody>
</table>
Statement from Mentor

During the planning of the project, the mentees came up with original ideas on how best to engage young men in focus group discussions. With support from a social scientist these ideas were summarised into a structured topic guide. During YRA week, mentor (a junior researcher) and mentees received additional training in qualitative data analysis by the social science faculty members. In addition, mentees and mentors were trained by senior researchers based in London via Skype during the course of the research project. Before starting data collection (focus group discussions and in-depth interviews), the group practiced focus group discussions among themselves to gain experiences in facilitating/co-facilitating but also to practice transcribing, translating, and summarising data.

The mentees facilitated/co-facilitated very well. They regularly received direct feedback of what they had done well/could improve by the mentor and other mentees. The mentees received training in thematic analysis and evaluation and imparted what they had learnt and how they had planned/facilitated the participatory workshop to one of the other young researcher groups. This was a great experience providing them with practical experience in teaching, training, and mentoring.
A representative of the Ministry of Youth, Sports, Arts and Recreation closed the ceremony. The ministry stressed the importance of creating opportunities aimed at empowering young people to gain skills and become economically viable citizens.

The core of the stakeholder ceremony was the young researcher group presentations. The presentations provided them with an opportunity to present their respective research projects and plans to a diverse audience. Each group’s presentation (Socioeconomic and mobile technology survey, Youth-friendliness project, Social mapping CHIEDZA, Social Mapping FAST, Menstrual health study, Men engagement study) was laid out as: i) background, ii) aims and objectives, iii) methods and analysis. All young researchers participated in the delivery of the oral presentation. Each of the six presentations was followed by a Q&A session to engage the audience and assist the young researchers in critically thinking through their research plans.

https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-10.pptx
https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-11.pptx
https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-12.pptx
https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-13.pptx

A representative of the Ministry of Youth, Sports, Arts and Recreation closed the ceremony. The ministry stressed the importance of creating opportunities aimed at empowering young people to gain skills and become economically viable citizens.
A dissemination meeting was held after the completion of the research projects. In the lead-up to this meeting, the youth researchers were trained in public speaking and presentation over two days, using their research projects as training material (Appendix 9).

Stakeholders working with youth and on SRHR matters were invited to the dissemination meeting where the youth researchers presented on:

i) findings from their research projects

ii) lessons learnt from their experience of the YRA journey.

https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-15.pptx

https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-16.pptx

https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-17.pptx

https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-18.pptx

https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-19.pptx

https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-20.pptx
APPENDICES
CHIEDZA Summary
Young people fare disproportionately poorly across the HIV care continuum compared to other age-groups; the prevalence of undiagnosed HIV is substantially higher, and coverage of and adherence to antiretroviral therapy is lower, resulting overall in worse virological outcomes. The CHIEDZA study aims to determine the impact of an integrated community-based package of HIV-services incorporating HIV testing, linkage to care and ongoing adherence support combined with sexual reproductive health services and general health counselling for 16-24-year olds on population level HIV viral load.

FAST
The FAST study aims to understand the Feasibility and Acceptability of HIV self-testing amongst young people in selected tertiary level colleges in Zimbabwe. Through HIV self-test kit distribution on campus the studies aims to determine students uptake of self-testing, the proportion of those who feedback results and the HIV prevalence of those feeding back results.
## Biomedical Research and Training Institute - BRTI Results framework

**Intermediate Outcome: Dissemination Meeting of Youth Researchers Academy Projects with local Stakeholders to share results**

### Objective 1: Train Young People to conduct research on SRH issues

<table>
<thead>
<tr>
<th>Expected Results</th>
<th>Activities</th>
<th>Indicator</th>
<th>Baseline value</th>
<th>Targets</th>
<th>Data collection tools</th>
<th>Responsibility</th>
<th>Indicator definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training workshop completed</td>
<td>Training workshop</td>
<td>Number of young People trained</td>
<td>N/A</td>
<td>20 young people</td>
<td>Training Timetable Training Manual Attendance Register Training Report</td>
<td>BRTI mentors</td>
<td>This is the number of young people that are trained on conducting research and ASRHR issues over 5 days</td>
</tr>
</tbody>
</table>

### Objective 2: To support Young People to conduct research on SRH issues

<table>
<thead>
<tr>
<th>Expected Results</th>
<th>Activities</th>
<th>Indicator</th>
<th>Baseline value</th>
<th>Targets</th>
<th>Data collection tools</th>
<th>Responsibility</th>
<th>Indicator definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of research by youth researchers</td>
<td>Research studies conducted by young people</td>
<td>Number of SRH research studies conducted by youth researchers</td>
<td>N/A</td>
<td>6 Research Studies</td>
<td>Presentations of findings from 6 research studies</td>
<td>BRTI Mentors</td>
<td>This is the number of research studies that are conducted by the youth researchers</td>
</tr>
</tbody>
</table>

### Objective 3: To share the findings of the Youth Led Research Initiative

<table>
<thead>
<tr>
<th>Expected Results</th>
<th>Activities</th>
<th>Indicator</th>
<th>Baseline value</th>
<th>Targets</th>
<th>Data collection tools</th>
<th>Responsibility</th>
<th>Indicator definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Outcome</td>
<td>Reference</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To present the findings at the African Population Conference (APC)</td>
<td>Interviews with mentors and Youth Researchers presentations</td>
<td>3 Youth Researchers Presentations at APC</td>
<td>Report from African Population conference</td>
<td>BRTI, HIVOS</td>
<td>This is the number of SRHR research presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Researchers Academy stakeholder dissemination meeting held</td>
<td>Showcasing model used for the youth researcher academy and lobbying for private sector to invest in the SRHR for young people</td>
<td>Number of young people with increased knowledge and confidence in presenting to stakeholders</td>
<td>Youth Researchers Presentations at dissemination meeting</td>
<td>BRTI</td>
<td>This refers to the number of Young people with increased knowledge &amp; confidence in presenting to stakeholders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>London School of Hygiene and Tropical Medicine Symposium held</td>
<td>Showcasing model used for the youth researcher academy and lobbying for private sector to invest more in the SRHR for young people</td>
<td>Number of presentations done</td>
<td>Presentation of Youth Researchers academy learning at symposium</td>
<td>BRTI, LSHTM</td>
<td>This refers to the number of presentations done at the London School of Hygiene and Tropical Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research paper to report findings</td>
<td>Focus group discussions with youth researchers, analysed and written up into a research publication</td>
<td>Number of research publications produced</td>
<td>1 research publication in BMC research engagement and involvement</td>
<td>Focus Group Discussions</td>
<td>BRTI – Constancia Mavodza</td>
<td>This refers to the number of peer reviewed publication in an international journal</td>
<td></td>
</tr>
</tbody>
</table>
### Biomedical Research and Training Institute - BRTI Results framework

**Intermediate Outcome: Dissemination Meeting of Youth Researchers Academy Projects with local Stakeholders to share results**

**Objective 4:** To develop a model for Youth participation in the YRA

<table>
<thead>
<tr>
<th>Expected Results</th>
<th>Activities</th>
<th>Indicator</th>
<th>Baseline value</th>
<th>Targets</th>
<th>Data collection tools</th>
<th>Responsibility</th>
<th>Indicator definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth participation manual designed</td>
<td>Designing the Youth participation manual</td>
<td>Number of youth manual participation designed and finalized</td>
<td></td>
<td>1 Manual</td>
<td>Copies of the participation manual</td>
<td>BRTI</td>
<td>This is the number of Youth participation manual/s designed</td>
</tr>
<tr>
<td>Youth Researchers Academy film</td>
<td>Developing a short film for dissemination of Youth researcher academy training and process</td>
<td>Number of youth researcher academy films designed and finalized</td>
<td></td>
<td>1 Film</td>
<td>Completed film</td>
<td>BRTI</td>
<td>This is the number of Youth Researcher Academy films developed</td>
</tr>
</tbody>
</table>
Appendix 3 YRA advertisement

YOUTH RESEARCH ACADEMY (YRA) 2019

Young people have the power to design innovative solutions for the health challenges they face; but they are often not included in problem solving.

- Are you a young person aged between 18-24 years?
- Do you live in Bulawayo?
- Are you available for 3-5 months in 2019?
- Do you believe that young people are the best knowledge creators for their health issues?
- Are you interested in learning how to do research and how use evidence to effect change?

If you are this person, consider applying to the Youth Research Academy 2019

What is the YRA?

The goal of the YRA is to catalyse youth-led research and innovation to build and share evidence that will influence program implementation and policy development in Zimbabwe.

The YRA aims to engage young people in research as not only participants but as compensated knowledge creators in order to elevate their voices and develop their leadership skills in solving health challenges.

What will you do?

The youth researcher will participate in a one week residential training that will focus on health research, evaluation, ethics and advocacy. After training, the youth researchers will have access to paid research opportunities in various youth-focused and health projects. In teams, the youth researchers will design, conduct and evaluate mini-research projects under the guidance of an established mentor.

When is the YRA?

Training Residential (Harare):
6 – 10 May 2019
Research Project:
May – October 2019

How to Apply?

Step 1: Pick up a printed copy of the application form from the offices of selected organisations in Bulawayo.

Step 2: Drop off your completed application form at these same offices before 4PM on Thursday 14 February 2019. Please note: Incomplete applications and applications submitted after this date will not be considered.

Step 3: Shortlisted individuals will be interviewed in March and candidates selected for the YRA will be informed in April.
Application for participation in the Youth Research Academy (YRA)
Please use a pen and only use the space provided. Information provided on additional pages will not be taken into account.

<table>
<thead>
<tr>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
</tr>
<tr>
<td>Last Name</td>
</tr>
<tr>
<td>Age</td>
</tr>
</tbody>
</table>

Gender (tick appropriate)
- Male
- Female

Highest level of education attained (tick appropriate)
- None
- Primary
- Secondary
- Tertiary

Contact number | ![Image](image4.png) |

Place of residence | ![Image](image5.png) |

Tell us about yourself |

What are your career plans?

Have you ever worked with young people? – Please provide detail

Why do you want to be part of the Youth Research Academy?

What skills do you bring to the Youth Research Academy?

What experience of teamwork do you have?

Submission deadline is 4pm, 14th of February 2019. Please hand the application to the organization you received the application form from.
Shortlisted individuals will be interviewed in March and candidates selected for the YRA will be informed in April.
### One-on-One Interview Grading Scheme

<table>
<thead>
<tr>
<th>GRADING AREA</th>
<th>GRADE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence and Presence?</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Past Experience and Research Skills:</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Is the interviewee adequately prepared for the YRA? Do their past experiences reflect a passionate for research?</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Future Plans:</td>
<td>/5</td>
<td></td>
</tr>
<tr>
<td>Do the interviewee’s future plans coincide with the YRA objectives? Are they passionate about research or research-associated work?</td>
<td>/5</td>
<td></td>
</tr>
</tbody>
</table>

**Participation in Group Task:**

Did they actively participate in group task? Did they add to the group dynamic and presentation? Did they display critical thinking?

Total: /20
Appendix 6 YRA program and faculty members

YOUTH RESEARCH ACADEMY (YRA) 2019

The Youth Research Academy (YRA) is a residential orientation program aimed at training young people on research concepts, methodology and implementation. A key objective of the YRA is not only to train youth researchers on research, but to provide an opportunity to plan and conduct research. Training will include how to engage stakeholders and how research can be used to strengthen advocacy.

The residential will focus on skills building incorporating several activities such as; group work, role plays and games to promote learning through action rather than one-way communication, presentations or lectures. Time will be allocated to discuss issues of concern to participants including value clarification, personal beliefs, judgments and definition of concepts.

Youth researchers (YRs) will be allocated to one of five projects and will work with a mentor to design a relevant research question and methodology. Each group will discuss, agree and finalise the research plan which will be presented at the YRA Stakeholder Ceremony. Supervised by their mentors the YRs will spend 2-3 months implementing their projects. Project results will be disseminated to stakeholders upon completion.

Day 1: Monday, 06 May 2019
09:00 – 09:45 Welcome
09:45 – 10:15 Objectives & Individual Goals for the YRA
10:15 – 10:45 Principles for Working Together & Creating a Good Learning Environment
11:15 – 12:30 YRA concept 1: Introduction to Adolescents and Young People
13:30 – 14:00 YRA Concept 2: Introduction to SRH
14:00 – 15:30 YRA Concept 3: Introduction to Research
16:00 – 16:30 Re-Cap, Questions, Feedback & Discussion
16:30 – 19:00 Selfie project

Day 2: Tuesday, 07 May 2019
08:00 – 08:30 Recap Day 1 & Objectives Day 2
08:30 – 09:15 Introduction Qualitative & Quantitative Research
09:45 – 10:30 Understanding Research Ethics, Consent, Confidentiality
10:30 – 11:00 Engaging Communities & Participants
11:30 – 12:15 Parallel Quantitative and Qualitative Sessions
13:00 – 14:00 Dissemination of Findings & Stakeholder Engagement
15:00 – 15:30 SRH-related Research with Adolescents and Young People
16:00 – 17:00 Re-Cap, Questions, Feedback & Discussion
17:00 – 19:00 Selfie project

Day 3: Wednesday, 08 May 2019
09:00 – 09:30 Recap Day 2 & Objectives Day 3
09:30 – 10:30 Introduction to Research Projects
11:00 – 11:45 Skills to see these Projects to Completion
11:45 – 12:30 Research Planning and Continued Training
13:30 – 17:00 Re-Cap, Questions, Feedback & Discussion

Day 4: Thursday, 09 May 2019
09:00 – 09:30 Recap / Questions
09:30 – 16:00 Continued Research Planning and Training
16:00 – 16:30 Re-Cap, Questions, Feedback & Discussion

Day 5: Friday, 10 May 2019
09:00 – 09:30 Recap / Questions
09:30 – 12:00 Continued Research Planning and Training
13:00 – 15:00 YRA Stakeholder Ceremony

TRAINING PROGRAM

I’m Living Bright!

ORIE RESEARCH STUDIES

The CHIEDZA study aims to determine the impact of an integrated community-based package of HIV-services incorporating HIV testing, linkage to care and ongoing adherence support combined with sexual reproductive health services and general health counselling for 16-24 year olds on population level HIV viral load.

The FAST study aims to understand the feasibility and acceptability of HIV self-testing amongst youth aged 16-24 years. Peers will distribute HIV self-testing kits in tertiary level institutions and communities in four urban locations throughout Zimbabwe.
**PROJECT SUMMARIES**

**Period Tracking Diary**
Mentor: Mandi Tembo
The YRs will use qualitative methods to develop a profile of a relevant, youth-friendly champion promoting and supporting a study on menstrual hygiene management (which is part of the bigger CHIEDZA trial). In addition, they will develop a period tracking diary aimed at collecting quantitative data related to menstruation (menstrual flow and pain management) and patterns of menstrual product use.

**FAST Mapping Study**
Mentor: Grace McHugh
YRs will interview youth to understand where youth would be most likely to be found and receptive to receipt of self-testing kits within their places of learning and residential areas. They will map these areas within the chosen communities, as well as locations where confirmatory testing services are offered.

**Socioeconomic Survey**
Mentor: Chido Dziva Chikwari
YRs will interview young people to determine socio-demographic characteristics and find out about their health delivery preferences, use of technology and mental health and well-being. The survey will be conducted in the CHIEDZA communities in Bulawayo. The collected data will be used to inform the CHIEDZA interventions in Bulawayo.

**CHIEDZA Mapping**
Mentor: Ethel Davya
YRs will map 10 CHIEDZA clusters in Harare [5 intervention and 5 control]. They will identify cluster boundaries and locations of significance by GPS within the clusters. Locations of significance are for example schools, health facilities, public health institutions, private doctors, pharmacies, bus stops (tanks), churches, play-grounds, soccer field, shopping centres, beer halls, bars, communal bore hole and others.

**Youth-Friendly Scorecard**
Mentor: Constance Mavuza
YRs will explore the perceptions of youth-friendliness from youth perspectives, and give voice and power to youth’s observations and concerns about health services, health providers, community and family using qualitative methods. They will develop indicators for ‘youth-friendliness’ as defined and understood by young people and compile these indicators into a scorecard to be piloted in CHIEDZA centers.

**FACULTY**

**Chido Dziva Chikwari**
I am an epidemiologist with a background in biomedical science with business. I am passionate about young people, research and Zimbabwe.

**Ethel Davya**
Nurturing young people gives me satisfaction as youths are the researchers and leaders of tomorrow.

**Mandi Tembo**
I am passionate about adolescent health, particularly young women’s health #TheFutureIsFemale!

**Grace McHugh**
I am a medical doctor with a special interest in HIV prevention and care in youth.

**Constancia Mavuza**
A self-identifying Afrofeminist, particularly interested in the roles of gender and women in achieving health equity.

**Chris Grundy**
I am the team’s mapping expert. Location is important across health research and I will provide hands-on training and work with the participants to develop skills in collecting and using location data.

**Vicky Simms**
I am an epidemiologist from the UK with research interests in mental health, adolescence and HIV.

**Katharina Kranzer**
I am medical doctor. My passions are microbes especially bacteria and numbers.

**Stefanie Dringus**
I am a social scientist splitting my time between the UK and Zimbabwe, where I lead formative research and process evaluation.
1. Background
The Biomedical Research and Training Institute is seeking to recruit youth participate in a Youth Researcher Academy (YRA). The aim of the YRA is to train youth aged 18-24 years on research skills through a residential training programme followed by a period of a mentored research internship embedded within two ongoing projects, CHIEDZA and FAST. The YRA will provide candidates with the opportunity to work alongside experienced researchers and apply the learning to get practical experience in conducting research. Participation in the YRA will enable youth to gain exposure to the research process and the challenges associated with carrying out research. The internship promises to be an interesting and rewarding opportunity for personal and career development.

2. Objectives of the YRA
- To train youth on principles of research including purpose of conducting research and research ethics
- To train youth on data collection and analysis
- To train youth on how to interpret and present the data to stakeholders for advocacy and influencing policy.

3. Roles and Responsibilities
- Attend a one-week residential training programme
- Carry out the research activities assigned by mentor/supervisor.
- Communicate with mentor at least twice a week.
- Assist in drafting written reports for internal and external use based on guidelines provided by the supervisor.
- Present findings at a stakeholders meeting
- Write-up of a brief narrative of research done and present to the larger group

4. Competencies
- Able to read and write in English
- Basic computer literacy
- Ability to work with minimal supervision
- Organized, self-motivated and self-starter
- Integrity
- Good communication skills and can relate well with different people
- Honest and willing to learn
- Creative, flexible and able to work within deadlines
- Mature and responsible
- Able to work in a team

5. Tenure of Appointment of internship
The assignment is for a period of 2-3 months, starting from May 2019.
This is a part-time position, allowing for flexible working hours.

Interns will be expected to spend a total of 180 hours of work over the whole project (excluding the 1 week residential training to be provided before the internship commences). This approximates to about 10 hours or two half days per week. The work pattern should be agreed between the mentor and mentee.

6. Allowances & Benefits
A stipend of $200.00 per month (payment is for 2 months only although work can be done over 3 months depending on arrangements between mentor and mentee.
A $20.00 transport and telephone allowance for the 2 months period.

Information Note

This appointment carries no expectancy of renewal or of conversion to any other type of appointment in any activity of the Biomedical Research & Training Institute unless you are advised prior to the end of the contract.

Date ____________________________
Signature: (Principal Investigator/Designee)

Date ____________________________
Signature: HR Manager (on behalf of BRTI)

To: Biomedical Research & Training Institute

I ________________________________, hereby accept the terms and references described in this document.

Date ____________________________
Full Name of Appointee

Signature of Appointee
Draft Programme for the Youth Researchers Academy Training

PRESENTATION SKILLS AND PUBLIC SPEAKING

Day One

1. Arrival And Registration
2. Welcome Remarks And Objectives Of The Training
3. Session One

This session will discuss general aspects of public speaking and making a presentation, including body language, articulation and eye contact. We will show different videos to illustrate different aspects of public speaking. These will be discussed in a feedback session with all the participants.

4. Session Two
Participants will present in their respective groups to the whole group. Three groups will make presentations and then receive feedback from the whole group right after their presentations. Participants will get into their groups and make mock 12 minute presentations in front of the other participants while being recorded on video. The video will be played back in the feedback session. The presenters will give their feedback first and then the others will do so afterwards.

- Each group will have 35 minutes for presentation and feedback.
- General feedback session

5. Session Three
In this session the last three groups will make presentations. After all the groups have made presentations there will be a general feedback session where the Consultant is pointing out areas that need to be worked on for the second day.

- Groups rehearse their presentations
Day Two

1. Arrival
2. Recap Of Day One
3. Session One: Group Presentations And Feedback

In this session all groups will make presentations. Instead of the 35 minutes per group from Day One, this session will give each group 20 minutes for presentation and feedback. They will be timed.

4. Session Two
This session will be used to polish up the presentations.

5. Session Three
The last session of the day will be used to perfect the presentations. It will also be a recap of the initial general discussion on public speaking and making presentations. Training videos that were shown on Day One will be shown again and participants can compare and contrast with their own.

- Recap of the videos and general feedback.
- Final rehearsals, if needed.
BIOMEDICAL RESEARCH AND TRAINING INSTITUTE

Event: Youth Researchers Academy Presentation Skills and Public Speaking Training
Date: 8th to 9th October, 2019
Venue: Biomedical Research and Training Institute, Harare
Trainer: Buhlebenkosi Tshabangu-Moyo

*The theme of the training: What Is Your Story? sought to encourage the participants to talk about their research in their own words. Throughout the training participants were randomly selected to tell their story in less than 30 seconds*

Introduction
In preparation for the dissemination meeting, Biomedical Research and Training Institute (BRTI) organised a two-day training session for participants of the Youth Researchers Academy to strengthen their presentation and public speaking skills. An external trainer conducted the training.

The specific objectives of the training were to:
- Train the participants in Presentation Skills and Public Speaking.
- Facilitate a practical exercise on presenting research findings.
- Supervise the participants' presentations in preparation for the dissemination meeting.

The training was very interactive and therefore a conducive platform for learning and exchange of ideas.
Day One
Session One - Screening of YouTube videos

Each participant introduced him or herself and shared one interesting fact with the group. The trainer emphasised the fact that making a presentation is telling a story. She asked the participants to summarise their presentations with the aim to tell a story. She gave an example of a project she managed a few years ago: “We engaged with more than 200 young women in Shurugwi and Epworth over 12 months in efforts to empower them with SRHR information using ICTs. At the end of the project the participants had gained more knowledge and they were confident about negotiating for condom use.”

Afterwards participants watched YouTube videos of prominent personalities speaking in public. The videos illustrated different aspects of public speaking, for example body language, articulation and eye contact. Ms Tshabangu-Moyo asked participants to describe what they had seen and heard. Below is the summary of their feedback:

Video 1: Barack Obama (https://www.youtube.com/watch?v=OFPwDe22CoY)

In this video former USA President Barack Obama’s makes a speech to his party at a time when he was unknown. Analysts say this was the speech that paved the way for his initial election victory in 2008. Participants said Obama was:

- Unifying
- Presentable
- Confident/ Convincing
- Connecting with people
- Eloquent
- Thought-provoking
- Energetic
Judge Raymond Zondo breaks down during his interview for the post of Deputy Chief Justice of South Africa as he narrates how an Indian businessman asked him to “pay it forward” after he had given him grocery vouchers for his mother and siblings, which allowed him to go to University to study law many years before. Participants said Zondo:

- Connects with the people
- Is personal
- Has good voice projection
- Is convincing
- Knows his story
- Has good posture
- Is confident

In order to boost the participants' confidence before their presentations, the trainer told them: “Obama is a seasoned public speaker. He has been speaking in public for many years, yet you only have two days to do this. Don't be too hard on yourselves, you will do just fine.”
Session Two and Three

In these sessions participants made presentations in their respective groups to the whole group. These presentations were recorded on video and played back for feedback. Participants self-critiqued before peer review and feedback from the trainer. These initial presentations were characterised by fear and lack of confidence. Some groups had very long presentations, which took over 25 minutes, instead of the stipulated 12 minutes.

Trevor James, a participant from the Restless Development stood out as he spoke with authority and confidence. Most participants were unprepared for the presentations. They kept on reading from the slides and did not maintain eye contact. Some were too fast and not so articulate. This could be attributed to participants being nervous since this was the first time they were presenting in a large group.

When participants finished making their presentations there was a general feedback session where the trainer pointed out general issues that they should look out for when speaking in public.

Video 4: Student in class (https://www.youtube.com/watch?v=V8eLdbKXGzk)

At the end of the day the trainer showed another video, which showed a student making presentations in class on different occasions before his peers gave feedback. Participants identified shortcomings of the first presentation, which were similar to the ones they had discussed in the first two sessions. Many pointed out connecting with the audience as being one of the key elements of a successful presentation.

In conclusion the trainer asked participants to reflect on their presentations when they get home and rehearse, if possible in preparation for Day Two.

Observations from Day One

- The YouTube videos proved to be a useful learning tool and reference point.
- Peer Review was a good feedback mechanism as the participants were comfortable hearing from one of their own first.
- Some presentations were too long and groups worked with the trainer to shorten them.
- The random selection of participants to tell their story was effective in the summarising of research findings.
- The participants were generally lively and eager to learn.
Recap of Day One

In the recap segment participants shared what stood out for them or what they learnt on Day One. These are some of the responses:

- The videos showed me what I need to do.
- I realised that I was saying “mhh” and “ahh” too many times. I will change this.
- The video of the student showed the audience looking bored because he did not connect with them.
- I learnt that moving around too much distracts audiences.
- I am going to try and speak much slower so that people can hear and understand what I am saying.

Session Two

Group Work

After the recap session participants went out in their groups to practise making presentations in the order that would be used at the dissemination meeting. This provided an opportunity for the trainer to give feedback to the individual groups and suggest improvements. Practice on the second day involved using a microphone to familiarise participants with the Public Address system. General feedback about using microphone included the following:

- Do not hold the microphone too far away because your audience will not hear you.
- If it is too close there will be nasty feedback.
- Make sure that the microphone is on at all times.

Day Two presentations were much better than those from Day One. Some participants were still somewhat nervous, but even they had improved in terms of summarising their slides and maintaining eye contact. The trainer urged the participants to remember their feedback on the YouTube videos and aim to be like Barack Obama whom they all admired. However, she noted “Obama has been speaking in public for many, many years. He is also a lawyer so he is used to making presentations in court. So don’t be too hard on yourselves; this is only the second day of your training. Obama and others like him have had more than 20 years of practice.”
Session Three
Mentors were present for most of the presentations after tea and after lunch. They provided valuable feedback to the participants on how to make sure that their presentations are of a good standard. The trainer told the participants she takes deep breaths and drinks water to deal with anxiety before speaking in front of a crowd. Participants then practised the exhaling technique, after which the trainer reiterated many issues, including the following:

- Making mistakes is normal; one should learn to continue one’s presentation as if nothing happened, sometimes people do not even notice one’s mistake.
- Don’t be too hard on yourself.
- If you can tell your story well, your audience will believe you.
- You need to maintain eye contact throughout your presentation. You can look at your mentor if you are feeling uneasy.
- Please be formal or as formal as possible. This will boost your confidence and people will take you seriously.
- Remember that you are marketing yourself and the research. Be like a sales person.

The Elevator Pitch
Ms Tshabangu-Moyo explained the concept of the Elevator Pitch, where one has to fully and convincingly explain a concept in a very short time; the time it takes for the elevator to move a few floors. She challenged the participants to tell their story as if they were explaining it to a very busy Chief Executive Officer of a blue chip company. Participants appeared to enjoy the exercise, especially because they could change the angle of the story if they wanted. Sezile, Chido and Kudzai really stood out in this exercise. Their pitches were succinct. They were confident and maintained eye contact and were convincing.

The trainer shared a Power Point presentation on key issues for participants to remember. She promised to share the presentation with BRTI for reference.

General Feedback
At the end of Day Two there was a general feedback session in preparation for the dissemination meeting. For example, one of the mentors shared the directions to the UNICEF offices, the venue for the meeting. Other issues were discussed, including:

- Need for formal wear.
- Everyone should be punctual and be at the venue an hour before the meeting starts.
- The videographer working with the trainer announced that he would take professional photographs of all participants in their formal outfits before the meeting starts.
- Trainer announced she would be at the meeting for moral support.
- If you feel scared, please take three deep breaths and drink water.
Observations from Day Two
- Participants were more confident and more relaxed while making their presentations.
- Participants managed their time better than on the first day.
- The Elevator Pitch was a useful tool for participants to summarise their key issues.

Conclusions
- The two-day training was conducted in a conducive environment for learning.
- Participants showed significant improvement in their presentation skills on the second day.
- The Elevator Pitch was a useful tool for summarising research findings.

Did the training meet its objectives?
- Train the participants in Presentation Skills and Public Speaking.
- Yes. The trainer imparted knowledge and skills, including those learnt from personal experience to the participants. At the dissemination meeting the participants showed significant improvement in presentation and public speaking.
- Facilitate a practical exercise on presenting research findings.
- Yes. Participants had ample time to rehearse on both days.
- Supervise the participants’ presentations in preparation for the dissemination meeting.
- Yes. The trainer also attended the dissemination meeting.