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BRTI Biomedical Research and Training Institute

LONDON SCHOOL of HYGIENE &TROPICAL MEDICINE

YOUTH RESEARCHERS ACADEMY

MANUAL

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ABBREVIATION

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.

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 (LSHTM).

GOALS AND OBJECTIVES OF THE YOUTH RESEARHER 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

PREPATORY WORK

Planning

A faculty of ten local and international researchers with a range of expertise in quantitative, qualitative and geospatial research methods was established eight months prior to the YRA. All faculty members had worked with young people as research participants in the past and were involved in the CHIEDZA and/or FAST studies. Regular meetings were conducted to plan the application process, the training program and content, draft the research projects and ensure ongoing mentoring.

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 flier to advertise a new youth club. Following an explanation of the task, the teams had 20 minutes to prepare the flier, 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.

Venue for the Residential Training

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.

Stakeholder Ceremony

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.

TRAINING TIMETABLE

SESSION TITLE & OBJECTIVES	
Day 1	**Day 3**
Welcome	Recap Day 2 & Objectives Day 3-5
Objectives & Individual Goals of the YRA	Social Mapping
Principles for Working Together & Creating a Good Learning Environment	Introduction of Research Projects, Small Groups & Mentors
YRA Concept 1: Introduction to Youth	Small Groups: Research Planning and Continued Training
YRA Concept 2: Introduction to Sexual and Reproductive Health	Large Group: Re-Cap, Questions, Feedback & Discussion
YRA Concept 3: Introduction to Research – Focus on THEORY Quantitative & Qualitative	
Re-Cap, Questions, Feedback & Discussion	
Day 2	**Day 4**
Recap Day 1 & Objectives Day 2	Large Group: Recap / Questions
Introduction to Quantitative Research - Designing Research Questions	Small Groups: Continued Research Planning and Training
Understanding Research Ethics Informed Consent, Confidentiality	Large Group: Re-Cap, Questions, Feedback & Discussion
Engaging Communities & Participants: Practical Example based on experience	
Qualitative – research methods, data analysis	**Day 5**
Quantitative – research methods, data analysis	Large Group: Recap / Questions
Dissemination of Findings & Engaging with Stakeholders	Small Groups: Continued Research Planning and Training
Doing SRH-related Research with Adolescents and Young People	Evaluation: FGD with the YRA
Re-Cap, Questions, Feedback & Discussion	YRA Stakeholder Ceremony

SESSION PLANS

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.

YRA TRAINING CONTENT

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

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Cover what the youth researcher will learn throughout the YRA.	Use of information pack including	Listen and ask questions	Timetable in information pack	10 min
What the groups expectations are from the YRA: what they hope to get out of the experience	Time to work individually to	Write down goals on Post-It notes	Post-It notes	15 min
Questions	Facilitated large group discussion	Ask questions about program and what to	Flip-board	5 min

Principles for Working Together & Creating A Good Learning Environment

Session Plan:

Session Title: Principles for Working Together & Creating a Good Learning Environment				Time: 30 min
Objectives: 1. To establish an understanding of team work and good learning environment				
Room Layout: 1. U-shaped chair setup with session lead facing the participants 2. Projector and presentation https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-01.pptx				
Content	**Teaching Methods**	**Youth Researcher Activity**	**Resources**	**Duration**
Explore what working together and good learning environment means for young people in their own words Identify challenges that may be encountered when working together and how to address them Reflect on the benefits of collaboration and having a good learning space	Lecture style & facilitated large group discussion	Contribute to the discussion and respond to questions	PowerPoint slides	30 min

YRA Concept 1: Introduction to Youth

Session Plan:

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
6. Projector and presentation https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-02.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

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Discuss the meaning of the term 'youth'	Lecture style & facilitated large group discussion	Contribute to group discussion prompted by slide 7	PowerPoint slides 1-7	15 min
What is unique about youth and this period of their life	Lecture style & facilitated large group discussion Small group discussions fed back to entire group	Contribute to group discussion prompted by slide 8 Contribute to small group discussion prompted by slide 11	PowerPoint slides 8-11	15 min
Identify health priorities and needs of youth	Lecture style & facilitated large group discussion	Contributing to group discussion prompted by relevant slides	PowerPoint slides 12-24	25 min
Why and how to involve youth in research	Lecture style & facilitated large group discussion	Contributing to group discussion prompted by slide 25	PowerPoint slides 25-30	20 min

YRA Concept 2: Introduction to Sexual and Reproductive Health

Session Plan:

Session Title: Introduction to Sexual and Reproductive Health				Time: 30 min
Objectives: 1. Reflect upon personal attitudes and values towards sexual and reproductive health (SRH) 2. Understand the basic facts around young people's sexual and reproductive health 3. Describe the main issues in male and female sexual and reproductive health				
Room Layout: 1. Enough space and appropriate room layout to split the large group into 4 smaller groups 2. Flip-board and coloured markers				
Content	**Teaching Methods**	**Youth Researcher Activity**	**Resources**	**Duration**
Introducing the SRH activity	Large group discussion			1 min
Snapshot of sexual and reproductive health. What is it?	Participatory Engagement	Small groups discussing 4 topics (1 each) 1. Sexually transmitted diseases 2. Sex & Culture: attitudes, perceptions, choices & values in the context of SRH 3. SRH services 4. Strategies for promoting the SRH of young people Discussions are summarised on flip -boards chart in preparation to pr esent to the rest of the group	4 flip-boards & 4 different markers, spread out across the room.	20 min
Wrap-Up	Large group discussion	Discuss the content on the flip -boards		9 min

YRA Concept 3: Introduction to Research - Qualitative Research

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
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

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

*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.

YRA Concept 3: Introduction to Research - Quantitative Research Session Plan:

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

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
What is research?	Large group discussion	Brainstorm "what is research" Ideas are written on flipchart and discussed	Flip-board	15 min
Why do we do research?	Large group discussion	Discuss possible benefits of research and why it is useful and should be done		10 min
What is quantitative research?	Lecture style with facilitated large group discussion	Discuss that quantitative research involves numbers – how many, how often, how much (providing specific examples)		10 min
Understand what "makes" a research questions	Small groups	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	Question cards	10 min

Introduction Quantitative Research - Designing Research Questions Session Plan:

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				
Content	**Teaching Methods**	**Youth Researcher Activity**	**Resources**	**Duration**
Revision of day 1	Large group discussion	Recall what is quantitative research and what is it used for		5 min
Quantitative research questions	Small group work & large group discussion.	Case study (MOH faces a health crises/challenges) Design a research questions for a study to investigate the challenge	Note paper	10 min
How to design a quantitative study	Facilitated large group work	Plan studies together with facilitator	Flip-board	10 min
Wrap-up	Facilitated large group discussion	Ask clarifying questions and summarise learning points on flip-board	Flip-board	5 min

Understanding Research Ethics
Session Plan:

Session Title: Understanding Research Ethics			Time: 20 min	
Objectives: 1. To describe Research Ethics 2. To ensure that the young people understand what research ethics is 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-04.pptx				
Content	**Teaching Methods**	**Youth Researcher Activity**	**Resources**	
Define ethics and discuss major ethical issues in research Ask young people to explain ethics and how ethics relates to research	Facilitated large group discussion and lecture Write ethics definition on flip board	Interactive discussion responding to prompts Take notes	PowerPoint slides and flip-board	20 min
	Facilitated large group discussion and lecture	Interactive discussion and taking notes	PowerPoint slides and flip-board	
Principles in research ethics	Facilitated large group discussion and lecture	Interactive discussion and taking notes	PowerPoint slides and flip-board	
Questions and clarifications	Ask questions on ethics in research	Respond to questions and summarise the learning points on flip -board	Flip-board	

Understanding Informed Consent & Confidentiality

Session Plan:

Session Title: Informed Consent & Confidentiality	Time: 20 min

Objectives:

1. To ensure terminology is clear- outline the meaning and importance of "Informed Consent and Confidentiality"
2. To implement learnt concepts and practices- summarise what is involved in attaining informed consent and ensuring confidentiality
3. To assess understanding– interactive quiz and Q&A session

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

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Meaning and importance of "Informed Consent and Confidentiality"	Short PowerPoint presentation	Take notes	PowerPoint slides	10 min
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	

Engaging Communities & Participants (practical example based on experience)

Session Plan:

Session Title: Engaging Communities & Participants (practical example based on experience)	Time: 30 min

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

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

Qualitative Sessions: Qualitative Data Analysis
Session Plan:

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
5. Projector and presentation https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-07.pptx

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Recap and extension of cross-cutting qualitative topics	Discussion and Q&A session – guided by slide 2	Interactive discussion contributing to Q&A	PowerPoint slide 2	10 min
Overview of data analysis	Group lecture -style and discussion – guided by slides 3-7	Interactive discussion responding to the presentations and facilitator's prompts	PowerPoint slides 3-7	20 min

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, 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:

Session Title: Quantitative Sessions: Quantitative Research Methods			Time: 30 min	
Objectives: 1. Understand the different types of quantitative research methods and study types 2. Design different quantitative studies – use short questions as prompts				
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				
Content	**Teaching Methods**	**Youth Researcher Activity**	**Resources**	**Duration**
Understand the different types of quantitative research methods Discuss study design	Case study based presentation	Interactive discussion asking questions	Flip-board	10 min
Design different studies based on prompts (questions and scenarios)	Questions prompts	Group work in groups of 6	Flip-board	Group work: 10 min Presentation of study design: 10 min

Qualitative Sessions: Qualitative Research Methods Session Plan:

Session Title: Qualitative Sessions: Qualitative Research Methods				30 min
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				
Content	**Teaching Methods**	**Youth Researcher Activity**	**Resources**	**Duration**
Introducing Qualitative Research Methods	Facilitated large group discussion	Recall Previous session Introduction to Qualitative Research		3 min
Qualitative Research Methods	Facilitated large group discussion	Recall from earlier session the types of qualitative research methods 1. Focus-Group Discussions 2. Participant Observations 3. In-depth interviews	4 Flip-boards & 4 different coloured marker pens	7 min
		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		20 min

Quantitative Sessions: Quantitative Data Analysis Session Plan:

Session Title: Quantitative Sessions: Quantitative Data Analysis				30 min
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**
Creating data	Game in pairs	Play rock paper scissors, in pairs Keep track of games won Report scores to facilitator	Note paper to keep score	5 min
Summarising data	Facilitated large group discussion	Calculate minimum, maximum, mean, median Observe distribution	Excel on laptop and overhead projector	10 min
Chance	Group project	In 3 groups, count number of skittles of each colour and report results to facilitator	3 small bags of Skittles	5 min
Chance	Facilitated large group discussion	Compare distribution of Skittle colours in the 3 bags using pie charts	Excel on laptop with pre-written spreadsheet and overhead projector	10 min

Dissemination of Findings & Engaging with Stakeholders
Session Plan:

Session Title: Dissemination of Findings & Engaging Stakeholders				Time: 30 min
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				
Content	**Teaching Methods**	**Youth Researcher Activity**	**Resources**	**Duration**
Identifying relevant research stakeholders	Facilitated large group discussion	Interactive discussion giving examples of different groups and individuals who have a stake in research project Summarise learning point on flip -board	Flip-board	15 min
Targeted ways to disseminate findings	Facilitated large group discussion	Select three stakeholder groups Discuss ways to present research findings to those groups.		15 min

Doing SRH-related Research with Adolescents and Young People

Session Plan:

Session Title: Doing SRH -related Research with Adolescents and Young People			Time: 30 min	
Objectives: 1. Understand of key terminology - "sexual and reproductive health research" and "adolescents and young people" 2. Review supporting concepts and practices in doing SRH research with adolescents and young people 3. Assess complete understanding – Review Examples and Short Interactive Quiz				
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				
Content	**Teaching Methods**	**Youth Researcher Activity**	**Resources**	**Duration**
Breakdown of key terminology	Lecture	Take notes	PowerPoint slides	20 min
Outline supportive concepts and practices Review examples	Review practical examples	Read examples as a group and ask questions when necessary	Printed example	
Short Interactive Quiz and Question	Group Quiz	Participate in answering quiz questions	PowerPoint slides	10 min

Social Mapping: Why Does Location Matter in Health Research?

Session Plan:

Session Title: Social Mapping: Why Does Location Matter in Health Research?				Time: 30 min
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				
Content	**Teaching Methods**	**Youth Researcher Activity**	**Resources**	**Duration**
Introduction to why location is important	Facilitated large group discussion	Interactive discussion - Give examples why location may be important in health research using knowledge gained in other areas of the training	Laptop, projector, and flip-board	5 min
Are maps useful?	Small group exercise	Split into pairs 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		10 min
Examples of how maps provide more and detailed information and how we collect location data in health research	Facilitated large group discussion	Drawing from the small group exercise discuss how maps make conversations around location easier Show examples of location (geospatial) health research and discuss the use of smart phone use		15 min

MENTORSHIP

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.

YIRA 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

Day	Summary of Group Activities
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.

Small Project Group Work

Day	Summary of Group Activities
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.

Small Project Group Work

Day	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 of 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

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

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.

CHIEDZA Youth-Friendliness

Summary

Youth researchers will explore the perceptions of youth-friendliness from the youth perspective and give voice and power to youths' observations and concerns about health services, health providers, community and family using qualitative methods. They will compile findings for 'youth-friendliness' as defined and understood by young people and investigate if CHIEDZA is youth-friendly based on these findings.

Small Project Group Work

Day	Summary of Group Activities
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 home work (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 practise '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

Day	Summary of Group Activities
Day 3	1. Formulate a plan and timeline for the project 2. Research background information on men's engagement with SRHR services 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 4. Review templates and focus group discussion topic guides from other studies to get an idea of how they are written 5. Brainstorm ideas for the focus group discussion topic guides and sort them into main/sub themes 6. Workshop on how to create a PowerPoint presentation
Day 4	7. Review day 3 learning 8. Finalise the timeline for the project 9. Plan and prepare the presentation for the stakeholder ceremony 10. Practice presentation
Day 5	11. Review day 4 learning 12. Practice presentation

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.

STAKEHOLDER CEREMONY

Stakeholders were defined as entities working on youth-related issues. Attendees included international NGOs, CBOs, Ministries of Health and Youth, the media, foundations and potential employers. The ceremony started with introductions of everyone who was in the room as an opportunity to establish collaborations, networks and possible employment opportunities. This was followed by presentations providing an overview of BRTI, the aims, objectives and goals of the YRA.

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-09.pptx

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

https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-14.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.

DISSEMINATION MEETING

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)** and 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

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https://www.lshtm.ac.uk/files/zimbabwe-group-yra-manual-20.pptx

APPENDICES

Appendix 1 Summary Chiedza and FAST

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.

Appendix 2 Evaluation framework

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

Objective 2: To support Young People to conduct research on SRH issues							
Expected Results	Activities	Indicator	Baseline value	Targets	Data collection tools	Responsibility	Indicator definition
Completion of research by youth researchers	Research studies conducted by young people	Number of SRH research studies conducted by youth researchers	N/A	6 Research Studies	Presentations of findings from 6 research studies	BRTI Mentors	This is the number of research studies that are conducted by the youth researchers

Objective 3: To share the findings of the Youth Led Research Initiative							
Expected Results	Activities	Indicator	Baseline value	Targets	Data collection tools	Responsibility	Indicator definition

Biomedical Research and Training Institute - BRTI Results framework

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

To present the findings at the African Population Conference (APC)	Interviews with mentors and Youth Researchers presentations	Number of SRHR research presentations		3 Youth Researchers Presentations at APC	Report from African Population conference	BRTI, HIVOS	This is the number of SRHR research presentations
Youth Researchers Academy stakeholder dissemination meeting held	Showcasing model used for the youth researcher academy and lobbying for private sector to invest in the SRHR for young people	Number of young people with increased knowledge and confidence in presenting to stakeholders		20 Youth Researchers presenting their project findings to stakeholders	Youth Researchers Presentations at dissemination meeting	BRTI	This refers to the number of Young people with increased knowledge & confidence in presenting to stakeholders
London School of Hygiene and Tropical Medicine Symposium held	Showcasing model used for the youth researcher academy and lobbying for private sector to invest more in the SRHR for young people	Number of presentations done		Presentation of Youth Researchers academy learning at symposium	Symposium report	BRTI, LSHTM	This refers to the number of presentations done at the London School of Hygiene and Tropical Medicine
Research paper to report findings	Focus group discussions with youth researchers, analysed and written up into a research publication	Number of research publications produced		1 research publication in BMC research engagement and involvement	Focus Group Discussions	BRTI – Constancia Mavodza	This refers to the number of peer reviewed publication in an international journal

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

Appendix 3 YRA advertisement

YOUTH RESEARCH ACADEMY(YRA) 2019

Chiedza Ukukhanya
Health For Our Future

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.

YOUTH RESEARCH ACADEMY(YRA) 2019

Chiedza Ukukhanya
Health For Our Future

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.

Biography	
First Name	
Last Name	
Age	☐☐ years
Gender (tick appropriate)	Male ☐ Female ☐
Highest level of education attained (tick appropriate)	None ☐ Primary ☐ Secondary ☐ Tertiary ☐
Contact number	☐☐☐☐☐☐☐☐☐☐
Place of residence	

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.

Appendix 5 Score card

One-on-One Interview Grading Scheme

Interviewee Name:	
Interviewer Name:	

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

Total: **/20**

Appendix 6 YRA program and faculty members

Chiedza
Ukukhanya
Health For Our Future

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.

TRAINING PROGRAM

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
18:00 – 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 – 15:00	Parallel Quantitative and Qualitative Sessions
15:30 – 16:00	Dissemination of Findings & Stakeholder Engagement
16:00 – 16:30	SRH-related Research with Adolescents and Young People
16:30 – 17:00	Re-Cap, Questions, Feedback & Discussion
18:00 – 19:00	Selfie-project

Day 3: Wednesday, 08 May 2019

09:00 – 09:30	Recap Day 2 & Objectives Day 3-5
09:30 – 10:30	Introduction to Research Projects
11:00 – 11:45	Skills to see these Projects to Completion
11:45 – 16.30	Research Planning and Continued Training
16:30 – 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

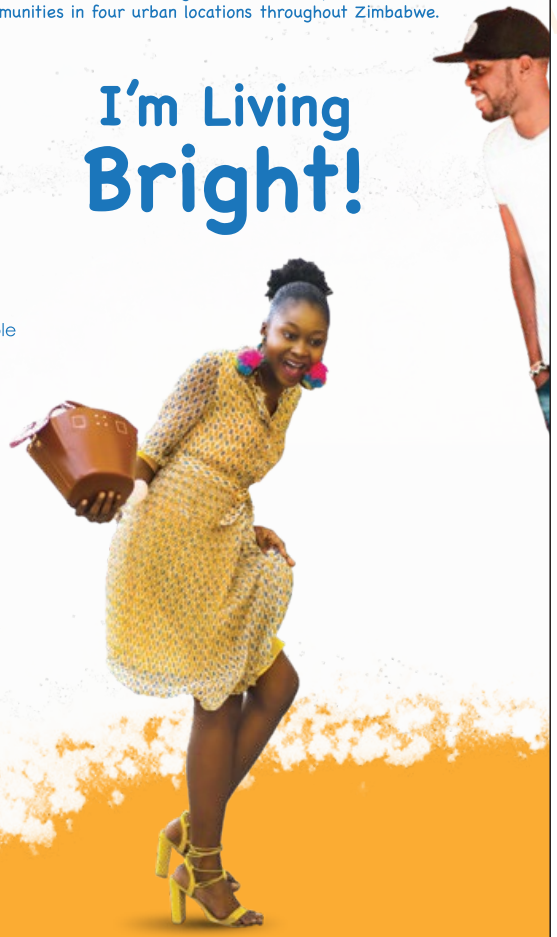
09:00 – 09:30	Recap / Questions
09:30 – 12:00	Continued Research Planning and Training
13:00 – 15:00	**YRA Stakeholder Ceremony**

OUR 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.

I'm Living
Bright!



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 Dauya

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 institution, private doctors, pharmacies, bus stops (ranks), churches, play-grounds, soccer field, shopping centres, beer halls, bars, communal bore hole and others.

Youth-friendly Scorecard

Mentor: Constancia Mavodza

YRs will explore the perceptions of youth-friendliness from youth's perspectives, and give voice and power to youths' 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

Rashida Ferrand

I am a doctor and a public health expert. I work with young people and really enjoy learning from and with them.

Mandi Tembo

I am passionate about adolescent health, particularly young women's health #TheFutureIsFemale!

Constancia Mavodza

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.

Stefanie Dringus

I am a social scientist splitting my time between the UK and Zimbabwe, where I lead formative research and process evaluation.

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 Dauya

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

Grace McHugh

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

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.

APPENDIX 7 YOUTH RESEARCH ACADEMY (YRA) TERMS OF REFERENCE

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 with 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

Chiedza Ukukhanya Health For Our Future

BRTI Biomedical Research and Training Institute

Appendix 8 Programme public speaking workshop

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

Video 2: Emmerson Mnangagwa (https://www.youtube.com/watch?v=akOkrLYQRSU)
President Emmerson Mnangagwa addresses mourners at the funeral of the late former President Robert Mugabe. Interestingly, participants laughed as soon as the trainer mentioned the President's name. They said they knew that he speaks in a funny way. Participants used the following words to describe Mnangagwa's speech:

- Unnecessary high pitch
- Mixing languages
- Emotional
- Unnecessary repetition
- Intonatidon not good
- He is reaing all the time
- He is not in the story
- Trademark scarf

Participants compared Obama and Mnangagwa and agreed that the former was more convincing and interesting to listen to. They said the latter was not convincing, more so because of reading his speech word for word.

Video 3: Judge Raymond Zondo (https://www.youtube.com/watch?v=Vvr5dEiVm3Q)
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.

Day Two
Session One

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.

YOUTH RESEARCHERS **ACADEMY**