



UNIVERSITY OF ZIMBABWE



Biomedical Research and Training Institute

LONDON SCHOOL OF HYGIENE & TROPICAL MEDICINE



PROFESSIONAL DEVELOPMENT PROGRAMME ON ADOLESCENT WELLBEING

First Programme: August 2021 - December 2022

HANDBOOK



World Health Organization



The Partnership for Maternal, Newborn & Child Health





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A blue-tinted photograph of two hands shaking, symbolizing agreement or partnership. The hands are positioned in the upper right corner of the page, with the fingers interlaced. The background is a solid blue color.

Welcome

to the Professional Development Programme on Adolescent Wellbeing

Dear Participants and Stakeholders in the Professional Development Programme on Adolescent Wellbeing,

It is our great pleasure to welcome you to the first Professional Development Programme on Adolescent Wellbeing to be held in Harare, Zimbabwe.

This Programme has evolved from an Adolescent Health course run by the University of Cape Town, attended by several of those on the Organising Group and Advisory Group, and has been now been collaboratively adapted, together with a range of partners, to be tailor-made for the Zimbabwe context.

This Professional Development Programme has been designed to be multisectoral, to address issues across the range of adolescent wellbeing, including health and nutrition; social connectedness; safety, supportive environments, and justice; education, skills, and employability; and agency and resilience. As such, participants on the Programme come from a range of government ministries, and organisations, working across the range of domains that contribute to adolescent wellbeing.

The facilitators for the Programme come from the University of Zimbabwe, the London School of Hygiene and Tropical Medicine, the Biomedical Research and Training Institute, the Ministry of Health and Child Care and the Partnership for Maternal, Newborn and Child Health, and we are looking forward to sharing our experience and expertise with and also to learning from you. Additionally, four youth facilitators will be actively engaged throughout the Programme, bringing in a youth perspective, and bringing us back to the realities that adolescents face.

We really hope you, as participants in the Programme, find it interesting, and, most importantly, find it useful in your work. The Programme has been designed to be very interactive and problem-based, rather than didactic. To get the most out of it, you will need to be willing to engage fully, and to supplement the sessions with self-directed, active learning through reading, contemplation, and discussion with colleagues. Please participate actively; we really value your ideas and opinions, and expect that you will learn as much from your fellow participants as you learn from the facilitators of the Programme.

The change projects that you will each design, develop, and deliver within your own organisations are a key part of the Programme. We hope that, with the support of the Programme, you will be able to develop a project that can initiate real change within your organisations, with the ultimate goal of improving adolescent wellbeing.

We are very grateful to the wide range of partners who have provided huge support for the Programme during its development and now its delivery. Many of those can be seen in the Organising and Advisory Groups of the Programme. Thank you to Ministry of Health and Child Care and Ministry of Primary and Secondary Education for your unwavering support and leadership, to the World Health Organisation and the Partnership for Maternal, Newborn and Child Health for continued engagement and input, to Viiv Healthcare for the financial support to the Programme, and to the leading organisations, the University of Zimbabwe, the London School of Hygiene and Tropical Medicine and the Biomedical Research and Training Institute for making the Programme happen.

Please give us feedback during and after the Programme, so we can improve it both for you and for future participants. There will be lots of opportunities to provide feedback; please make full use of them.

Ultimately, we sincerely hope that this Programme will impact your work as leaders in policy-making and programming on adolescent wellbeing. We also hope for the Programme to be engaging and fun.

Sincerely,

The Organising Group



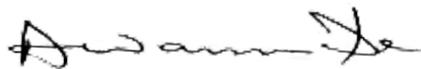
Professor Marvellous Mhloyi



Professor Rashida Ferrand



Dr. Constance Mackworth-Young



Mr Aveneni Mangombe



Professor David Ross



Ms Jacqueline Gumbo

INTRODUCTION TO THE PROGRAMME



Overview

The Professional Development Programme on Adolescent Wellbeing is a holistic and intersectoral programme for policy makers and programmers in Zimbabwe. The Programme ultimately aims to strengthen the effectiveness of policy implementation and service delivery for the benefit of adolescents in urban, peri-urban and rural Zimbabwe. Initially two programmes will be run, starting in 2021 and 2022.

Programme participants

Participants have been selected from various ministries and government agencies, NGOs, and youth advocates, working on adolescent wellbeing in Zimbabwe. Participants were selected through a competitive process involving nominations from the respective organisations, written applications, and competitive selection based on the following selection criteria.

- 1) Mid-level to senior position within organisation
- 2) Relevance of work to adolescent wellbeing
- 3) Potential impact, relevance and feasibility of proposed change projects
- 4) Support for participation and change projects from their organisation's senior management

Within the applications, applicants offered a proposed 'change project', which they would like to work on within their organisation during the Programme, which aims to improve adolescent wellbeing. Applicants demonstrated that they had organisational support for the change projects, which will be aligned with their organisation's scope of work, the National Adolescent and Youth Health Strategy, the Sustainable Development Goals (SDGs) and National Development Strategies.

Programme structure and content

The Programme involves a total of 17 months engagement. The first Programme runs from August 2021 to December 2022, with the details and dates of each of the stages below.

STAGE 1: August – September 2021	STAGE 2: 4th - 8th October 2021	STAGE 3: 11th October – 5th November 2021	STAGE 4: 8th - 12th November 2021	STAGE 5 January – December 2022
				
<p>2-months pre-reading focused on theory, research and practical application.</p>	<p>First week-long residential session</p> <ul style="list-style-type: none">- Explore interdisciplinary issues and policy, strategic and theoretical frameworks in adolescent wellbeing.- Participants select and refine personal 'change project'.	<p>4-weeks in between residential sessions, with one zoom tutorial in small groups</p> <ul style="list-style-type: none">- 4 tutorial groups of 5 or 6 participants and 2 tutors.- Discussion on implementing learning from the programme through their change project within their organisation.	<p>Second week-long residential session</p> <ul style="list-style-type: none">- Participants share experience and evidence from their individual change projects, and refine them for the year ahead- Learn about implementation frameworks, barriers to change, monitoring progress and evaluation	<p>Follow-up at 1, 3, 6, and 12 months in zoom tutorial groups</p> <ul style="list-style-type: none">- Participants submit a short report and questionnaire ahead of each tutorial.- Discussion on what they have managed to change, challenges, remaining obstacles and plans for how to address these.

Certification

Successful participants will receive a Certificate of Competence awarded jointly by the University of Zimbabwe (UZ), the London School of Hygiene and Tropical Medicine (LSHTM) and the Biomedical Research and Training Institute (BRTI).

Programme Reading list

Essential reading

These two documents are required reading for the Programme. All participants are expected to have read these prior to the week 1 residential on 4th-8th October 2021.

1. Ross DA, Hinton R, Melles-Brewer M, Engel D, Zeck W, Fagan L, Herat J, Phaladi G, Imbago-Jácome D, Anyona P, Sanchez A, Damji N, Terki F, Baltag V, Patton G, Silverman A, Fogstad H, Banerjee A, Mohan A. Commentary: Adolescent well-being: A definition and conceptual framework. *J Adolescent Health* 2020;67:472-476.

<https://www.jahonline.org/action/showPdf?pii=S1054-139X%2820%2930396-7>

2. Ministry of Youth Development, Indigenisation and Empowerment. Zimbabwe National Youth Policy. Harare, Zimbabwe, 2013.

Recommended reading

The following are recommended reading, whereby participants are recommended to select and read one or two, which relate most closely with their interests and work.

1. WHO/UNAIDS/UNESCO/UNFPA/UNICEF/UN Women/World Bank/PMNCH/EWEC 2017. Global AA-HA! (Accelerated Action for the Health of Adolescents). Guidance to Support Country Implementation. Geneva; World Health Organization, 2017. Chapter 1. AA-HA! – a never-before moment for adolescent health.

<https://apps.who.int/iris/bitstream/handle/10665/255415/9789241512343-eng.pdf>

2. Mansted A. ESRC Evidence Briefing: The wellbeing effect of education. UK ESRC, 2014.

<https://esrc.ukri.org/files/news-events-and-publications/evidence-briefings/the-wellbeing-effect-of-education/>

3. Lloyd CB, editor. Growing up global: The changing transitions to adulthood in developing countries. Washington DC. The National Academies Press. Chapter 9. The way forward. 2005. <https://www.nap.edu/download/11174>

4. Mhloyi M, Moyo S. Curriculum on Comprehensive Sexuality Education for Higher and Tertiary Institutions in Zimbabwe; in press.
5. Azzopardi PS, Hearps SJC, Francis KL, Kennedy EC, Mokdad AH, Kassebaum NJ, et al. Progress in adolescent health and wellbeing: tracking 12 headline indicators for 195 countries and territories. *The Lancet* 2019; 393(10176):1101-1118. doi: 10.1016/S0140-6736(18)32427-9.
<https://pubmed.ncbi.nlm.nih.gov/30876706/>
6. Ross D, Hinton R, Kostelecky S, Imbago Jacome D, Bustreo F, Mohan A. Effective policies and programming to promote adolescent well-being: Lessons from the background papers. Geneva, Switzerland: Partnership for Maternal Newborn and Child Health; 2021.
<https://pmnch.who.int/resources/publications/m/item/effective-policies-and-programming-to-promote-adolescent-well-being-lessons-from-the-background-papers>
7. UNICEF. Engaged and Heard: Guidelines on Adolescent Participation and Civic Engagement. New York: United Nations Children's Fund; July 2020.
<https://www.unicef.org/sites/default/files/2020-07/ADAP-Guidelines-for-adolescent-participation-and-civic-engagement.pdf>

ORGANISING GROUP



I am a demographer, cum social scientist, based at the University of Zimbabwe, with great interest in reproductive health issues. I am one of the Organising team members for this programme, in which I have particular interest and excitement. I believe that it will help to improve our operationalization and implementation of policies and programmes in a more transformative and holistic manner. I am especially excited to work jointly with policy makers and programmers to achieve this end, a collaboration which is most needed in our context. And up to this point, I have enjoyed developing the programme collaboratively with colleagues from BRTI, LSHTM and our own Ministries of Primary and Secondary Education and Health and Child Care. I am happy that this programme has been tailor-made for Zimbabwe as much as possible.

Professor Marvellous Mhloyi
University of Zimbabwe



I am a physician and an epidemiologist, and I have been based in Zimbabwe for about 20 years. I am the Director of the Zimbabwe-LSHTM Research Partnership, whose focus is on health and well-being of adolescents and young people. I am a member of the Organising Group for the Professional Development Programme on Adolescent Wellbeing. I am delighted to be part of this programme whose vision is to improve the well-being of adolescents through the participatory development of a programme for policymakers and programmers across different sectors, not just health.

Professor Rashida Ferrand
*Professor of International Health, London School of Hygiene and Tropical Medicine (LSHTM)
and Biomedical Research and Training Institute (BRTI)*



I am the Programme Lead for the Professional Development Programme on Adolescent Wellbeing, and have hugely enjoyed working with the Organising Group and Advisory Group to develop this first Programme. I am excited to work together with the participants to improve policy making and programming on adolescent wellbeing in Zimbabwe. I am a Social Scientist, with a research focus on young people, sexual and reproductive health, and participatory qualitative methodologies. I work for both LSHTM and BRTI, and am happy to now be based in Zimbabwe, having previously worked in the UK and Zambia.

Dr Constance Mackworth-Young

Assistant Professor, London School of Hygiene and Tropical Medicine (LSHTM) and Biomedical Research and Training Institute (BRTI)



Aveneni is a social scientist (Social Worker and Demographer) with wide experience in public health programming, advocacy, and research, with a special focus on adolescents & youth. I am the Partnerships Management Coordinator the Professional Development Programme on Adolescent Wellbeing. I supported the adaptation of the Programme to Zimbabwe from its initial origins in the University of Cape Town (UCT) and the London School of Hygiene and Tropical Medicine (LSHTM) collaboration. Today I am delighted with the key ministries, parastatals, UN agencies, civil society, and young people's interest and commitment to support the Programme.

Mr Aveneni Mangombe

Biomedical Research and Training Institute (BRTI) and Ministry of Health and Child Care



I am a clinically-trained epidemiologist working on research and training related to adolescent health and well-being. I am one of the organizing group for the Professional Development Programme and will be visiting Zimbabwe from Germany for the two residential weeks of the Programme. I have been working as an independent consultant since July 2020 when I left the World Health Organization, having led their work on adolescent health research and guideline development since 2015. Prior to that, I had spent 32 years on the academic staff of the London School of Hygiene and Tropical Medicine (LSHTM). I am currently seconded by the Child Health Initiative of the FIA Foundation to the Partnership for Maternal, Newborn & Child Health (PMNCH), where I am working on the technical underpinnings for a Global Summit for Adolescents, planned for 2023.

Professor David A Ross

Independent consultant in adolescent well-being and Professor Extraordinary in Epidemiology and Public Health in the University of Stellenbosch, South Africa



I have worked as a Programme Administrator for Adolescent and Sexual Reproductive Health programmes in the Family Health Department (Ministry of Health and Child Care Head Office). I am the Programme Administrator for the Professional Development Programme on Adolescent Wellbeing under BRTI. I am excited to be part of the Organising Committee for the Programme as well as maintaining the workflow of the programme by ensuring that everything is in place and running smoothly.

Ms Jacqueline Tamari Gumbo

Programme Administrator, Biomedical Research and Training Institute (BRTI) and Ministry of Health and Child Care

ADVISORY GROUP



I am grateful to the government of Zimbabwe for the valuable insights that I gained from attending a similar course at the University of Cape Town in 2019, together with other colleagues. I believe that the UCT exposure has significantly enriched the design of the Zimbabwe Professional Development Programme. As a member of the Advisory Group, I see this as my chance to give back to the community and contribute to the enhanced responsiveness of local psychological services to the emerging needs of children and youth. My sincere hope is to see evidence of programming impact on the lives of adolescents and youth in Zimbabwe, particularly those at risk of falling through the cracks, thereby accelerating the attainment of the demographic dividend for our country, region and entire continent.

Ms Kwadzanai R.L. Nyanungo

Chief Director responsible for Learner Welfare Psychological Services and Special Needs Education, Ministry of Primary and Secondary Education



I am an experienced medical doctor and public health specialist with a special interest in family health. I am currently the Acting Chief Director Preventive Services under the Ministry of Health and Child Care. I am excited being part of this programme through the Advisory Group. As such, I have steered and enjoyed my close collaboration with the Ministry of Primary and Secondary Education, through chairing the National Adolescent Sexual and Reproductive Health (ASRH) Coordination Forum, in facilitating the adaptation of the programme to the Zimbabwean context and fostering government acceptability and participation in this programme. I am also delighted in the design and structure of this programme, in particular its existing partnership arrangements. I would like to see my country being a learning hub for addressing adolescent wellbeing beyond SRH and HIV.

Dr Wenceslas Nyamayaro

Acting Chief Director Preventive Services, Ministry of Health and Child Care



I work for the World Health Organization Country Office in Zimbabwe. I am responsible for the Life-cycle approach to programming. I am especially interested in advancing health and wellbeing for adolescents, as we aim to put them at the center of Universal Health Coverage. I would like to see adolescents grow and develop in good health, to have opportunities to develop life skills and to have opportunities to meaningfully participate in the design and delivery of interventions to improve and maintain their health. I am excited to be working on this Programme.

Dr Trevor Kanyowa

World Health Organization, Zimbabwe



Dr. Munyaradzi Murwira (MBChB, MPH, MBA) is a Public Health Specialist with more than 15 years of experience in Sexual Reproductive Health, Family Planning, Maternal & Child Health and Population & Development at national, regional and international level. He is currently serving as the Executive Director of the Zimbabwe National Family Planning Council (ZNFPC) since November 2010 and is responsible for Strategic Planning and Policy Guidance to the National FP programme. He has previously worked for Family Health International, International Planned Parenthood Federation Africa Regional Office, and Partners in Population and Development.

Dr Munyaradzi Murwira,

Director, Zimbabwe National Family Planning Council



I am the Advisory Group member for the Professional Development Programme on Adolescent Wellbeing, and have worked with the Organising Group and Advisory Group to develop this first Programme. I am a Social Scientist, with vast experience on programming on sexual and reproductive health rights for adolescents and young people in the public health sector, with special focus on development of tools, guidelines and straggles. I work for the Zimbabwe National Family Planning Council.

Ms Marian-Hellen Machimbirike

Technical Advisor Youth Health, Zimbabwe National Family Planning Council (ZNFPC)



I am a demographer and Deputy Dean in the Faculty of Social and Behavioural Sciences at the University of Zimbabwe. My research interests are anchored on reproductive health issues of adolescents and youths, males and females. I am one of the Advisory team members for this programme. I am very excited to participate in this programme which has been crafted within the Zimbabwean context. I believe the holistic nature of the programme will provide a road map in terms of policy and programming so as to curb the reproductive health issues among adolescents which have been plummeting over the years both at global, regional and local levels.

Dr Stanzia Moyo

Deputy Dean, University of Zimbabwe



I am an epidemiologist working at LSHTM and BRTI. My research focuses on the health and well-being of young people including the implementation and evaluation of comprehensive adolescent health services and multi-sectoral approaches to improving well-being. I am currently based at BRTI where I am leading the Y-Check adolescent health and wellbeing check-up study. It is a great pleasure to contribute to this course through participation in the Advisory Group and I am looking forward to meeting the participants.

Dr Aoife Doyle

Associate Professor, London School of Hygiene & Tropical Medicine (LSHTM) and Biomedical Research and Training Institute (BRTI)



I am an advisory board member for the Professional Development Programme on Adolescent Wellbeing. I am an epidemiologist with over 8 years' experience developing, coordinating, and evaluating implementation research studies in the field of HIV and sexual and reproductive health within Zimbabwe. To date, most of my work has been with children, adolescents, and young people. Overall, I am interested in using mixed methods research to evaluate interventions and improve health service uptake. I am really looking forward to seeing this programme come to life in Zimbabwe.

Dr Chido Dziva Chikwari

Biomedical Research and Training Institute (BRTI)



I am a PhD research fellow with over 8 years working experience in research implementation, sexual and reproductive health research, and youth advocacy. I am passionate about working with young people and advocating for women's health and rights. I am excited to be a part of the Professional Development Programme on Adolescent Wellbeing as an advisory group member.

Ms Mandikudza Tembo

PhD Research Fellow, London School of Hygiene and Tropical Medicine (LSHTM) and Biomedical Research and Training Institute (BRTI)



I am part of the advisory team members to the Professional Development Programme on Adolescent Wellbeing. Having worked with adolescents and young people in many studies, I enjoy any work which involves the wellbeing of young people. I am excited to work with the all people involved in this programme as they have vast and diverse expertise which I believe will benefit the young people in our country, Zimbabwe. I am a Public Health Specialist, with a research focus on young people, sexual and reproductive health, and HIV and TB.

Ms Ethel Dauya

Biomedical Research and Training Institute (BRTI)

YOUTH FACILITATORS



I am a youth facilitator for the Professional Development Programme on Adolescents Wellbeing, and am glad to be part and parcel of this important program that will enhance effective policy implementation on adolescent wellbeing in Zimbabwe. I am the Provincial Facilitator for the young people's network on sexual and reproductive health at the National AIDS Council, as well as working on monitoring and evaluation with Leadership Africa Institution. I have worked with several organisations that focus with adolescent wellbeing including the AIDS Counselling Trust and Mavambo Children Vana. I am glad to be making sure that the youth voice is heard in this important programme.

Mr Debrain Mugaranyama



I am a Youth Facilitator for the Professional Development Programme on Adolescent Wellbeing. I am a holder of a MSc in Population Studies and BSc Honours degree in Sociology, qualifications obtained from the University of Zimbabwe. As a young person, I am honored to be part of a life changing programme for adolescent wellbeing. I have worked for Family AIDS Caring Trust as a researcher focusing on sexual and reproductive health issues of young key populations.

Mr Jayjay John Karumazondo



I am a Youth Facilitator in the Professional Development Programme on Adolescent Wellbeing in Zimbabwe. I hold a Bachelor of Science (Hons) degree in Sociology and also a Master of Science in Population Studies degree, both from the University of Zimbabwe. I have a passion in qualitative research and my major research interests are in sexual and reproductive health issues, human rights, wellbeing and migration.

Mr Kelvin Jani



I am extremely excited to be part of the program that will enhance adolescent wellbeing through strengthening the policies and enhancing programming in Zimbabwe. I am a holder of a Sociology degree from the University of Zimbabwe where I'm also pursuing my Masters in Population Studies. I served as a Researcher/Innovator Against Gender-Based Violence under the Spotlight Initiative (UN Women): National Coordinating Chairperson Under Saywhat and as a Young feminist under the African Gender Institute (AGI). I am interested in doing advocacy and research on SRHR issues among young women and girls in Zimbabwe.

Ms Linnet Kudzai Zvoushe

EXTERNAL PROGRAMME FACILITATORS



I am a development scientist with 16 years of experience in empowering people to make informed decisions through participatory training. I have worked on many programs and research studies with children, adolescents and young people across Africa, developing tools, curricula and running support groups as well as conducting participatory training for young people. In addition, I am a trained psychotherapist. It is a great honour to come from Zambia, where I am based, to work on developing adolescent wellbeing in Zimbabwe.

Mutale Martin Chonta

Founder and Managing Partner, 3C Regional Consultancy



Chipo is a skilful and dynamic participatory development worker; with over 15 years' experience in development work, coordinating, participatory training, tools development, research, evaluation and implementation of education and SRHR activities to both local and international audiences. Chipo also has a background of working with vulnerable children and orphans in a variety of settings, including working with government. As a social justice defender, Chipo has been involved in a number of youth and adolescent activities around social protection.

Chipo Chiiya

Founder and Managing Partner, 3C Regional Consultancy



Andrew, a Senior Consultant at the Zimbabwe Institute of Public Administration and Management (ZIPAM), has 35 years national, regional and international experience in human and institutional capacity development in the public sector. He has experience and knowledge of the Public Sector policy analysis, formulation and implementation. Andrew has a strong commitment to capacity development and sharing relevant expertise and experiences.

Andrew Muzondiwa Marisa

Human and Institutional Capacity Development Expert

PARTICIPANT LIST 2021



Name	Organisation	Designation
Beauty Nyamwanza	National AIDS Council	National DREAMS and Youth Coordinator
Christine Peta	Ministry of Public Service, Labour and Social Welfare	Director Disability Affairs
Christopher W. Mudzingwa	Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (MOHTEISTD)	A/Deputy Director Polytechnic Education
Elisha Ndanga	Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development	Director Technical Education Programme
Furishia Munyanyi	Ministry of Primary and Secondary Education (MoPSE)	Curriculum Designer
Joram Mupunza	Ministry of Primary and Secondary Education	District Schools Inspector
Joyce Tendai Shumba	Ministry of Justice, Legal and Parliamentary Affairs	State Counsel 2
Juliana Kariri	Zimbabwe Youth Council	Legal and Compliance Manager
Junior Muchuchu	Ministry of Women Affairs, Community, Small and Medium Enterprises Development	Administration Officer

Loreen Antonio	Ministry of Primary and Secondary Education	Deputy Director Psychological Services
Lucia Gondongwe	Ministry of Health and Child Care (MOHCC)	Deputy Director Reproductive Health
Luckmore Pamhidzai	Young People's Network on SRH & HIV	Young Person
Maxwell Mhlanga	Plan International Zimbabwe	SRHR Program Manager
Moses Macheka	Zimbabwe National Family Planning Council	Medical Officer
Nomsa Mpofu Moyo	Ministry of Youth, Sport, Arts and Recreation	Deputy Director Youth Development
Patience R. Rupende	Ministry of Public Service, Labour and Social Welfare	Social Development Officer
Rudo N. Mari-Masanganise	Ministry of Health and Child Care	A/Provincial MNCH Officer
Sibonginkosi Mushapaidze	Young People's Network on SRH & HIV	Young Person
Silinganisiwe Ndlovu	Ministry of Primary and Secondary Education	A/Principal Education Psychologist
Taylor Nyanhete	Zimbabwe National Council for the Welfare of Children	National Director
Vimbai Y. Mlambo	Students and Young People Working on Reproductive Health Action Team (SAYWHAT)	Programmes Manager
Winston Chirombe	Ministry of Health and Child Care	Monitoring and Evaluation Officer

Teaching content: residential week 1

WEEK 1 | DAY 1: INTRODUCTION AND ADOLESCENT WELLBEING

Time	Session theme	Session objectives	Details of session	People leading session
9-10am	Welcome and panel discussion with Guests of Honour	<ol style="list-style-type: none"> 1. Official start to the Professional Development Programme 2. Demonstrate and cement high level support for the Programme 	<p>Chair, Dr Stanzia Moyo, brings the house to order. Prof Rashida Ferrand facilitates the introductions of guests of honour and provides summary of participants. Welcoming remarks from Dean Prof. Innocent Chirisa. Prof Rashida Ferrand moderates panel discussion.</p>	<p>Panel discussion with guests of honour: Dean Prof Innocent Chirisa, UZ Ms. Kwadzanai Nyanungo, MoPSE Dr. Munyaradzi Murwira, ZNFPC Dr. Alex Gasasira, WHO Dr. Shungu Munyati, BRTI Chair: Dr. Stanzia Moyo, UZ Moderator: Prof. Rashida Ferrand, BRTI, LSHTM</p>
10-11am	Introduction to Programme	<ol style="list-style-type: none"> 1. Introduction to participants, programme leaders and group tutors 2. Introduce the Programme, assessment and certification, mechanisms of feedback 3. Introduce and discuss the change projects 4. Emphasise participatory nature and set expectations of engagement 	<ul style="list-style-type: none"> - Introductions from the Programme leaders and participants - Overview of the Programme, assessment, certification and change projects - Emphasise participatory nature, expectations of participant engagement - Jointly develop Programme objectives using card storm activity - Introduce feedback mechanisms, parking lot of issues to cover, and ask for day 1 volunteers to provide anonymous feedback ('ears') 	<p>Constance Mackworth-Young</p>
11-11.30am	TEA BREAK			

Time	Session theme	Session objectives	Details of session	People leading session
11.30am -12.30pm	Definitions and conceptual frameworks of adolescent wellbeing	<ol style="list-style-type: none"> 1. Introduce the UN H6+ definition and conceptual framework of adolescent wellbeing 2. Provide theoretical frameworks and justification for focus on adolescent wellbeing 	<ul style="list-style-type: none"> - Interactive presentation and discussion - The discussion will include discussion of how socio-cultural context feeds into each domain of adolescent wellbeing 	David Ross
12.30-1.30pm	LUNCH BREAK			
1.30-2.30pm	Policy, theory, and reality, what's the way forward?	<ol style="list-style-type: none"> 1. To assess the youth policy for the identification of issue gaps that need to be filled 2. To assess reality vis-a-vis policy and identify the facilitating and inhibiting factors to the solutions for adolescent wellbeing issues 	<ul style="list-style-type: none"> - Presentations of essential readings: David Ross, and Nomsa Mpofu Moyo, Ministry of Youth, Sport, Arts and Culture. Facilitated by Marvellous Mhloyi and Stanzia Moyo, UZ - Group work to discuss gaps in the Youth Policy - Feedback from group work to whole group 	Marvellous Mhloyi
2.30-3pm	TEA BREAK			
3 - 4pm	Policy, theory, and reality, what's the way forward? (continued)	<ol style="list-style-type: none"> 1. To identify the context preventing adolescent policies and programming improving adolescent wellbeing. 2. Suggest a way forward for adolescent wellbeing issues 	<ul style="list-style-type: none"> - Group discussion on current situation on adolescent wellbeing issues. Identify wellbeing issues, the facilitating and inhibiting factors to solving the issues, and recommendation of a way forward. 	Marvellous Mhloyi

Time	Session theme	Session objectives	Details of session	People leading session
4 - 4.30pm	Personal reflection on how issues related to individual's work. Day feedback.	<ol style="list-style-type: none"> 1. Introduce personal reflection that is planned at the end of each day. 2. Introduce sticky notes to give feedback to Programme leaders at end of each day 	<ul style="list-style-type: none"> - Facilitator introduces reflection and feedback plan - Participants conduct personal reflection in notebooks, including their take-aways from the day. Include how learnings will impact their change projects. - Write feedback/ thoughts on whole day or particular sessions on sticky notes, and stick them on the wall. Can also provide feedback via the participants allocated as 'ears' for that day. 	Constance Mackworth-Young

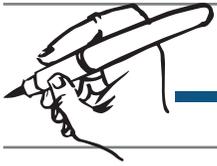


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WEEK 1 | DAY 2: ACHIEVING CHANGE: UNPACKING ISSUES IN ADOLESCENT WELLBEING

Time	Session theme	Session objectives	Details of session	People leading session
9-9.30am	Recap on day 1; overview of day 2. Activate ideas around wellbeing issues	<ol style="list-style-type: none"> 1. Recap on day 1 2. Provide overview of day 2 3. Brainstorming about wellbeing issues 	<ul style="list-style-type: none"> - Go through feedback from sticky notes and volunteer 'ears' - Identify participant 'ears' for the day (two new people) - Present one slide that highlights key points from day 1, and any issues to clarify. - Provide overview of day 2. Include how the day's topics relate to change projects. - Brainstorm using cards to write ideas around wellbeing issues. Then group cards into themes. 	Constance Mackworth-Young and Kelvin Jani
9.30-10.30am	Outline and discuss how issues in adolescent wellbeing relate to participants' experiences/ organisations	<ol style="list-style-type: none"> 1. To link theoretical frameworks on adolescent wellbeing to participants' experiences, organisations and jobs 	<ul style="list-style-type: none"> - Small group discussion about how readings and theory on adolescent wellbeing relate to their jobs - Discuss within groups at how they relate at three levels: their organisation, their department, their personal jobs - Include discussion on how socio-cultural context impacts adolescent wellbeing including within Zimbabwe 	Aveneni Mangombe
10.30-11.00 am	TEA BREAK			

11am-12.30pm	Unpacking problems in adolescent wellbeing	1. Be able to unpack a problem and elaborate why 'unpacking' the problem is essential before intervening to solve that problem	- Presentation on unpacking a problem with Q&A and discussion (David Ross) - Presentation of an example of unpacking a problem in adolescent wellbeing (Rashida Ferrand) - Presentation of a second example of unpacking a problem in adolescent wellbeing (David Ross) - Presentation of a third example of unpacking a problem in adolescent wellbeing (youth facilitators)	David Ross and Rashida Ferrand
12-1pm	LUNCH			
1-2.30pm	Individual unpacking of problems to be addressed in change projects	1. Active learning for participants on how to unpack one issue on adolescent wellbeing that they will address in their proposed change project	Working individually, but seated with others in intersectoral tutorial groups, each paired with two tutors	Support from tutors: Constance, Aveneni, David, Marvellous, plus Debrain, Jayjay, Kelvin, and Linnet Lead: David Ross
2.30-3pm	TEA BREAK			
3-4.15pm	Individuals present unpacked issues to tutorial group.	1. To hear from individuals' work, and for groups and tutors to provide feedback	- Verbal presentations by participants to the other members of the tutorial groups and group facilitators. Feedback encouraged.	Support from tutors: Constance, Aveneni, David, Marvellous, plus Debrain, Jayjay, Kelvin, and Linnet. Lead: David Ross
4.15-4.30pm	Personal reflection on how issues related to individual's work. Day feedback.	1. Participants to reflect and reinforce learning from the day 2. Provide feedback to Programme leaders	- Participants conduct personal reflection in notebooks, including their take-aways from the day. Include here how learnings will impact their change projects. - Write feedback/ thoughts on whole day or particular sessions on sticky notes, and stick them on the wall. Can also provide feedback via the participants allocated as 'ears'.	David Ross



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WEEK 1 | DAY 3: YOUTH ENGAGEMENT AND PARTICIPATION

Time	Session theme	Session objectives	Details of session	People leading session
9-9.30am	Recap on day 2	1. Recap on day 2	<ul style="list-style-type: none"> - Go through feedback from sticky notes and volunteer 'ears' - Identify participant 'ears' for the day (two new people) - Present one slide that highlights key points from day 2, and any issues to clarify. 	David Ross
9.30am-10am	Warm up activity, overview of day 3,	<ol style="list-style-type: none"> 1. Provide overview of day 3 2. Exploration of the importance of engaging adolescence and young people 	<ul style="list-style-type: none"> - Warm up activity - Card storm activity about the benefits of engaging adolescents and youths at different levels (individual, community, family and institution). - Summary on a flip chart 	Chipo Chiiya and Mutale Chonta with youth facilitators: Debrain Mugarapanyama, Jayjay Karumazondo, Kelvin Jani, and Linnet Zvoushe
10am-10.30am	Active listening to young people	1. Appreciating and active listening to young people	<ul style="list-style-type: none"> - Round table discussion with youth facilitators - Questioning, based on questions that participants have previously submitted that they have always wanted to ask young people about engagement 	Chipo Chiiya and Mutale Chonta, with Debrain Mugarapanyama, Jayjay Karumazondo, Kelvin Jani, and Linnet Zvoushe
10.30-11am	TEA BREAK			
11am-11.30am	Theory of adolescent and youth engagement	1. Understand theory of adolescent and youth engagement	<ul style="list-style-type: none"> - Participants buzz in small groups theories of youth engagement - Powerpoint summary presentation of theory of youth engagement 	Chipo Chiiya and Mutale Chonta, with Debrain Mugarapanyama, Jayjay Karumazondo, Kelvin Jani, and Linnet Zvoushe
11.30am-12.30pm	Methods of adolescent and youth engagement	2. Explore methods and techniques to conduct effective adolescent and youth engagement	<ul style="list-style-type: none"> - Participants buzz in small groups with different participants on the techniques and methodologies of engagement - Flip chart summarising methods of engagement 	Chipo Chiiya and Mutale Chonta, with Debrain Mugarapanyama, Jayjay Karumazondo, Kelvin Jani, and Linnet Zvoushe

12.30-1.30pm	LUNCH			
1.30-2.30pm	Individual change project work within groups: incorporating youth engagement within change projects	1. Active learning for participants on how engagement with adolescents and youths and other stakeholders (e.g. family) can be conducted in their change projects	- Individuals work in same tutorial groups as previous day to work on how, practically, they will engage adolescents and youths in their change projects	Support from tutors: Constance, Aveneni, David, Marvellous, plus Debrain, Jayjay, Kelvin, and Linnet Leads: Chipu Chiiya and Mutale Chonta
2.30-3pm	TEA BREAK			
3-4pm	Individuals present youth engagement within change projects to tutorial group.	1. To hear from individuals' work, and for groups and tutors to provide feedback	- Verbal presentations by participants to the other members of the tutorial groups and group facilitators. Feedback encouraged.	Chipu Chiiya and Mutale Chonta with youth facilitators
4-4.30pm	Personal reflection on how issues related to individual's work. Day feedback.	1. Participants to reflect and reinforce learning from the day 2. Provide feedback to Programme leaders	- Participants conduct personal reflection in notebooks, including their take-aways from the day. Include here how learnings will impact their change projects. - Write feedback/ thoughts on whole day or particular sessions on sticky notes, and stick them on the wall. Can also provide feedback via the participants allocated as 'ears'.	Chipu Chiiya and Mutale Chonta



WEEK 1 | DAY 4: POLICY AND PROGRAMME CHANGE

Time	Session theme	Session objectives	Details of session	People leading session
9-9.30am	Recap on day 3; overview of day 4. Activate ideas around effecting change in policy and programming	1. Recap on day 3 2. Provide overview of day 4 3. Get participants thinking and brainstorming about policy and programme change	<ul style="list-style-type: none"> - Go through feedback from sticky notes and volunteer 'ears' - Identify participant 'ears' for the day (two new people) - Present one slide that highlights key points from day 3, and any issues to clarify. - Provide overview of day 4. Include how day topics relate to change projects. - Groups brainstorm ideas on cards, then link ideas together to think about policy change process, using mind-mapping 	Aveneni Mangombe, with Debrain Mugarapanyama
9.30-11am	Expert teacher: How to make and implement policy?	1. Understand process for policy making and change	Presentation and discussion of the theory of policy and practice implementation.	Andrew Marisa, Human & Institutional Capacity Development Expert. Moderated by Kwadzanai Nyanungo. Lead: Aveneni Mangombe
11-11:30am	TEA BREAK			
11.30am-1pm	Expert panel: How to make and implement policy?	1. Understand process for policy making and change	<ul style="list-style-type: none"> - Panel discussion to talk about the practice of policy making and implementation, moving on from theory - Specifically discuss challenges of implementing policy, and how to navigate these challenges - Discussion around: 1) How to make implementable and implemented policy? 2) How to convert policy into programming? 3) How does socio-cultural landscape impact policy implementation? 	Panel discussion, moderated by Kwadzanai Nyanungo, MOPSE. Panel: <ol style="list-style-type: none"> 1. Elias Murinda, Director Ministry of Youth 2. Jacqueline Kabambe, Chief of Section, UNICEF 3. Tatenda Songore, Executive Director, Youth Advocates 4. Thabiso Sibanda, Former National Secretary for the Young People's Network on SRH and HIV and AfriYAN member (current) Lead: Aveneni Mangombe

1-2pm	LUNCH			
2-2.45pm	Individual change project work within groups: how policy or programme change can be enacted within change projects	1. Active learning for participants on how to effect change in policy and programming in their change projects	- Individuals work in same tutorial groups as previous day to work on how they will effect change in policy and programming in their change projects	Support from tutors: Constance, Aveneni, David, Marvellous, plus Debrain, Jayjay, Kelvin, and Linnet Lead: Aveneni Mangombe
2.45-3.15pm	TEA BREAK			
3.15-4.15pm	Individuals present policy and programme change within change projects to tutorial group.	1. To hear from individuals' work, and for groups and tutors to provide feedback	- Verbal presentations by participants to the other members of the tutorial groups and group facilitators. Feedback encouraged.	Aveneni Mangombe and Debrain Mugarapanyama
4.15-4.30pm	Personal reflection on how issues related to individual's work. Day feedback.	1. Participants to reflect and reinforce learning from the day 2. Provide feedback to Programme leaders	- Participants conduct personal reflection in notebooks, including their take-aways from the day. Include here how learnings will impact their change projects. - Write feedback/ thoughts on whole day or particular sessions on sticky notes, and stick them on the wall. Can also provide feedback via the participants allocated as 'ears'.	Aveneni Mangombe



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WEEK 1 | DAY 5: PLANNING FOR CHANGE

Time	Session theme	Session objectives	Details of session	People leading session
9-9.30am	Recap on day 4; overview of day 5. Activate ideas on issues in day job	1. Recap on day 1 2. Provide overview of day 2 3. Get participants thinking and brainstorming about how learning relates to their own organisations/ jobs	- Go through feedback from sticky notes and volunteer 'ears' - Present one slide that highlights key points from day 4, and any issues to clarify. - Provide overview of day 5. Include how day topics relate to change projects. - Groups brainstorm ideas on cards, then link ideas together to think about policy change process, using mind-mapping	Aveneni Mangombe, with Debrain Mugarapanyama
9.30-10.30am	Individual change project design	1. Time for participants to develop their personal or organisation change project	Individual work – incorporate learning from the week to improve their change projects	Support from tutors: Constance, Aveneni, David, Marvellous, plus Debrain, Jayjay, Kelvin, and Linnet
10.30-11am	TEA BREAK			
11am-12pm	Presenting individual change projects to groups	1. Opportunity for peer and tutor feedback to improve change projects	3 mixed groups (mix of group projects). Half present their change projects. Feedback from peers and tutors	Support from tutors: Constance, Aveneni, David, Marvellous, plus Debrain, Jayjay, Kelvin, and Linnet

12-1pm	LUNCH			
1-2.30pm	Presenting individual change projects to groups	1. Opportunity for peer and tutor feedback to improve change projects	Same 3 mixed groups, other half present their change projects. Feedback from peers and tutors.	Support from tutors: Constance, Aveneni, David, Marvellous, plus Debrain, Jayjay, Kelvin, and Linnet
2-2.30pm	Individual refinement of change projects	1. Finalise change project and action plan	Individual work	Support from tutors: Constance, Aveneni, David, Marvellous, plus Debrain, Jayjay, Kelvin, and Linnet
2.30-3pm	TEA BREAK			
3-3.30pm	Discuss any topics left over in 'parking lot'	1. Ensure that all the topics that participants raised have been or will be covered, or discuss why they are outside the remit of the Programme	- Go through each of the remaining topics on the parking lot. Discuss what has been covered in week 1. Discuss what will be covered in tutorials and week 2, and what should be added. Discuss any topics that cannot be covered within the Programme or are outside the remit of the Programme	David Ross
3.30-3.45pm	Closing and next steps	1. Close week one and next steps	- Outline next steps of implementing change projects - Overview of tutorials, with dates	Constance Mackworth-Young
3.45-4pm	Closing group song	1. Sense of group spirit		Youth facilitators: Debrain Mugarapanyama, Jayjay Karumazondo, Kelvin Jani, and Linnet Zvoushe





PROFESSIONAL DEVELOPMENT PROGRAMME ON ADOLESCENT WELLBEING

First Programme: August 2021 - December 2022

HANDBOOK

