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**THRU ZIM**  
THE HEALTH RESEARCH  
UNIT ZIMBABWE

# EMPOWA: Empowering Professionals for the Wellbeing of Adolescents

**Second Programme:  
2022-2023**

**HANDBOOK**



**World Health  
Organization**



**The Partnership  
for Maternal, Newborn  
& Child Health**







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# Welcome

**to the EMPOWA Programme: Empowering Professionals for the Wellbeing of Adolescents 2022-2023**

## **Dear participants and stakeholders in the second EMPOWA Programme**

It is our great pleasure to welcome you to the second EMPOWA Programme 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. We ran the first EMPOWA Programme in 2021-2022, and are excited to be running this second Programme in 2022-2023.

This EMPOWA Programme has been designed to be multisectoral, to address issues across the range of adolescent wellbeing, including 1) health and nutrition; 2) social connectedness; 3) safety, supportive environments, and justice; 4) education, skills, and employability; and 5) 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. We are looking forward to sharing our experience and expertise with you 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 the central 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 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 Organization and the Partnership for Maternal, Newborn and Child Health for continued engagement and input. Thank you to Viiv Healthcare for financial support to the Programme. And thank you 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 EMPOWA 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,



***Professor Marvellous Mhloyi***



***Professor Rashida Ferrand***



***Dr. Constance Mackworth-Young***



***Mr Aveneni Mangombe***



***Professor David Ross***



***Ms Jacqueline Gumbo***



# INTRODUCTION TO THE EMPOWA PROGRAMME

## Overview

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The EMPOWA: Empowering Professionals for the Wellbeing of Adolescents Programme is a Professional Development Programme on Adolescent Wellbeing. It 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. We are initially running two programmes in Zimbabwe, starting in 2021 and 2022 respectively.

## EMPOWA Programme participants

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Participants have been selected from ministries and government agencies, NGOs, and youth advocates, working for the wellbeing of adolescents in Zimbabwe. Participants were selected through a competitive process involving nominations from the respective organisations, written applications, and competitive selection based on the following 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 project
- 4) Support for participation and change projects from their organisation's senior management

Within their applications, applicants offered a proposed change project which aims to improve adolescent wellbeing that 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

STAGE 1: August 2022	STAGE 2: 12th-16th September 2022	STAGE 3: September-October 2022	STAGE 4: 10th-14th October 2022	STAGE 5 October 2022 – September 2023
				
Pre-reading and written assignment focused on theory, research and practical application.	First in-person week <ul style="list-style-type: none"> <li>- Learn about theoretical frameworks in adolescent and youth engagement, policy making and programming.</li> <li>- Participants refine their change project.</li> </ul>	3-weeks in between in-person sessions, with one online tutorial in small groups <ul style="list-style-type: none"> <li>- 4 tutorial groups of 4 to 7 participants and 2 tutors.</li> <li>- Discussion on implementing learning from the programme within their change projects within their organisation.</li> </ul>	Second in-person week <ul style="list-style-type: none"> <li>- Learn about intersectionality of deprivation among adolescents, organisational change, monitoring and evaluation, and buy-in and dissemination.</li> <li>- Participants finalise their change projects.</li> </ul>	5. Follow-up at 1, 3, 6, and 12 months in online tutorial groups <ul style="list-style-type: none"> <li>- Participants submit a short progress report ahead of each tutorial.</li> <li>- Discussion on what they have managed to change, challenges, remaining obstacles and plans for how to address these.</li> </ul>



## Accreditation

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 first in-person week on 12th-16th September 2022.

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, Sport, Arts and Recreation. The Republic of Zimbabwe. National Youth Policy: 2022 - 2025, Harare, Zimbabwe, 2020.

### 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>
8. WHO and UNICEF, Making every school a health-promoting school: implementation guidance, 2021.  
<https://www.who.int/publications/i/item/9789240025073>

## ORGANISING GROUP



I am a demographer and 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 Health Research Unit Zimbabwe (THRU ZIM), with a focus on health and well-being of adolescents and young people. I am delighted to be part of the EMPOWA 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 EMPOWA Programme, and have hugely enjoyed working with the Organising Group and Advisory Group to develop this. I am a Medical Anthropologist, with a research focus on young people, sexual and reproductive health, and participatory qualitative methodologies. I work at LSHTM, THRU ZIM and BRTI, and am happy to 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 for the EMPOWA Programme. 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 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 at 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 the 2023 Global Forum for Adolescents.

**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 EMPOWA Programme, under BRTI. I am excited to be part of the Organising Group for the Programme and to maintain 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



**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 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 EMPOWA Zimbabwe 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 the entire continent.



**Lucia Gondongwe**

*Acting Deputy Director Reproductive Health, Ministry of Health and Child Care*

I am an Obstetrician and Gynecologist, with over five years of practice. I am currently the Acting Deputy Director Reproductive Health in the Ministry of Health and Child Care (MOHCC). My department co-chairs the Adolescent Sexual and Reproductive Health (ASRH) forum and the Technical Working Group on Young People and HIV. I am therefore delighted and motivated to witness our programming going beyond SRH and HIV, towards adolescent health and wellbeing.





I am an epidemiologist (MPH FETP- UZ) is working as the Technical Officer responsible for Reproductive, Maternal, Newborn, Child and Adolescent health and Nutrition (RMNCAHN) with World Health Organization Zimbabwe Country Office. I have a growing interest in redesigning adolescent health programmes, as the epidemiology of adolescents has markedly changed over the years.

**Zvanaka Sithole**

*Technical Officer, Reproductive, Maternal, Newborn, Child and Adolescent health and Nutrition, World Health Organization Zimbabwe*



I am a Public Health Specialist with more than 15 years of experience in Sexual Reproductive Health, Maternal & Child Health, and Population & Development at national, regional, and international level. I served as the Executive Director of the Zimbabwe National Family Planning Council (ZNFPD) between 2010 and 2021 and I am currently the Managing Consultant for Unified Health Solutions.

**Dr Munyaradzi Murwira,**

*Unified Health Solutions*



I am a Public Health Specialist with more than 15 years of experience in Sexual Reproductive Health, Maternal & Child Health, and Population & Development at national, regional, and international level. I served as the Executive Director of the Zimbabwe National Family Planning Council (ZNFPC) between 2010 and 2021 and I am currently the Managing Consultant for Unified Health Solutions.

**Mr Peter Machimbirike**

*Acting Director Technical Services, Zimbabwe National Family Planning Council*



I am a demographer and currently the Acting Dean for the Faculty of Social and Behavioral Sciences at the University of Zimbabwe. My research interests are anchored on reproductive health issues of adolescents and youths, males, and females. 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. It is a great pleasure to contribute to this EMPOWA Programme 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 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. I am really looking forward to supporting this Programme.

**Chido Dziva Chikwari**

*Assistant Professor, London School of Hygiene & Tropical Medicine (LSHTM) and 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 EMPOWA Programme.

**Ms Mandikudza Tembo**

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



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 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)*



I am a demographer and social scientist. My role within the Plan International Zimbabwe Country Office is to support gender transformative programming to advance and promote the Sexual and Reproductive Health Rights of adolescents. I would like to see adolescents being able to decide and have control of their lives and bodies, making informed decisions about their sexuality, free from discrimination, coercion, or violence. I am excited to work together with the participants to understand our context as Zimbabweans and to address the root causes of negative health outcomes for adolescents.

**Marian-Hellen Machimbirike**

*Sexual Reproductive Health & Rights Thematic Lead, Plan International Zimbabwe Country Office*

## YOUTH FACILITATORS



I am a passionate Young Sexual Reproductive Health Rights activist. I hold a Diploma in Monitoring and Evaluation with double certification from Africa Leadership Institute and Victoria Falls University of Technology. I am currently Country Youth Advisor to UNICEF Country Office in the Adolescents and Young People Advisory Committee, advising the Programme for Country Development PCD 2022-2026. I was elected National Secretary for the Young Peoples Network on Sexual and Reproductive Health HIV/AIDS (YPNSRHHA) under National Aids Council NAC and am also an AfriYAN member.

**Mr Debrain Mugaranyama**



I am a Youth Facilitator for the EMPOWA Programme. I hold 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 also 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 EMPOWA Programme 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 honored to be part of the EMPOWA Programme that will enhance adolescent well-being through strengthening policies and programming in Zimbabwe. I hold a Masters in Demography and Sociology degrees both from the University of Zimbabwe. I am working as the Programme officer under the Spotlight Initiative funded by UN Women, researching on Gender-Based Violence in Manicaland. I am a former National Coordinating Chairperson Under SayWhat and an Alumina for the Young Feminist Leadership program under the African Gender Institute (AGI).

**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 programmes 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*



I am a participatory development worker; with over 15 years' of experience in development work, coordinating, participatory training, tools development, research, evaluation and implementation of education and SRHR activities to both local and international audiences. I have a background of working with vulnerable children and orphans in a variety of settings, including working with government.

**Chipso Chiiya**

*Founder and Managing Partner, 3C Regional Consultancy*





I am an accomplished economist, strategist, development practitioner and thought leader with practical experience in the corporate and governance space spanning across key sectors of the economy. I consult on strategy, leadership, governance and organizational development and am involved in a number of national projects across the domains of society. On leadership and management development, I am currently a key facilitator on the training of Directors and Deputy Directors in government through the Public Service Academy. As a Pan-Africanist I am passionate about developing leaders of integrity in all the domains of society for a better world.

**Dr Moses Chundu**

*Lecturer, University of Zimbabwe, Department of Economics and Development and  
Executive Director, Africa Leadership & Management Academy (ALMA)*



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

**Andrew Muzondiwa Marisa**

*Human and Institutional Capacity Development Expert*



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

**Amon Mpofu**

*Monitoring and Evaluation Director, National AIDS Council, Zimbabwe*



I am an epidemiologist and Researcher in HIV and AIDS in Zimbabwe with a particular focus on adolescents and girls and young woman (AGYW) and key populations. I have been with the National AIDS Council for the past 21 years as the Monitoring and Evaluation Director. I am interested in working with participants in monitoring and evaluation to improve results.

**Mr Itayi Usaiwevhu**

*Media and Communication Expert*

## PARTICIPANT LIST 2022-2023



Name	Designation	Organisation
Ayanda M. Jele	Provincial Facilitator Youth Out of school	National Young People's Network on SRH and HIV/AIDS
Clementine Murombo	Programs Officer	Zimbabwe Youth Council
Clifton Dawanyi	Project Officer SRHR	Education Coalition of Zimbabwe
Chipo Chimamise	Maternal Health Officer	Ministry of Health and Child Care
Ennie Zowa	Provincial Monitoring and Evaluation Officer	National AIDS Council
Ernest Mushamba	Schools' Inspector – Guidance and counselling Project Officer	Ministry of Primary and Secondary Education
Eve Chatambarara	Project Officer	Zimbabwe National Council for the Welfare of Children
Fadzai Mudhunguyo	Adolescent Sexual Reproductive Health Officer	Zimbabwe National Family Planning Council
Ishmael Mavhenyengwa	Provincial Health Promotion officer	Ministry of Health and Child Care
Jairos Mandizadza	Deputy Director Community Development	Ministry of Women Affairs, Community, Small and Medium Enterprises Development
Jefinias Warara	Arts and culture programme officer	Ministry of Youth, Sport, Arts and Recreation

<b>Name</b>	<b>Designation</b>	<b>Organisation</b>
Joseph Mhasvi	Data and Research Officer	Zimbabwe Youth Council
Kudzayi Khosa	Programs Manager	Zimbabwe National Council for the Welfare of Children
Kupakwashe W. Madondo	Provincial Reproductive Health Officer	Ministry of Health and Child Care
Maceline M. Mukwamba	Director	Adult Rape Clinic
Maureen Dhliwayo	Acting Director, Gender mainstreaming, Inclusivity and Wellness	Ministry of Youth, Sport, Arts and Recreation
Memory Muchemwa	Monitoring and Evaluation Officer	Ministry of Women Affairs, Community, Small and Medium Enterprises Development
Precious Shonhayi	Sport and Recreation officer	Ministry of Youth, Sport, Arts and Recreation
Pumulo Masuku	Schools' Inspector – Guidance and Counselling	Ministry of Primary and Secondary Education
Richard Mwasi	Education Research Officer	Ministry of Primary and Secondary Education
Sandra Murwira	Adolescent Sexual Reproductive Health Officer	Ministry of Health and Child Care
Sibongile Masaila	Regional Coordinator	Zvandiri
Tinashe Banda	Provincial Facilitator Youth in Tertiary Institutions	National Young People's Network on SRH and HIV/AIDS
Washington Chandiwana	Principal	Ministry of Higher and Tertiary Education, Science and Technology Development

## Teaching Content: In-person Week 1

### WEEK 1 | DAY 1: INTRODUCTION AND ADOLESCENT WELLBEING

Time	Session Theme	Session Objectives	Details of Session	People leading session
08:30am-09:30am	Welcome and panel discussion with Guests of Honour.	1. Official start to the EMPOWA Programme 2. Demonstrate and cement high level support for the Programme 3. Highlight key elements of the Programme, including multisectoral approach.	- Chair brings the house to order. - Prof Rashida Ferrand facilitates the introductions of guests of honour and provides summary of participants. - Welcoming remarks from Mr E Chiyaka (UZ) and Dean Dr Stanzia Moyo (UZ). - Prof Rashida Ferrand moderates panel discussion.	<b>Chair:</b> Mr E Chiyaka, UZ <b>Keynote speech:</b> Dr Stanzia Moyo, UZ <b>Moderator:</b> Prof. Rashida Ferrand, LSHTM <b>Panel discussion:</b> Dr Shungu Munyati, BRTI Ms. Kwadzanai Nyanungo, MoPSE Mr. Brian Nyagwande, Zimbabwe Youth Council Dr. Alex Gasasira, WHO Musa Hove, SAFAIDS
09:30am-11:00am	Introduction to Programme.			
		1. Introductions. 2. Introduce and provide an overview of the Programme, including change projects. 3. Emphasise participatory nature and set expectations of	- Introductions of Programme facilitators 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.	Constance Mackworth-Young



Time	Session Theme	Session Objectives	Details of Session	People Leading Session
	engagement.		<ul style="list-style-type: none"> <li>- Introduce feedback mechanisms, parking lot of issues to cover, and ask for day 1 volunteers to provide anonymous feedback ('ears').</li> <li>- Jackie to discuss Programme logistics.</li> </ul>	
11.00-11.30am	<b>TEA</b>			
11.30am-12.30pm	Definitions and conceptual frameworks of adolescent wellbeing.	1. Introduce the UN H6+ definition and conceptual framework of adolescent wellbeing 2. Understand theoretical frameworks and justification for focus on adolescent wellbeing.	<ul style="list-style-type: none"> <li>- Presentation on the UN H6+ definition and conceptual framework of adolescent wellbeing. Including: 1) International definitions of 'Adolescent wellbeing', 2) conceptual framework of 5 domains of adolescent wellbeing, 3) Adolescent wellbeing initiative.</li> <li>- Buzz pairs and then whole group discussion about three of the key concepts of the framework: 1) connectedness, 2) safety, and 3) agency and resilience.</li> </ul>	David Ross
12.30pm-1.30pm	<b>LUNCH BREAK</b>			
1.30pm-2.00pm	National Youth Policy.	1. To assess the youth policy and identify the facilitating and inhibiting factors to the solutions for adolescent wellbeing issues.	<ul style="list-style-type: none"> <li>- Presentation the National Youth Policy by participants from Ministry of Youth, Sport, Arts and Culture.</li> <li>- Group discussion on the gaps in the Youth Policy, and the linkages and gaps between the National Youth Policy and the conceptual framework of adolescent wellbeing.</li> </ul>	Aveneni Mangombe
2.30pm-3.00pm	Policy, theory, and reality, what's the way forward? (continued).	1. To identify the context preventing adolescent policies and programming improving adolescent	- 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	Marvellous Mhloyi, Debrain Mugarapanyama,

Time	Session Theme	Session Objectives	Details of Session	People Leading Session
		wellbeing. 2. Suggest a way forward for adolescent wellbeing issues.	way forward.	Jayjay Karumazondo, Kelvin Jani, and Linnet Zvoushe
3.00pm - 4.00pm	Introduction of closing of each day: reflection and feedback.	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"> <li>- Introduction of reflection and feedback plan.</li> <li>- Participants conduct personal reflection in notebooks, including their take-aways from the day and how learnings will impact their change projects.</li> <li>- Write feedback/ thoughts on whole</li> </ul>	Linnet Zvoushe
3.00pm- 4.00pm	<b>TEA</b>			

## WEEK 1 | DAY 2: UNPACKING ISSUES IN ADOLESCENT WELLBEING

Time	Session Theme	Session Objectives	Details of Session	People Leading Session
9.00am-9.30am	Day introduction.	1. Recap and feedback from day 1 2. Provide overview of day 2	- Feedback: go through feedback from sticky notes and volunteer 'ears' and identify participant 'ears' for the day - Summarise key points from day 1 - Provide overview of day 2. Include how the day's topics relate to change projects.	Linnet Zvoushe
9.30am-10.30am	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 three examples of unpacking a problem in adolescent wellbeing (1. Rashida Ferrand; 2. David Ross; 3. Youth facilitators).	David Ross, Rashida Ferrand, Debrain Mugarapanyama, Jayjay Karumazondo, Kelvin Jani, and Linnet Zvoushe
10.30am-11.00am	<b>TEA</b>			
11.00am-12.00am	Feedback on assignment.	1. Provide feedback on pre-week assignment, and what we were expecting on the assignment.	- Presentation on comparison between conceptual framework on adolescent wellbeing and National Youth Strategy.	David Ross

Time	Session Theme	Session Objectives	Details of Session	People Leading Session
11.00am-12.00pm	Presentations from Programme 1 participants on change projects.	1. Learn from Programme 1 participants about how they designed and implemented their change projects.	<ul style="list-style-type: none"> <li>- Two participants from Programme 1 present on their change projects, including how they designed, implemented and adapted them. Specifically present on how they unpacked issues in their change projects.</li> <li>Working individually, but seated with others in intersectoral tutorial groups, each paired with two tutors.</li> </ul>	Maxwell Mhlanga and Junior Muchuchu
12.00pm-1.00 pm	<b>LUNCH</b>			
1.00pm-2.30pm	Change project: individual work.	1. Active learning for participants on how to unpack one issue on adolescent wellbeing that they will address in their change project.	<ul style="list-style-type: none"> <li>- Constance to introduce change project outline, change project groups, and group work</li> <li>- Working individually, but seated in tutorial groups, each with two tutors.</li> <li>- Introduce one another and introduce briefly what change projects they each want to focus on.</li> <li>- Individually work on how to unpack the problem to be addressed in change project.</li> </ul>	Constance Mackworth-Young and Tutorial group facilitators
2.30pm-3.30pm	Change project: feedback.	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.	Tutorial group facilitators
3.30pm-4.00pm	Day closing.	1. Participants to reflect and reinforce learning from the day 2. Provide feedback to Programme leaders	<ul style="list-style-type: none"> <li>- Participants conduct personal reflection in notebooks.</li> <li>- Write feedback/ thoughts on sticky notes, and stick them on the wall. Also feedback via the participant 'ears'.</li> </ul>	Kelvin Jani
4.00pm	<b>TEA</b>			

## WEEK 1 | DAY 3: ADOLESCENT ENGAGEMENT AND PARTICIPATION

Time	Session Theme	Session Objectives	Details of Session	People Leading Session
8.30am-9.00am	Day introduction	1. Recap and feedback from day 2	<ul style="list-style-type: none"> <li>- Feedback: go through feedback from sticky notes and volunteer 'ears' and identify participant 'ears' for the day</li> <li>- Summarise key points from day 2</li> </ul>	Kelvin Jani Linnet Zvoushe
9.00am-9.30am	Benefits of engaging adolescents and youths	1. Provide overview of day 3 2. Exploration of the importance of engaging adolescence and young people	<ul style="list-style-type: none"> <li>- Warm up activity</li> <li>- Overview of day 3</li> <li>- Card storm activity about the benefits of engaging adolescents and youths at different levels (individual, family and community/ institution).</li> <li>- Flip chart on the principles of engagement.</li> <li>- Group discussion on the ideas generated.</li> </ul>	Chipso Chiiya Mutale Chonta Debrain Mugarapanyama Jayjay Karumazondo Kelvin Jani Linnet Zvoushe
9.30am-10.00am	Active listening to young people	1. Appreciating and active listening to young people	<ul style="list-style-type: none"> <li>- Round table discussion with four youth facilitators</li> <li>- Talk show host asks questions, based on questions that participants have previously written on sticky notes, which they have always wanted to ask young people about engagement.</li> <li>- Youth facilitators answer questions and discuss.</li> </ul>	
10.00am-10.30am	Engaging young adolescents	1. Understand particularities of engaging younger adolescents	<ul style="list-style-type: none"> <li>- Case studies with scenarios of engaging young adolescents</li> </ul>	

## WEEK 1 | DAY 3: ADOLESCENT ENGAGEMENT AND PARTICIPATION

Time	Session Theme	Session Objectives	Details of Session	People Leading Session
1030am-11.00am	TEA BREAK			
11.00am-11.30am	Theory of adolescent and youth engagement	1. Understand theory of dolescent and youth engagement	- Participants buzz in small groups theories of youth engagement. Sharing with group with discussion from the buzz groups. Write up on flip chart. - Flip charts presenting theories of youth engagement - Shier’s ladder of participation	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	1. Explore methods and techniques to conduct effective adolescent and youth engagement	- Participants buzz in small groups with different participants on the strategies and methodologies of engagement - Group discussion sharing strategies. Youth facilitator writing on flip chart, summarising methods of engagement - Powerpoint presentation on the 5 strategies of adolescent engagement, from the UNICEF report.	
10.30am-11.30am	LUNCH			
1.30pm-2.00pm	Presentation from Programme 1 participant on change project	1. Learn from Programme 1 participants about how they designed and implemented their change projects	- Participant from Programme 1 present on her change project, including how she engaged adolescents and young people.	Sibonginkosi Mushapaidze
2.00pm-3.00pm	Change project: individual work	1. Active learning for participants on how engagement with adolescents and youths and other stakeholders (e.g. family) can be	- Constance to introduce group work: how will you engage adolescents and young people in your change projects. Then working individually in tutorial groups	Constance Mackworth-Young and Tutorial group facilitators



## WEEK 1 | DAY 3: ADOLESCENT ENGAGEMENT AND PARTICIPATION

Time	Session Theme	Session Objectives	Details of Session	People leading Session
		conducted in their change projects	.	
3.00pm-3.30pm	Change project: feedback	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. Details of session	Tutorial group facilitators
3.30pm-4.00pm	Day closing	1. Participants to reflect and reinforce learning from the day 2. Provide feedback to Programme leaders	- Participants conduct personal reflection in notebooks. - Write feedback/ thoughts on sticky notes, and stick them on the wall. Also feedback via the participant 'ears'.	Debrain Mugarapanyama  Closing by Chipso Chiiya and Mutale Chonta
4.00pm	TEA			

## WEEK 1 | DAY 4: POLICY AND PROGRAMME CHANGE

Time	Session Theme	Session objectives	Details of session	People Leading Session
8.30am-9.00am	Day introduction	1. Recap and feedback from day 3 2. Provide overview of day 4	- Feedback: go through feedback from sticky notes and volunteer 'ears' and identify participant 'ears' for the day. - Summarise key points from day 3. - Provide overview of day 4. Include how the day's topics relate to change projects.	Debrain Mugarapanyama
9.00am-10.30am	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
10.30am-11.00am	<b>TEA</b>			
11.00am-12.00pm	Expert panel: How to make and implement policy?	1. Understand process for policy making and change	- 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: How to make implementable and implemented policy? How to convert policy into programming? How does socio-cultural landscape impact policy implementation?	Panel discussion, moderated by Kwadzanai Nyanungo, MOPSE. Panel: 1. Elias Murinda, Director Ministry of Youth 2. Tatenda Songore, Executive Director, Youth Advocates 3. Wadzanai Dzimwasha, Young People's Network on SRH and HIV/AIDS
12.00pm-1.00pm	<b>LUNCH</b>			

Time	Session Theme	Session Objectives	Details of Session	People leading Session
1.00pm-1.30pm	Presentation from Programme 1 participant on change project.	1. Presentation from Programme 1 participant on change project.	Participant from Programme 1 presents on her change project, including how she enacted policy and programme change.	Memory Kanyati
1.30pm-2.30pm	Change project: individual work.	1. Active learning for participants on how to effect change in policy and programming in their change project.	- Constance to introduce group work on how they will effect change in policy and programming in their change projects. Then working individually in tutorial groups.	Constance Mackworth-Young and Tutorial group facilitator
2.30pm-3.30pm	Change project: feedback.	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.	Tutorial group facilitators
3.30pm-4.00pm	Day closing.	1. Participants to reflect and reinforce learning from the day 2. Provide feedback to Programme leaders.	- Participants conduct personal reflection in notebooks. - Write feedback/ thoughts on sticky notes, and stick them on the wall. Also feedback via the participant 'ears'.	Jayjay Karumazondo
4.00pm	<b>TEA</b>			
5.00pm	<b>Social event at University of Zimbabwe Senior Commons</b>			

## WEEK 1 | DAY 5: PLANNING FOR CHANGE

Time	Session Theme	Session Objectives	Details of Session	People leading session
8.30am-9.00am	Day introduction.	1. Recap on day 4. 2. Provide overview of day 5.	- Feedback: go through feedback from sticky notes and volunteer 'ears' and identify participant 'ears' for the day. - Summarise key points from day 4. - Provide overview of day 5. Include how the day's topics relate to change project.	Jayjay Karumazondo
9.00am-10.15am	Change project: individual work.	1. Time for participants to develop their individual change project.	- Change project outline presentation by Constance Mackworth-Young. - Then individual work – incorporate learning from the week to write change project outline.	Constance Mackworth-Young and Tutorial group facilitators
10.15am-10.45am	<b>TEA</b>			
10.45am-12.00pm	Change project: feedback.	1. Opportunity for peer and tutor feedback to improve change projects.	4 mixed groups (mix of group projects). Present change projects to new groups. Feedback from peers and tutors.	Tutorial group facilitators
12.00pm-1.00pm	<b>Lunch. Photo with all participants and facilitators.</b>			
1.00pm-2.00pm	Change project: individual work.	1. Finalise change project and action plan.	Individual work to finalise change project outline.	Tutorial group facilitators

Time	Session Theme	Session Objectives	Details of Session	People leading Session
2.00pm-2.30pm	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, 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.
2.30pm-3.00pm	Closing and next steps.	1. Close week one and next steps.	- Outline next steps of implementing change projects.	Constance Mackworth-Young.
3.00pm-3.30pm	Closing group song.	1. Sense of group spirit.	- Overview of tutorials, with dates.	Youth facilitators

## Teaching Content: In-person Week 2

### WEEK 2, DAY 1: WELCOME BACK, INTERSECTIONALITY AND FEEDBACK ON CHANGE PROJECTS

Time	Session Theme	Session Objectives	Details of Session	People leading Session
8.30am-10.00am	Welcome back and overview.	1. Welcome back 2. Overview of week 2. 3. Overview of Day 1.	- University of Zimbabwe representative welcome participants back. - Present recap of week 1, overview of week 2, progress on change projects, list of participants' change projects (encouraging participant collaboration and support), and overview of day 1 - Jackie to communicate about logistics. - Volunteer "Ears" for Day 1. - Ask for volunteers for panels: Day 2 organisational change plus Day 3 M&E panels. - Questions and discussion.	Constance Mackworth-Young
10.00am-10.30am	Expectations for week 2.	1. Brainstorm and discuss participants' expectations for week 2.	- Card storm activity: participants asked to write 1-3 expectations/ objectives for week 2. - Stick these up on the wall in groups.	David Ross and Linnet Zvoushe
10.30pm-11.00am	<b>TEA</b>			
11.00am-12.00pm	Gender, Equity and Human Rights and the intersectionality of deprivation.	Ensure that all participants consider these issues within their change projects.	Session on how different characteristics interact to place some adolescents at greater risk and deprivation.	Constancia Mavodza
12.00pm-1.00pm	<b>LUNCH</b>			
1.00pm-3.00pm	Change project feedback in groups.	1. Discuss progress with change projects. 2. Discuss challenges and	- Constance to introduce groupwork: feedback to groups on change project progress, likely feasibility, potential barriers, and any changes.	Constance Mackworth-Young and Tutorial group



Time	Session Theme	Session Objectives	Details of Session	People leading Session
		how to overcome these.	- Rapporteur from each group prepares 3 cards with the main problems that participants have faced. These are grouped and then discussed – focusing on suggested solutions.	facilitators
3.30pm-4.00pm	Day closing.	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. - Write feedback/ thoughts on sticky notes, and stick them on the wall. Also feedback via the participant 'ears'. - Remind participants about the car park for any issues they would like covered.	Linnet Zvoushe
4.00pm	<b>TEA</b>			

## WEEK 2 | DAY 2: ORGANISATIONAL CHANGE

Time	Session Theme	Session Objectives	Details of Session	People leading Session
8.30am-9.00am	Day introduction.	1. Recap on Day 1 2. Overview of Day 2.	- Feedback: go through feedback from sticky notes and volunteer 'ears' and identify participant 'ears' for the day. - Summarise key points from day 1. - Provide overview of day 2. Include how the day's topics relate to change projects.	Linnet Zvoushe
9.00am-10.15am	Teaching on organisational change.	1. Learn mechanisms, politics, and challenges for achieving organisational change.	- Teaching by Dr Moses Chundu on frameworks and realities of organisational change.	Dr Moses Chundu
10.15am-10.45am	<b>TEA</b>			
10.45am-12.00pm	Teaching on organisational change.	1. Hear from and discuss real life examples of organisational change.	- Talk show panel with each panel member discussing an example of change within an organisation that they have worked in, stressing the things that worked well and did not work so well, with their opinions on why. Moderated by Marvellous and Kelvin. - Panel members: David Ross, Linnet Zvoushe, two volunteer participants (who volunteered on day 1). - Then open up for discussion among all participants and facilitators.	Marvellous Mhloyi and Kelvin Jani
12.00pm-1.00pm	<b>LUNCH</b>			

Time	Session Theme	Session Objectives	Details of Session	People leading Session
1.00pm-2.30pm	Individual work on change projects.	1. To incorporate learning on organisational change into participants' change projects.	<ul style="list-style-type: none"> <li>- Constance to present change project template – this should be completed by end of day Friday.</li> <li>- Constance to introduce tasks for afternoon work, including preparation of flipchart</li> <li>- Individual work in tutorial groups to prepare a flipchart on their change project and each put up on a gallery wall for everyone to look at throughout the week.</li> </ul>	Constance Mackworth-Young and Tutorial group facilitators
2.30pm-3.30pm	Feedback on change project work within groups.	1. To hear from individuals' work, and for group participants and facilitators to provide feedback.	<ul style="list-style-type: none"> <li>- Verbal presentations by participants to the other members of the tutorial groups and group facilitators. Feedback encouraged.</li> </ul>	Tutorial group facilitators
3.30pm-4.00pm	Day closing.	1. Participants to reflect and reinforce learning from the day. 2. Provide feedback to Programme leaders.	<ul style="list-style-type: none"> <li>- Participants conduct personal reflection in notebooks.</li> <li>- Write feedback/ thoughts on sticky notes, and stick them on the wall. Also feedback via the participant 'ears'.</li> </ul>	Kelvin Jani
4.00pm	<b>TEA</b>			

## WEEK 2, DAY 3: MONITORING AND EVALUATION

Time	Session Theme	Session Objectives	Details of Session	People leading Session
8.30am-9.00am	Day opening.	1. Recap and feedback from day 2 2. Overview of Day 3.	- Feedback: go through feedback from sticky notes and volunteer 'ears' and identify participant 'ears' for the day - Summarise key points from day 2 - Provide overview of day 3. Include how the day's topics relate to change projects.	Kelvin Jani
9.00am-10.15am	Teaching on M&E.	1. Learn about importance of M&E 2. Provide strategies of M&E.	- Teaching by Mr Amon Mpofu, National AIDS Council, including principles of M&E and participative stakeholder M&E.	Amon Mpofu
10.15am-11.00am	<b>TEA</b>			
11.00am-12.00pm	Panel discussion on M&E.	1. To learn from experiences of conducting M&E within Ministries and other organisations .	- Panel discussion with 4 panellists on practical examples of M&E, moderated by Aveneni Mangombe. - Panellists: Debrain Mugarapanyama, Aveneni Mangombe, plus two participant volunteers.	Aveneni Mangombe and Debrain Mugarapanyama
12.00pm-1.00pm	<b>LUNCH</b>			
1.30pm-2.30pm	Individual work on change projects.	1. To incorporate learning on monitoring and evaluation into participants' change projects.	- Constance to present on group work: how will you monitor and evaluate in your change projects. Then working individually in tutorial groups.	Constance Mackworth-Young and Tutorial group facilitators
2.30pm-3.30pm	Feedback on change project work within groups.	1. To hear from individuals' work, and feedback provision.	- Verbal presentations by participants to the other members of the tutorial groups and group facilitators. Feedback encouraged. Tutors to check with each participant progress to completing change project outline.	Tutorial group facilitators

Time	Session Theme	Session Objectives	Details of Session	People leading Session
4.00pm	Day closing	1. Participants to reflect and reinforce learning from the day. 2. Provide feedback to Programme leaders.	- Participants conduct personal reflection in notebooks. - Write feedback/ thoughts on sticky notes, and stick them on the wall. Also feedback via the participant 'ears'.	Debrain Mugarapanyama.

## WEEK 2, DAY 4: BUY-IN AND DISSEMINATION

Time	Session Theme	Session Objectives	Details of Session	People leading Session
8.30am-9.00am	Day opening.	1. Recap and feedback from day 3. 2. Overview of Day 4.	- Feedback: go through feedback from sticky notes and volunteer 'ears' and identify participant 'ears' for the day. - Summarise key points from day 3. - Provide overview of day 4. Include how the day's topics relate to change projects.	Debrain Mugarapanyama
9.00pm-10.30am	Teaching on buy-in and dissemination within organisations.	1. Identify modes of communication and dissemination. 2. Identify key people and the power they yield to achieve the desired result 3. Identify ways of sharing and delivering results.	- Teaching by Itayi Usaiwevhu, UNDP. - To cover how participants can identify type of engagement that best fits their needs and context; identify relevant stakeholders; and develop dissemination skills. - To cover: why buy in is important; audience to participant orientation; channels of engagement; messages and messaging; pushing your agenda; and visual dissemination tools.	Itayi Usaiwevhu
10.30am-11.00am	<b>TEA</b>			
11.00am-12.00pm	Teaching on buy-in and dissemination with communities and adolescents.	1. Learn about buy-in and dissemination at community level.	- Marvellous plus four youth facilitators describe practical examples of buy-in and dissemination at community level. - Who are the key stakeholders? How to involve community and adolescents throughout, from beginning.	Marvellous Mhloyi with Jayjay Karumazondo, Kelvin Jani, Linnet Zvoushe, and Debrain Mugarapanyama
12.00pm-1.00pm	<b>LUNCH</b>			
1.00pm-2.00pm	Individual work on change projects.	1. To incorporate learning on how to get buy-in and dissemination into change projects.	- Constance to present group work: how will you include buy-in and dissemination in your change projects. Then working individually in tutorial groups.	Constance Mackworth-Young and Tutorial group facilitators

Time	Session Theme	Session Objectives	Details of Session	People leading Session
2.00pm-3.00pm	Feedback on change project work within groups.	1. To hear from individuals' work, and for group participants and facilitators to provide feedback.	- Verbal presentations by participants to the other members of the tutorial groups and group facilitators. Feedback encouraged.	Tutorial group facilitators
3.00pm-3.30pm	Discuss topics left over in car park.	1. To cover issues participants wanted to cover.	- David presents about any issues written in car park and/ or discusses how we will bring them in in the future.	David Ross
3.30pm-4.00pm	Day closing.	1. Participants to reflect and reinforce learning from the day.  2. Provide feedback to Programme leaders.	- Participants conduct personal reflection in notebooks. - Write feedback/ thoughts on sticky notes, and stick them on the wall. Also feedback via the participant 'ears'.	Jayjay Karumazondo
4.00pm	<b>TEA</b>			
5.00pm	<b>Social event at University Senior Commons</b>			



## WEEK 2, DAY 5: PLANNING FOR CHANGE

Time	Session Theme	Session Objectives	Details of Session	People leading Session
8.30pm-9.00am	Day opening	1. Recap on day 4 2. Provide overview of day 5.	- Feedback: go through feedback from sticky notes and volunteer 'ears' and identify participant 'ears' for the day. - Summarise key points from day 4. - Provide overview of day 5. Include how the day's topics relate to change projects.	Jayjay Karumazondo.
9.00am-10.00am	Presenting individual change projects to groups.	1. Peer and facilitator feedback to improve change project.	- 4 mixed groups (different from change .project groups) present their change projects -Feedback from peers and tutors. - Include how other participants can support each other's change projects.	Tutorial group facilitators
10.00am-10.30am	<b>TEA</b>			
10.00am-11.00am	Individual work finalising change project.	1. To finalise change project outline.	- Constance presents final change project template. - Then individual work – incorporate learning from the week to write change project outline.	Tutorial group facilitators
11.00am-11.30am	Next steps with Programme.	1. Present what the next steps for the Programme are.	- Presentation on next steps of programme and implementing change projects. - Overview of 4 upcoming tutorials over coming 12 months, with dates. - Submitted work and assignments/ reports expected. - Reminder about certification . - Reminder about joint programme objectives.	Constance Mackworth-Young
11.30am-12.15pm	Evaluation .	1. Gather participants' evaluation of the Programme so far.	- Card storm to provide feedback on good. things and room for improvement . - Each participant completes a written .questionnaire, evaluating the Programme so far.	David Ross

Time	Session Theme	Session Objectives	Details of Session	People leading Session
12.15pm-1.00pm	Closing session.	1. To officially close in-person week 2.	<ul style="list-style-type: none"> <li>- Two participants to reflect and comment</li> <li>- Closing and thanks by Rashida Ferrand (LSHTM/ BRTI), Stanzia Moyo (UZ), David Ross (PMNCH), Ms Nyanungo (MoPSE), Dr Dobbie (MOHCC) moderated by Marvelous Mhloyi (UZ)</li> <li>- Summary of what participants have achieved so far in the Programme and overview of plans for the future.</li> <li>- Jacqueline to hand out weekly allowances.</li> </ul>	Aveneni Mangombe
1.00 pm	<b>LUNCH</b>			



# EMPOWA: Empowering Professionals for the Wellbeing of Adolescents

Second Programme: 2022-2023

## HANDBOOK

