



**YOUTH RESEARCHERS**  
ACADEMY

**HANDBOOK**





# Table of Contents

---

<b>Welcome to the Youth Researchers Academy</b>	<b>2</b>
<b>Introduction to the Youth Researchers Academy</b>	<b>4</b>
<b>What is the Youth Researchers Academy</b>	<b>4</b>
<b>Introduction to the Youth Researchers Academy Team</b>	<b>5</b>
<b>Summary of Potential Research Studies</b>	<b>9</b>
<b>The Youth Researchers Academy Training Schedule</b>	<b>12</b>
<b>Detailed Lesson Plans</b>	<b>15</b>
<b>Week 1</b>	<b>15</b>
Day 1: Overview	15
Day 2: Quantitative Research Methods	32
Day 3: Qualitative Research Methods	48
Day 4: Community Engagement, Advocacy and Dissemination	62
Day 5: Research Projects Introduction	72
<b>Week 2</b>	<b>79</b>
Day 2: Writing Skills Workshop	79
Day 3: Public Speaking and Confidence Building Workshop	83
Day 4: Advocacy and Community Engagement	87

# WELCOME

## TO THE YOUTH RESEARCHERS ACADEMY

Dear Youth Researchers Academy Participants and Stakeholders,

It is my great pleasure to welcome you to the 2nd Youth Researchers Academy in Harare, Zimbabwe.

Rooted in a firm belief that young people should be involved as partners in the development, implementation, and evaluation of youth-focused research, the YRA offers young people an opportunity to be active partners in conducting ethically and scientifically sound research.

The YRA aims to train and equip young people with the necessary skills needed for them to become leaders in youth-led and youth-focused research. Teaching sessions, conducted during a two-week residential program, will explore all aspects of the research process including forming relevant research questions, planning and conducting data collection, data analysis, and the dissemination of research findings. Following the residential training, the youth researchers will be offered the opportunity to carry out supervised research, working with a dedicated and highly experienced mentor and research team.

Youth researchers, get excited! This is going to be an amazing and worthwhile experience. I truly hope that you make the most of this opportunity to network, socialize, learn and get involved in relevant research work. Please take the time to read through the rest of this handbook so that you are prepared to meaningfully engage in the training sessions. The mentors and I are confident your participation will result in tremendous learnings and demonstrate the importance of programs such as the YRA. Enjoy the experience, and please feel free at any time to give us your feedback. We look forward to supporting you throughout this journey.

Sincerely,



**Professor Rashida Ferrand**



# Acknowledgements

---

BRTI and LSHTM mentors, trainers, and administrative staff.

Buhlebenkosi Tshabangu-Moyo for conducting the workshop on public speaking and presentation skills.

Ardent Creative for the graphic designs.

Gilbert Mupiwa for the photographs.

# INTRODUCTION

## TO THE YOUTH RESEARCHERS ACADEMY

### **What is the YRA?**

The Youth Researchers Academy (YRA) is a residential orientation program aimed at training young people on research concepts, methodology and implementation. A key objective of the YRA is not only to train youth researchers on research, but to provide an opportunity to plan and conduct research.

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

Youth researchers (YRs) will be allocated to one of several proposed research projects and will work with a mentor to design a relevant research question and methodology. Findings will be presented to the entire group at the end of week two. Supervised by their mentors, the YRs will spend 2-3 months implementing their projects. Project results will be disseminated to stakeholders upon completion.



# YRA TEAM



**Chido Dziva Chikwari**

---

I am an epidemiologist with a background in Biomedical Science. My main research areas are evaluating the implementation of HIV testing strategies for children and sexual and reproductive health interventions for adolescents and young people. I am passionate about young people, research and Zimbabwe.



**Constance Mackworth-Young**

---

I am a social scientist, passionate about adolescent health and qualitative research. I am excited to learn from and work with adolescents.



**Constancia Vimbai Mavodza**

---

I am a global and public health practitioner, with experience coordinating, implementing and evaluating public health projects and policies focusing on HIV/AIDS, SRHR, human resources for health, AGYW. As an Afrofeminist, I am particularly interested in the roles that both young African women and men have to play in using evidence to achieve both gender and health equity. The YRA presents an opportunity to explore that angle.



**Ethel Dauya**

---

I am a public health specialist with many years of experience in research involving adults, young people and children. I am passionate about mentoring young people interested in research which deals with issues concerning themselves and their peers. I am excited to be part of the 2021 YRA as it gives me another chance to interact and nurture young people as they carry out research which relates to their wellbeing.



**Mandi Tembo**

---

I am a PhD research fellow that is passionate about women's health and rights and empowering young people. My main research areas are menstrual health and SRH for adolescents and young people. I am so excited to be a part of the YRA!



**Mufaro Makuni**

---

I am the group's public engagement coordinator responsible for public engagement activities & communications on multiple studies. I am passionate about empowering youths from different backgrounds in Zimbabwe.



### **Rashida Ferrand**

---

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



### **Rudo Chingono**

---

I am a social scientist, with several years of HIV and public health research experience. I am passionate about maternal mental health related issues. I thrive towards empowering disadvantaged adolescents and young women and I believe the YRA offers a good platform where I can help towards this.



### **Ruramai Rukuni**

---

I am a doctor and Wellcome Trust Research Training Fellow in Public Health and Tropical Medicine. My PhD is analysing the impact of HIV on skeletal development in children aged 8-16 years. I am excited to be part of the YRA because I will get the chance to work with this age group as colleagues and get their insights and reflections on the work that we have been doing.



### **Suzanna Francis**

---

I am epidemiologist with a nursing background. My research focus is on research that makes a real world impact on HIV and STI prevention and control. I have expertise in mixed methods research combining clinical, laboratory, and qualitative methods.



### **Vicky Simms**

---

I'm an epidemiologist. I do research on problems affecting adolescents including mental health and growing up with HIV. I love being part of the YRA because young people have the best insights.

# SUMMARY

## OF POTENTIAL RESEARCH STUDIES



### Community Youth Neighbourhood Walks (with CHIEDZA process evaluation)

YRs will conduct neighbourhood walks and informal interviews within CHIEDZA communities with young people not coming to CHIEDZA. These would take place at youth gathering places in the community, and include one-to-one and group conversations. The aim would be to understand why some young people choose not to come to CHIEDZA.



The IMpact of Vertical HIV infection on child and Adolescent Skeletal development in Harare, Zimbabwe (IMVASK study) is a three-year research project investigating bone development in 300 children aged 8-16 years who attend Parirenyatwa and Harare Hospital and 300 children from six schools in Mbare, Highfields, Budiro and Mabvuku. The main aim of this research is to understand how HIV affects bone growth in children during the pubertal period and to also engage young people, their parents, guardians and communities about health and science. We have been conducting bone scans and other musculoskeletal assessments to measure the differences in bone density (the amount of bone mass for a given bone size) between children with and without HIV and to measure how bone grows differently in these two groups over the course of a year. Our findings will determine whether children with HIV will require interventions to enhance bone development to try to avoid premature osteoporosis in adulthood.



### **Partner Notification (within STICH)**

Partner notification is a challenge among people who are treated for STIs. We want to investigate uptake of partner notification slips amongst clients who test NG/CT/TV positive and have come for treatment among CHIEDZA participants for 2 months.



### **Acceptability of self-collected vaginal swabs (within STICH)**

Rapid diagnostic tests are the cutting edge of testing for sexually transmitted infections. Some of these tests require self-collected vaginal swabs. Youth researchers will develop a questionnaire and conduct quantitative interviews to assess the acceptability of self-collected vaginal swabs among young women who agree to testing for trichomoniasis with the OSOM TV rapid diagnostic test.



Youth researchers will have an opportunity to be trained on how to conduct participant observations, facility-based level surveys, and key informant interviews. They will also be given the opportunity to come up with a short study on how typhoid, and typhoid vaccines has impacted the lives of adolescents in 2 of the Harare city clinics. This exercise will allow them to formulate the research topic, tools, and expose them to the experience of conducting data collection linked relevant to young people.



Adolescents living with HIV can have weak bones. VITALITY is a trial to find out whether taking Vitamin D and calcium carbonate for a year will improve bone density. We will enrol 840 adolescents living with HIV, in Harare and Lusaka. Half of them will receive Vitamin D and calcium carbonate, the other half will receive a placebo. We can measure the density of bones using a DXA scanner.



**YOUTH RESEARCHERS  
ACADEMY**

### Process Evaluation of YRA

YRs will conduct interviews with youth researchers from the previous YRA to understand their experiences of the YRA. This would be part of evaluating the YRA, from the perspective of the youth researcher participants.



# THE YOUTH RESEARCHERS ACADEMY TRAINING SCHEDULE

## Week 1

Time	Session Title & Objectives
<b>Day 1: Overview</b>	
09:00 - 09:30	Welcome
09:30 - 10:30	Objectives & Individual Goals of the YRA
10:00 - 10:30	Principles for Working Together & Creating a Good Learning Environment
<b>Break</b>	
11:00 - 12:30	Introduction to Adolescents and Young People
<b>Lunch</b>	
14:00 - 15:00	Introduction to Research
15:00 - 16:00	Introduction to Research Methods
16:00 - 16:30	Recap Questions, Feedback & Discussion
<b>Day 2: Quantitative Research Methods</b>	
08:30 - 09:00	Recap Day 1 & Objectives Day 2
09:00 - 10:30	Quantitative Research Methods
<b>Break</b>	
11:00 - 12:00	Quantitative Data analysis
12:00 - 13:00	Practical Examples of Quantitative Research Studies
<b>Lunch</b>	
14:00 - 15:00	Understanding Research Ethics
15:00 - 16:00	Informed Consent and Confidentiality
16:00 - 16:30	Recap, Questions, Feedback & Discussion

<b>Day 3: Qualitative Research Methods</b>	
09:00 – 09:30	Recap Day 2 & Objectives Day 3
09:30 - 10:30	Qualitative Research Methods
<b>Break</b>	
11:00 – 12:00	Qualitative Data analysis
12:00 - 13:00	Practical Examples of Qualitative Research Studies
<b>Lunch</b>	
14:00 – 16:00	Small Groups: Designing Quantitative and Qualitative Studies
16:00 – 16:30	Re-Cap, Questions, Feedback & Discussion
<b>Day 4: Community Engagement, Advocacy and Dissemination</b>	
09:00 – 09:30	Recap Day 3 & Objectives Day 4
09:30 - 10:30	Overview of Public Engagement
<b>Break</b>	
11:00 – 12:00	Engaging Communities & Participants: Practical Examples in Research
12:00 – 13:00	Research Stakeholder Engagement and Dissemination of Research Findings
<b>Lunch</b>	
14:00 – 15:00	Research and Advocacy
15:00 – 16:00	Small Groups: Planning Engagement for Studies designed on Day 3
16:00 – 16:30	Large Group: Recap, Questions, Feedback & Discussion
<b>Day 5: Research Projects Introduction</b>	
09:00 – 9:30	Recap Day 4 & Objectives Day 5
09:30 – 10:30	Introducing Research Projects
<b>Break</b>	
11:00 – 12:00	Working Together: Skills to See these Projects to Completion
12:00 – 13:00	Introduction of Research Projects, Small Groups & Mentors
<b>Lunch</b>	
14:00 - 16:00	Week 1 Evaluation
16:00 – 16:30	Week overview and wrap-up

# THE YOUTH RESEARCHERS ACADEMY TRAINING SCHEDULE

## Week 2

<b>Day 1</b>	
All day:	Individual Projects Planning and Design with Mentors
<b>Day 2</b>	
Morning:	Individual Projects Planning and Design with Mentors
Afternoon:	Writing Skills Workshop
<b>Day 3</b>	
All day:	Public Speaking and Confidence Building Workshop
<b>Day 4</b>	
Morning:	Advocacy and Community Engagement
Afternoon:	Role-Play and Fieldwork Simulations
<b>Day 5</b>	
All day:	Presentation of Individual Projects to Larger Group



# DETAILED LESSON PLANS

## Week 1

### Day 1: Overview

<b>Facilitator Name:</b> Chido Dziva Chikwari	<b>Session Date:</b> Day 1
<b>Session Title:</b> Objectives and Individual Goals of the YRA	<b>Session Time:</b> 09:30-10:00
<b>Key Objectives:</b> 1. To provide an overview of the YRA 2. Outline the aims of the YRA 3. Highlight individual goals of the YRA for the YRs	
<b>Room Layout:</b> No seating preference as participants will work individually	
<b>Resources or Materials Required:</b> Sticky notes and pens for all participants, Audio and Visual material to play video, Short PPT presentation	

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Presentation outlining what the YRA is, what it aims to achieve and how	- PowerPoint presentation - Video from YRA 2019	None	PPT, Audio and Visual equipment (to play video with sound)	15 mins
YRs to write down what they hope to learn or achieve through the YRA	Individual reflections	Write down own goals for the YRA	Sticky notes and pens	5 mins





A series of horizontal lines for writing, consisting of a top line, a thick orange line, and a bottom line, with 20 evenly spaced lines in between.

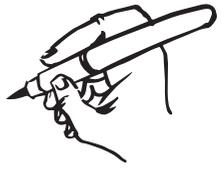
<b>Facilitator Name:</b> Ethel Dauya			<b>Session Date:</b> Day 1	
<b>Session Title:</b> Principles for Working Together & Creating a Good Learning Environment			<b>Session Time:</b> 10:00 - 10:30	
<b>Key Objectives:</b>				
1. Determine what participants understand by working together				
2. How to create a good learning environment				
<b>Room Layout:</b> Teamwork, all seated in a semi-circle				
<b>Resources or Materials Required:</b> Flip board and chart				
Content	Teaching Methods	Youth Researcher Activity	Resource	Duration
What are the principles for working together ?	Discussion Questions and answers	-Respond to questions -Write on flip board	Flip board , paper and marker	15 mins
How do you create a good learning environment ?	Discussion Questions and answers	-Respond to questions -Write on flip board	Flip board, paper and marker	15 mins





<b>Facilitator Name:</b> Constance Mackworth-Young (with assistance from Chido Dziva Chikwari)			<b>Session Date:</b> Day 1	
<b>Session Title:</b> Introduction to adolescents and young people			<b>Session Time:</b> 11:00 - 12:30	
<b>Key Objectives:</b>				
1. Understanding what is unique about AYP in a research context				
2. Reflecting on the differences between the way they view themselves as AYP and the way AYP are viewed by global and local research				
<b>Room Layout:</b> Sitting in groups of 4-5 around tables				
<b>Resources or Materials Required:</b> Flip charts, post-it notes, pens and markers				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Introduction to session	Facilitator presenting to the group	Listening	Agenda and aims of the session written out on a flip chart.	10 mins
What does it mean to be an adolescent/ young person?	Group work, brainstorming what it means to be a AYP. Groups of 4-5 YR, with facilitator going round to check.	<ul style="list-style-type: none"> <li>- Key questions to help guide discussion</li> <li>(i) What does it mean to be an adolescent/ young person?</li> <li>(ii) What is unique about AYP, compared to children and adults?</li> <li>(iii) What are the key challenges and opportunities faced by AYP?</li> <li>(iv) Why is important to do research with and for AYP?</li> </ul> <ul style="list-style-type: none"> <li>- Could draw the outline of a person, and the YRs populate the flip chart with post-it notes, writing and drawing.</li> <li>- At the beginning of the group work, ask each group to designate one person as summariser (who will share with the rest of the YRA) and one person as the chair (who will help make sure everyone contributes to the discussion).</li> </ul>	Flipcharts, post-it notes, pens and markers.	20 mins

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Small group work feedback.	Facilitate each group to share what they discussed	<ul style="list-style-type: none"> <li>- The summariser from each group has 3 minutes to share a summary of their discussion. The facilitator should write up key themes from what is presented on a flipchart.</li> <li>- After all groups have shared, facilitate a whole group discussion. In particular commenting on the key themes, reflecting on whether anything is missing, and identifying anything that's particularly important to highlight.</li> </ul>	Flipchart and pens	20 mins
Presentation about global framings of AYP, to include definition of AYP, key challenges and opportunities faced by AYP, why it's important to work with AYP (for their lives now, future lives and their children's lives), and importance of including AYP in research and programming about AYP.	Powerpoint presentation by facilitator (CMY to prepare) Facilitator circulating around the room.	Listening	Powerpoint presentation, projector, projector screen	20 mins
Group reflection about similarities and differences of YRs own perceptions of AYP, and that in the global literature.	Facilitators to collect each group's flipcharts at the end (it could be used as a stimulus for a later activity)	<ul style="list-style-type: none"> <li>- Return to the same groups. Group discussion about the similarities and differences between their own answers and the way that AYP are presented and discussed in global reports and academic literature.</li> <li>- Facilitator asks groups to present this how they want on a single flipchart paper (e.g. table, mindmap, diagram, drawing, writing) – ask groups to be creative.</li> </ul>	Flipcharts, post-it notes, pens and markers.	20 mins





<b>Facilitator Name:</b> Rashida Ferrand			<b>Session Date:</b> Day 1	
<b>Session Title:</b> Introduction to research			<b>Session Time:</b> 14:00 - 15:00	
<b>Key Objectives:</b>				
1. Understanding what research is and why it is important				
2. Types of research: qualitative vs quantitative				
3. How to plan for and conduct research				
<b>Room Layout:</b> Sitting in U-shape with desk, paper and pen				
<b>Resources or Materials Required:</b> Flip charts, post-it notes, pens and markers				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Understanding what research is and why it is important	Facilitator presenting to the group	-Listening and taking notes	Agenda and aims of the session written out on a flip chart.	15 mins
Understanding types of research:	Brief introduction to types of research	Key questions to help guide discussion -What is the research question? -How can we answer this question comprehensively? What do we need to know? -What kind of research is most appropriate and why? -How could we conduct this research?	Flipcharts, post-it notes, pens and markers.	15 mins
Quantitative vs Qualitative	Practical exercise: -1 Case study set-up and discussion as a big group		Flipchart and pens	

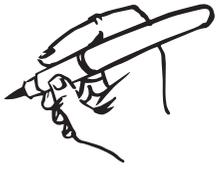
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
<p>Practical implementation:</p> <p>Small group work and feedback</p>	<p>Facilitate group work and have each group present their thoughts and results</p>	<ul style="list-style-type: none"> <li>- At the beginning of the group work, ask each group to designate one person as summariser (who will share with the rest of the YRA)</li> <li>- The summariser from each group has 3 minutes to present findings and then stick up their presentation.</li> <li>- After all groups have shared, facilitate a whole group discussion. Focus on the key themes, reflecting on whether anything is missing, and identifying anything that's particularly important to highlight.</li> </ul>	<p>Flipcharts, post-it notes, pens and markers.</p> <p>Flipchart and pens</p>	<p>30 min</p> <p>(10 mins group work)</p> <p>(10 mins presentation)</p> <p>(10 mins group discussion)</p>







<b>Facilitator Name:</b> Suzanna Francis (with assistance from Chido Dziva Chikwari)			<b>Session Date:</b> Day 1	
<b>Session Title:</b> Introduction to Research Methods			<b>Session Time:</b> 15:00-16:00	
<b>Key Objectives:</b>				
1. To describe what research methods are in the 'toolbox'				
2. To understand the terms 'quantitative' and 'qualitative'				
3. To apply appropriate methods to a research question				
<b>Room Layout:</b>				
<ul style="list-style-type: none"> <li>U-shaped chair setup with session lead facing the participants</li> </ul>				
<b>Resources or Materials Required:</b>				
<ul style="list-style-type: none"> <li>Projector for powerpoint</li> <li>Flip-board, paper and pens/markers to record important points/issues that came up in the large group discussions</li> <li>Post-it notes and pens to vote on the right tools for the research question</li> </ul>				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Introduction to research methods	Lecture style	Take notes	Powerpoint	10 mins
Unpacking the toolbox	Lecture style and facilitated discussion	Take notes and contribute to the discussion	Powerpoint	20 mins
Introduction to qualitative and quantitative tools	Short lecture, discussion, pop quiz	Contribute to the discussion and participate in answering quiz questions	Powerpoint, flip chart	20 mins
The right tools for the research question	Facilitated large group discussion and voting	Vote with post-it notes and contribute to the discussion	Powerpoint, flip chart	10 mins





## Day 2: Quantitative Research Methods

**Facilitator Name:** Vicky Simms

**Session Date:** Day 2

**Session Title:** Quantitative Research Methods

**Session Time:** 09:00 - 10:30

### Key Objectives:

**YRAs are in 4 small groups. Each group is given a research question. Objectives are:**

1. Plan data collection
2. Collect reliable, objective and accurate data (with consent, where appropriate)
3. Identify limitations of the data

**Room Layout:** Small groups. Some groups will go outside to collect data

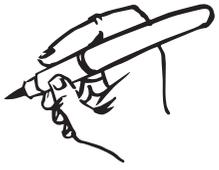
**Resources or Materials Required:** flip chart paper, hardbacked pads of paper (eg A4 size), pens. Two 30cm rulers. YRAs expected to have calculator function on phones

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Introduction and explanation of task	Facilitator led	Ask questions of clarification	Flipchart	15 mins
Plan data collection	Group work	<ul style="list-style-type: none"> <li>- YRAs will work out what needs to be collected and how</li> <li>- Design data collection form/tally sheet</li> <li>- Assign tasks to group members</li> </ul>	Paper, pens	25 mins
Collect data	Group work	Examples of data collection: <ul style="list-style-type: none"> <li>- Measure handspan of YRAs</li> <li>- Survey of tea/coffee preference</li> <li>- Measure length of corridor in paces</li> </ul>	Pads of papers, pens Rulers for 2 groups	35 mins
Wrap-up and debrief	Facilitator led	<ul style="list-style-type: none"> <li>- Regroup in the room</li> <li>- Check data collection is complete</li> <li>- Any final missing data can be collected in the coffee break</li> </ul>	None	15 mins





<b>Facilitator Name:</b> Vicky Simms			<b>Session Date:</b> Day 2	
<b>Session Title:</b> Quantitative Data Analysis			<b>Session Time:</b> 11:00 - 12:00	
<p><b>Key Objectives:</b></p> <ol style="list-style-type: none"> <li>Describe the findings from the data collected in the previous session</li> <li>Discuss topics arising from the exercise, eg sampling, generalisability, random error, measurement bias</li> </ol>				
<p><b>Room Layout:</b> Small groups. Each group to share its findings in turn</p> <p><b>Resources or Materials Required:</b> Calculators on phones, paper and pens, flipchart paper</p>				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Analysis of data collected in the quantitative data collection session	Small group	<ul style="list-style-type: none"> <li>- Calculate simple analyses, e.g. prevalence, minimum and maximum, range.</li> <li>- All analysis can be carried out on paper, either by hand or with calculator</li> </ul>	Paper, pens, calculators	20 mins
Group presentation	Whole group discussion	Each small group in turn presents its answer to the research question it was given in the previous session.	Flipchart paper	40 mins





<b>Facilitator Name:</b> Chido Dziva Chikwari	<b>Session Date:</b> Day 2
---	----------------------------

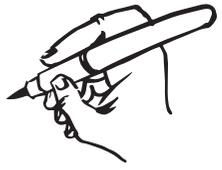
<b>Session Title:</b> Session Title: Practical Examples of Quantitative Research Studies	<b>Session Time:</b> 12:00 - 13:00
--	------------------------------------

<p><b>Key Objectives:</b></p> <ol style="list-style-type: none"> <li>To state the research question in a published paper</li> <li>To critically evaluate the research tools used in a quantitative research study from a published paper</li> <li>To list the key findings that came from a published quantitative research study</li> <li>To summarise the contribution and impact that the finding made for published health research</li> </ol>
--

<b>Room Layout:</b> In groups of 4-6 YRs each
---

<p><b>Resources or Materials Required:</b></p> <ul style="list-style-type: none"> <li>In-person facilitator to support group discussions</li> <li>Printed abstracts from published papers for each small group</li> <li>Markers/Highlighters</li> <li>Flipchart and pens</li> </ul>
---

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Introduction to small group work	Lecture style	Take notes	Powerpoint	5 mins
Small group work with the youth researchers	Small group discussion	<p>In small groups of 3 YRs, discuss the following</p> <ul style="list-style-type: none"> <li>What is the research question(s)?</li> <li>What is the research design and tools used? Were these appropriate?</li> <li>What are the key findings that came out of the study</li> <li>How do these findings contribute to answering the research question?</li> </ul> <p>One person from each group should take notes on the flip chart paper. Another should present to the whole group.</p>	<p>Copies of published papers</p> <p>Flip chart paper and pens for each group</p> <p>Highlighters for each group</p>	30 mins
Feedback of results to the whole group	Large group discussions and informal presentations of the findings from the small group work	One person per group presents the results of the small group work	Tape to hang up flip chart papers	20 mins
Wrap up	Lecture style	Take notes	Powerpoint	5 mins





## Day 2: Quantitative Research Methods

**Facilitator Name:** Ethel Dauya

**Session Date:** Day 2

**Session Title:** Research Ethics

**Session Time:** 14:00 - 15:00

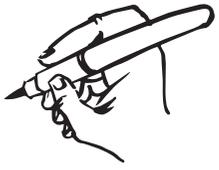
**Key Objectives:**

1. Understand Ethics in Research

**Room Layout:** Teamwork, all seated in a semi-circle

**Resources or Materials Required:** Flip board and chart

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
What is ethics in research?	- Discussion - Questions and answers	- Respond to questions - Write on flip board	Flip board , paper and marker	30 mins
Making sure that the research being done is ethical!	- Discussion - Questions and answers	- Respond to questions - Write on flip board	Flip board, paper and marker	30 mins





A series of horizontal lines for writing, consisting of a top margin line, a thick orange line, and 20 evenly spaced lines below it.

<b>Facilitator Name:</b> Mandi Tembo			<b>Date:</b> Day 2	
<b>Session Title:</b> Informed Consent and Confidentiality			<b>Time:</b> 15:00 - 16:00	
<p><b>Key Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To ensure understanding of terminology – What is “Consent” and “Confidentiality”?</li> <li>2. Outlining the concept and importance of “Informed Consent and Confidentiality”</li> <li>3. To implement learned concepts and practices – Outlining What is Involved in Attaining Informed Consent and Ensuring Confidentiality</li> <li>4. To assess complete understanding – Short Interactive Quiz and Question and Answer Session</li> </ol>				
<p><b>Room Layout:</b></p> <ul style="list-style-type: none"> <li>- U-shaped chair set-up with session lead facing the participants</li> <li>- Flipboard for activities and PowerPoint set-up for presentation</li> <li>- Sticky Notes and markers</li> </ul>				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
<ul style="list-style-type: none"> <li>- Ensure understanding of terminology</li> <li>- Outlining the Meaning and Importance of “Informed Consent and Confidentiality”</li> </ul>	Short PowerPoint presentation	Take notes	PowerPoint	20 mins
<ul style="list-style-type: none"> <li>- Outlining what is Involved in attaining informed consent and ensuring confidentiality</li> </ul>	Read through of informed consent and confidentiality documents	Read through as a group and ask questions when necessary	Printed example	10 mins

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
To implement learned concepts and practices	Guided Role-Play	Paired role-plays guided by examples given by session lead	Printed example Sticky Notes	10 mins
To assess complete understanding	Group Activity	Whiteboard to display different topics/characteristics/names discussed in a one-on-one between client and nurse	Flip chart/white board	10 mins
To assess complete understanding	Group Quiz	Participants to come up and vote for what is deemed "confidential information" using sticky notes  Participating in answering quiz questions	PowerPoint slides	5 mins
To assess complete understanding	Question and Answer	Asking questions	None	5 mins





A series of horizontal lines for writing, consisting of a top line, a thick orange line, and 20 evenly spaced lines below it.

### Day 3: Qualitative Research Methods

**Facilitator Name:** Rudo Chingono

**Session Date:** Day 3

**Session Title:** Qualitative Research Methods

**Session Time:** 09:30 - 10:30

**Key Objectives:**

1. Introduce qualitative research and key attributes
2. Research methods – individual interviews, focus group discussions and observations
3. Tool Design – understanding research question formulation
4. The art of qualitative data collection – effective questioning
5. Data Capturing – note taking, contact summaries, audio recording

**Room Layout:**

- U-shaped chair set up
- Enough space and appropriate set up to split to smaller groups and allow for role plays

**Resources or Materials Required:** Projector, presentation, speaker, white board/ flip chart, markers, interview guides, observation guide, pens and notebooks

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
What is qualitative research?	Lecture style	Contribute to discussion	Presentation	10 mins
What are the main qualitative research methods?	Lecture style	Contribute to discussion	Presentation	25 mins
Which questions are asked during qualitative research	Interactive Lecture style	Contribute to discussion	Presentation & Interview Guides	15 mins
Effective Questioning	Split into 3 – 4 groups & then debriefing	Discussion and Role Playing	3 - 4 scenarios & Presentation	25 mins
How do we capture the data?	Lecture style	Contribute to discussion	Examples of notes & contact summary	15 mins

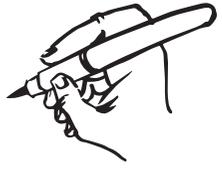




<b>Facilitator Name:</b> Constance Mackworth-Young with assistance from Mandi Tembo	<b>Session Date:</b> Day 3
<b>Session Title:</b> Qualitative data analysis	<b>Session Time:</b> 11:00 - 12:00
<p><b>Key Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand the purpose of qualitative data analysis</li> <li>2. Understand different ways of analysing qualitative data</li> <li>3. Work through one guided example of analysis of a section of an interview transcript</li> </ol>	
<p><b>Room Layout:</b> Around tables of 6 (so they can be split into groups of 3 later). All YRs should be able to see the projected zoom.</p> <p><b>Resources or Materials Required:</b></p> <ul style="list-style-type: none"> <li>- Zoom link to CMY on projector, and (ideally) webcam so CMY can see the room.</li> <li>- In-person facilitator to support group discussions</li> <li>- Flipchart and pens</li> <li>- Printed interview transcripts for each YR</li> </ul>	

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
What is qualitative data?	Small group discussion (with groups of around 6 youth researchers)	<ul style="list-style-type: none"> <li>- Facilitator asks YRs to spend 5 minutes in their small groups, to brainstorm as many different things that could constitute qualitative data as they can come up with. (They should draw on what they learnt in the previous session on Qualitative Research Methods).</li> <li>- Facilitator asks each group to share one example. Go around each group until no one has any new examples to share. In-person facilitator to write up the examples on a flip chart.</li> </ul>	<ul style="list-style-type: none"> <li>- Zoom link to CMY on projector, and webcam so CMY can see the room.</li> <li>- Flipchart and pens</li> </ul>	10 mins

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Presentation on the purpose of analysing qualitative data, and ways to conduct analysis.	CMY will present using a powerpoint. The presentation will link to the different examples of qualitative data that the YRs have generated.	Listening (and can ask clarifying questions)	Zoom link to CMY on projector, and webcam so CMY can see the room.	20 mins
Generating themes from data	YR reading individually and group reflection.	<ul style="list-style-type: none"> <li>- Facilitator give YRs a printed section of an interview transcript.</li> <li>- Asks YRs to read the interview transcript and come up with 3 key themes.</li> <li>- Ask some YRs to volunteer to share their themes with the class.</li> <li>- Facilitator writes down and group the themes.</li> <li>- Together agree on three key themes.</li> </ul>	Printed interview transcripts for each YR	10 mins
Coding the transcript	Small group discussion	<ul style="list-style-type: none"> <li>- Each YR individually codes their transcript according to the three key themes identified.</li> <li>- In small groups of 3 YRs, discuss and compare each others' coded transcripts, and come to agreement.</li> </ul>	Printed interview transcripts for each YR	10 mins
What does the data tell us?	Small group discussion	<ul style="list-style-type: none"> <li>- Within their groups of 3, discuss what they think the key story from the interview is. The facilitator shares what she thinks the key story is, and describes the wider analysis process with more data.</li> <li>- At the end, the facilitator asks YRs to reflect on why each stage of the analysis that we've discussed is important, and what is the purpose of doing it?</li> </ul>	Printed interview transcripts for each YR	10 mins

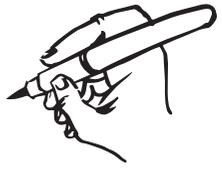




<b>Facilitator Name:</b> Suzanna Francis (with assistance from Mandi Tembo)	<b>Session Date:</b> Day 3
<b>Session Title:</b> Practical Examples of Qualitative Research Studies	<b>Session Time:</b> 12:00 - 13:00
<p><b>Key Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To state the research question in a published paper</li> <li>2. To critically evaluate the research tools used in a qualitative research study from a published paper</li> <li>3. To list the key themes that came from a published qualitative research study</li> <li>4. To summarise the contribution and impact that the finding made for public health research</li> </ol>	
<p><b>Room Layout:</b> Around tables of 6 (so they can be split into groups of 3 later). All YRs should be able to see the projected zoom.</p> <p><b>Resources or Materials Required:</b></p> <ul style="list-style-type: none"> <li>• Zoom link to SCF on projector, and (ideally) webcam so SCF can see the room.</li> <li>• In-person facilitator to support group discussions</li> <li>• Flipchart and pens</li> <li>• Printed published papers for each small group</li> </ul>	

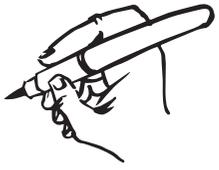


Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Introduction to small group work	Lecture style	Take notes	Powerpoint	5 mins
Small group work	Small group discussion	<p>In small groups of 3 YRs, discuss the following</p> <ul style="list-style-type: none"> <li>- What is the research question(s)?</li> <li>- What is the research design and qualitative tools used? Were these appropriate?</li> <li>- What are the key themes that came out of findings</li> <li>- How do these findings contribute to answering the research question? What is the impact?</li> </ul> <p>One person from each group should take notes on the flip chart paper.</p>	<p>Copies of published papers</p> <p>Flip chart paper and pens for each group</p>	30 mins
Feed back the results of the small group work to the whole group	Large group discussions and informal presentations of the findings from the small group work	One person per group presents the results of the small group work	Tape to hang up flip chart papers	20 mins
Wrap up	Lecture style	Take notes	Powerpoint	5 mins





<b>Facilitator Name:</b> Chido Dziva Chikwari			<b>Session Date:</b> Day 3	
<b>Session Title: Small Groups:</b> Designing Quantitative and Qualitative Studies			<b>Session Time:</b> 14:00 - 16:00	
<b>Key Objectives:</b> This session will be a practical session where the YRs will be asked to design studies to answer research questions based on learning from Day 1 – Day 3				
<b>Room Layout:</b> Group work (can be done outside): YRs to work in groups of 3-5 with support from facilitator or mentor				
<b>Resources or Materials Required:</b> Flip chart paper, pens and markers, flip chart				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Overview of task	Nil	Nil	N/A	20 mins
YRs to be given pieces of paper with research question and tasked with designing a quantitative/ qualitative or mixed methods research study to answer the research question	Practical learning with support from mentors	- Work in groups to design a study to answer the research question	- Flip chart paper - Pens/Markers	50 mins
YRs to present study design to answer research question	Presentations	- YRs to present proposed study design	- Flip chart	50 mins (5 mins per group)





A series of horizontal lines for writing. The top line is a thin grey line. Below it is a thick orange line. Below the orange line are 20 more thin grey lines, evenly spaced, extending across the width of the page.

## Day 4: Community Engagement, Advocacy and Dissemination

<b>Facilitator Name:</b> Mufaro Makuni		<b>Session Date:</b> Day 4		
<b>Session Title:</b> Public Engagement in Youth Research		<b>Session Time:</b> 09:30 – 10:30		
<b>Key Objectives:</b> The main objective is get our youth researchers thinking about how they will engage audiences with their research in the community. What methods, mediums and platforms they can use to do so.				
<b>Room Layout:</b> Outside group work & indoor presentation set up.				
<b>Resources or Materials Required:</b> Flip chart paper, pens and markers, flip chart				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
<p>Defining Public Engagement: In this exercise, YRs will give one word answers &amp; responses on what they think of when see the following key words:</p> <ul style="list-style-type: none"> <li>- Public Engagement</li> <li>- Ways to engage the public</li> <li>- How to plan your public engagement</li> </ul> <p>This session will coincide with a supporting slide deck.</p>		<ul style="list-style-type: none"> <li>- Open floor question and response session: Where we will take note of the YRs' responses</li> <li>- A YR will scribe answers</li> </ul>	Marker and flipchart	10 mins
<p>Public Engagement Group Exercise: YRs will go out into their designated groups with mentors to develop a pitch on a public engagement campaign or exercise to get audiences on board on what their research is and what it intends to achieve etc.</p>	Teamwork & creativity	Working in groups to develop a public engagement activity/campaign		30 mins
<p>Public Engagement Campaign/Activity Pitching exercise: YRs select a group representative who deliver a short pitch of their idea in front of a judge</p>	YRs acquire some public speaking skills & overall teamwork	Public speaking		15 mins
<p>Reflection &amp; final thoughts: YRs evaluate themselves and feedback on what they learnt, give prize for the best pitch</p>		<ul style="list-style-type: none"> <li>- Open floor question and response session: Where we will take note of the YRs' responses</li> <li>- A YR will scribe answers</li> </ul>		5 mins





<b>Facilitator Name:</b> Ruramayi Rukuni	<b>Session Date:</b> Day 4
<b>Session Title:</b> Engaging Communities & Participants: Practical Examples in Research	<b>Session Time:</b> 11:00 - 12:00
<p><b>Key Objectives:</b>          To address the following three questions:</p> <ol style="list-style-type: none"> <li>1. What is public engagement?</li> <li>2. Why is engaging communities and participants important?</li> <li>3. What sort of engagement activities have we carried out in our research group?</li> </ol>	
<p><b>Room Layout:</b></p> <ul style="list-style-type: none"> <li>• Facilitator table at the front of the room with projector and flip chart.</li> <li>• 2 small tablets at the front for demonstration.</li> <li>• Small tables to accommodate groups of 4-5.</li> </ul>	
<p><b>Resources or Materials Required:</b>          Laptop, projector, speakers, flip chart paper, pens and markers, flip chart, post-it paper, sticky notes, paper</p>	



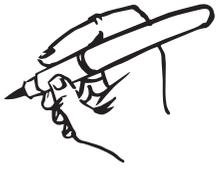
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Session overview	Presentation	N/A	Laptop, projector	2 mins
<b>What is public engagement (PE)?</b> Definition of PE Purpose of PE Types of PE activities Evaluating PE activities Demonstration of PE activity	Presentation Demonstration	<ul style="list-style-type: none"> <li>- Youth researches will listen to a presentation outlining definitions and types of PE.</li> <li>- A subset of volunteers will be asked to take part in a table-top PE activity demonstrated by the facilitator.</li> </ul>	Laptop, projector Flipchart, marker pens Table-top game	15 mins
<b>Why is engaging communities and participants important?</b>	Group participation	<ul style="list-style-type: none"> <li>- Youth researches will be asked to write on sticky notes reasons why they think engaging communities is important as a group. They will be asked to come and stick them up in turn on the flipchart at the front.</li> </ul>	Flipchart post-it paper sticky notes	7 mins
<b>What sort of engagement activities have we carried out in our research group?</b> Examples: Chiedza's Song IMVASK Planned future PE activities	Presentation	<ul style="list-style-type: none"> <li>- This presentation will outline the different types of PE activities carried out by the research group and plans for future activities.</li> </ul>	Laptop, projector	15 mins
<b>Competition: design a PE activity</b>	Group participation	<ul style="list-style-type: none"> <li>- Youth researchers will be given a study brief and asked to design a PE activity as a group and submit at end of session – prize to be announced and presented the following day.</li> </ul>	Paper, pens	15 mins
<b>Session summary and close</b>	Presentation/group presentation	<ul style="list-style-type: none"> <li>- A brief presentation will summarise key points and youth researchers will have the opportunity to ask questions.</li> </ul>	Laptop, projector	6 mins





<b>Facilitator Name:</b> Constanca Mavodza	<b>Session Date:</b> Day 4
<b>Session Title:</b> Research and Advocacy	<b>Session Time:</b> 14:00 - 15:00
<p><b>Key Objectives:</b></p> <ol style="list-style-type: none"> <li>1. The session will be an introduction to research ( evidence); advocacy and policy-making.</li> <li>2. It will be a combination of small and big groups; and YR will be asked to engage with the research material they have absorbed in Day 1- 3; and use that to intersect with policy and advocacy.</li> <li>3. They will use learning to debate on researchers vs. advocates and the pros and cons of both.</li> </ol>	
<p><b>Room Layout:</b> can be done in a large room or outside. YRs to work in groups of 3-5 with support from facilitator or mentor if they have any questions</p>	
<p><b>Resources or Materials Required:</b> Flip chart paper, pens and markers, flip chart</p>	

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Introduction to evidence-based Advocacy & policy making	Dialogue & power point presentation & dialogue	Contribute to the conversation and engage with powepoint presentation	projector, laptop, usb drive	15 mins
The intersection of research ( evidence); advocacy and policy making	small group discussions based on a prompt, to present to a larger group	Participate in small groups to design research & advocacy plan around a policy agenda. Get creative around pursuing policy agendas.	flip chart paper, markers / pens	45 mins





A series of horizontal lines for writing. The top line is a thin grey line. Below it is a thick orange line. Below the orange line are 20 more thin grey lines, evenly spaced, providing a template for handwriting practice.

## Day 5: Research Projects Introduction

**Facilitator Name:** Mandi Tembo

**Session Date:** Day 5

**Session Title:** Working together: Skills to See these Projects to Completion

**Session Time:** 11:00 - 12:00

**Key Objectives:**

1. Review of proposed YRA projects
2. Outlining key skills needed for each project
3. Facilitating brainstorming session that will guide project selection

**Room Layout:** Semi-circle set-up

**Resources or Materials Required:** Flip chart paper, pens and markers, post-it notes

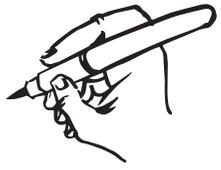
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Review of proposed YRA projects	PowerPoint presentation & group discussion	<ul style="list-style-type: none"> <li>- Take notes</li> <li>- Contribute to the conversation and engage with PowerPoint presentation</li> </ul>	Projector and laptop	15 mins
Outlining key skills needed for each project	Big group discussion	<ul style="list-style-type: none"> <li>- Participants to discuss in small groups what skills may be needed for each project</li> <li>- Participants to use post-it notes to write out needed skills and post under relevant project</li> <li>- Large group discussion of work completed</li> </ul>	-flip chart paper, - markers/pens	35 mins
Facilitating brainstorming session that will guide project selection	Individual work	<ul style="list-style-type: none"> <li>- Participants to reflect and select project of interest</li> </ul>		10 mins





<b>Facilitator Name:</b> Constance Mackworth-Young and Constancia Mavodza			<b>Session Date:</b> Day 5	
<b>Session Title:</b> Week 1 Evaluation			<b>Session Time:</b> 14:00 - 16:00	
<b>Key Objectives:</b>				
<ol style="list-style-type: none"> <li>1. For students to evaluate their own performance and learning, in order to to reinforce their learning and improve the impact of the course</li> <li>2. Provide an opportunity for students to demonstrate their learning so far</li> <li>3. To evaluate the perceived effectiveness of the course, in order to improve the course</li> </ol>				
<b>Room Layout:</b>				
<ul style="list-style-type: none"> <li>- Tables with around 4 youth researchers on each</li> <li>- Resources or Materials Required: Flipchart paper, pens, post-its, notebooks (I assume YRs will have one already), print out of personal feedback questions for each YR. Zoom link on projector, and (ideally) webcam.</li> </ul>				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Youth researcher reflection	Facilitator lead youth researchers through self-reflective task	<ul style="list-style-type: none"> <li>- Each youth researcher writes down their own answers to the following questions (in a notebook or journal):               <ol style="list-style-type: none"> <li>i) What have I learnt?</li> <li>ii) Why is that important to me?</li> <li>iii) How will I use that in the future?</li> </ol> </li> <li>- Before they start, the facilitator frames this reflection in the context of where we are in the course – end of week 1, week 2 coming next.</li> <li>- Facilitator asks 2-3 youth researchers to share with the group if they feel comfortable.</li> </ul>	Notebooks (if YRs don't already have one), and pens for each YR.	20 mins
Preparation and design of research proposal	Small group activity (approximately 4 YRs)	<ul style="list-style-type: none"> <li>- Each group is given a research question (framed loosely) and asked to come up with a brief presentation for a research proposal.</li> </ul>	Flipchart paper and pens.	45 mins

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
		<ul style="list-style-type: none"> <li>- They will be told that the outcome will be a 3 minute presentation of their research proposal to the whole group (and asked to select one presenter, and one person who writes down the research proposal on flipchart paper).</li> <li>- The aim is to put into practice the ideas and skills they have learnt this week and to prepare them for the thinking and work they will do in week 2.</li> <li>- Their research proposal should include:               <ul style="list-style-type: none"> <li>i) Rationale for the study</li> <li>ii) Ethics</li> <li>iii) Methods</li> <li>iv) Analysis</li> <li>v) Dissemination</li> </ul> </li> </ul>		
Presentation of research proposal	Presentations by small groups to whole group	Each group is given 3 minutes to present their research proposals to the rest of the cohort.	Facilitator will collect in the flipchart paper at the end.	25 mins
Facilitated group discussion about what YRs have learnt on the course so far	Whole group discussion together	<ul style="list-style-type: none"> <li>- Facilitator facilitates a discussion about what the YRs feel they have learnt from week 1 so far.</li> <li>- Include what they learnt, what they enjoyed, what they would improve, what they found difficult, and what gaps they think they still have in their knowledge.</li> <li>- Use the research proposal presentations as a stimulus for this discussion.</li> </ul>	N/a	20 mins
Feedback on week 1	Writing personal feedback	<p>Each YR writes feedback on:</p> <ul style="list-style-type: none"> <li>- What have you learnt?</li> <li>- What do you feel you still need to know?</li> <li>- What have you enjoyed?</li> <li>- What have you found difficult/ not enjoyed?</li> </ul> <p>This feedback is anonymous.</p>	Give each YR a print out with the questions on them and space to write. Collect these in at the end of the session.	10 mins





Day 2: Writing Skills Workshop

<b>Facilitator Name:</b> Rashida Ferrand and Chido Dziva Chikwari		<b>Session Date:</b> Day 2		
<b>Session Title:</b> Writing Skills Workshop		<b>Session Time:</b> 14:00 - 16:30		
<b>Key Objectives:</b>				
<ol style="list-style-type: none"> <li>1. Why are writing skills important ?</li> <li>2. Strengthen English writing skills</li> </ol>				
<b>Room Layout:</b> Sitting in U-shape with desk, paper and pen				
<b>Resources or Materials Required:</b> Flip charts, post-it notes, pens and markers				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Understanding why writing skills are important	Facilitator presenting to the group	- Listening and taking notes	PowerPoint presentation	15 mins
Strengthen English writing skills: <ul style="list-style-type: none"> <li>- Knowing your target audience</li> <li>- Knowing your content</li> </ul>	Facilitator presenting to the group	Key questions to help guide teaching: <ul style="list-style-type: none"> <li>- Who am I writing this for?</li> <li>- What kind of writing am I sharing? And where am I sharing this writing?</li> <li>- How many words?</li> <li>Required structure?</li> </ul>	Powerpoint  Flipcharts, post-it notes, pens and markers.	30 mins

Content Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Practical implementation:  Read through case example and come up with:  - Topic sentence - Summary (100 words)	Facilitate individual work on this	At the beginning of the session, read through example as a whole group.  Facilitator to explain: - What a topic sentence is and how it should be structured - What a summary is and how it should be structured  Allow participants to work through exercise individually and help where needed.  Allow a few to share (3-5) and facilitate discussion on presentations made.	Flipchart and pens	14:45 - 15:45  (15 mins facilitator presentation)  (20 mins individual work)  (10 mins presentation)  (15 mins discussion)
<b>AFTERNOON TEA BREAK</b>				<b>15.45 - 16.00</b>
Work through writing example together...  - Critique piece of writing	Facilitate big group work	Key questions to help guide teaching:  - What is this piece of writing about? - What kind of writing is it? And who is it written for? - What is wrong with this piece of writing? - What is right with this piece of writing? - What kind of writing am I sharing? - And where am I sharing this writing? - How many words? Required structure?	Print outs of writing, coloured pens	16:00 - 16:30
<b>RECAP and Q&amp;A SESSION</b>				<b>16:30 - 16:45</b>

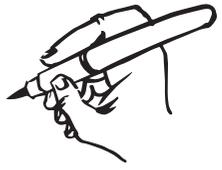




A series of horizontal lines for writing, consisting of 20 evenly spaced lines that fill the majority of the page below the orange line.

<b>Facilitator Name:</b> Buhle Tshabangumoyo					<b>Session Date:</b> Day 3					
<b>Session Title:</b> Public Speaking and Confidence Building Workshop					<b>Session Time:</b> All Day					
<b>Key Objectives:</b> Build public speaking skills										
<b>Room Layout:</b> Large room with everyone in a big group.										
<b>Resources or Materials Required:</b> Pen and paper, videographer, laptop										
Content		Teaching Methods		Youth Researcher Activity			Resources		Duration	
Welcome remarks and objectives of the training		Lecture							10 mins	
Participants understand the basics of public speaking and presentation		Presentation		<ul style="list-style-type: none"> <li>- Engage with presentation</li> <li>- Each participant will introduce him or herself and say whatever they want to share with the others.</li> </ul>			PowerPoint and video content		1 hr	
<b>Break</b>										
<b>20 mins</b>										
Assess participants' understanding of session one  To build participants' confidence in public speaking and making presentations		Participatory work		<ul style="list-style-type: none"> <li>- Participants will make mock presentations in front of the other participants while being recorded on video.</li> <li>- The video will be played back in the feedback session.</li> <li>- The presenters will give their feedback first and then the others will do so afterwards.</li> <li>- Each participant will have 5 mins for presentation and feedback.</li> </ul>			Videographer		2.5 hrs	

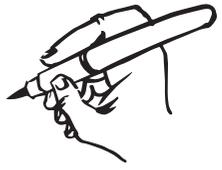
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Feedback from facilitator	Feedback	Listen and take notes		15 mins
<b>Lunch</b>				<b>1 hr</b>
Recap morning session	Discussion	Discussion		15 min
Practice presentations and implement public speaking skills	Facilitator	Each participant to give brief presentation and received feedback from other participants		45 min
<b>Break</b>				<b>15 mins</b>
Final Feedback session				30 mins





Day 4: Advocacy and Community Engagement	
<b>Facilitator Name:</b> Constanica Mavodza	<b>Session Date:</b> Day 4
<b>Session Title:</b> Advocacy and Community Engagement	<b>Session Time:</b> Morning
<b>Key Objectives:</b> 1. To explore how different stakeholders (community) may interact in advocacy and policy agendas. 2. To hear from established advocates about their experiences in Advocacy and community engagement.	
<b>Room Layout:</b> Large room with everyone in a big group.	
<b>Resources or Materials Required:</b> *important item; pens and paper/notebook	

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Storytelling and advocacy- how to use your individual story in your advocacy messages and agendas (09:00 - 10:30)	Storytelling and dialogue in small groups; then shared in large groups.	YR will bring something important to them ( and share a story around it); then have a conversation around how to use a story for advocacy building on Research and advocacy Session from Week 1	important item*	~1.5 hrs
Real-life examples: Understanding Advocacy and community engagement (11:30 - 13:00)	Panel discussion with experienced advocates in Zimbabwe ( 4 panellists)	Listen to panel discussion, ask questions during the Q & A segment.	n/a	~ 1.5 hrs.











**YOUTH RESEARCHERS**  
ACADEMY

# HANDBOOK



LONDON  
SCHOOL of  
HYGIENE  
& TROPICAL  
MEDICINE



Biomedical Research  
and Training Institute