




Original research

Youth researchers academy: a report on an innovative research training programme for young people in Zimbabwe

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ABSTRACT

Introduction Youth engagement has the potential to enhance the design, implementation and relevance of research. Without strategies to capacitate young people with research skills, youth engagement in research is often tokenistic and ineffective. In this paper, we detail the implementation and evaluation of an innovative research training programme for youth (aged 18–24 years) in Zimbabwe called the Youth Researchers Academy (YRA).

Methods Quantitative programme data and qualitative interviews and focus group discussions assessed acceptability of the YRA, youth researcher and mentor experiences, and impact of the YRA over time.

Results We received 60 applications in 2019 and 89 applications in 2021. Ongoing feedback led to changes in the second programme (including longer training and certification). Youth researcher experiences included being motivated by learning new skills and valuing the relationship with mentors and peer networks. Many described long-term impact, including facilitation of higher education, setting up of new businesses through the stipends received, and, for some, opportunities to work in research.

Discussion Overall, the programme was acceptable, facilitated meaningful youth-led research and trained a cohort of empowered youth researchers. Young people were eager to learn and capable of both learning and implementing critical research skills in a professional working environment. Implementation challenges included limited

WHAT IS ALREADY KNOWN ON THIS TOPIC

- ⇒ Youth engagement is integral to developing, implementing, and evaluating sustainable and acceptable youth-focused interventions.
- ⇒ Effective youth engagement needs to involve an interactive capacity-building component that allows for young people to appropriately inform and participate in the relevant research work.

WHAT THIS STUDY ADDS

- ⇒ Robust youth engagement requires that researchers and implementers make an intentional effort to dismantle power dynamics and give young people agency and support in their research work.
- ⇒ The Youth Researchers Academy highlights key youth engagement strategies in effective youth-focused research work that could be transferrable to interventions in other areas looking to address young people's needs and overall well-being.
- ⇒ Youth engagement activities should consider providing young people with tangible outcomes, such as remuneration for work done or certifications of trainings, that reinforce the importance of their work and time.

freedom in the co-design of research projects and the additional burden of work for YRA mentors.

Conclusion The YRA provides a template for other academics to support similar training to facilitate capacity building and meaningful youth engagement for research with and for youth.

HOW THIS STUDY MIGHT AFFECT RESEARCH, PRACTICE AND/OR POLICY

⇒ Embedding youth-led and youth-focused research in parent studies is possible; however, implementers must ensure that youth are adequately capacitated, remunerated and given agency.

INTRODUCTION

Youth engagement is widely recognised as essential for designing, developing and evaluating effective youth health interventions and policies, as well as in the implementation of interventions.¹ The recent drive for youth participation has led to increased numbers of youth engaging in research and decision-making.^{2,3} When enacted in an inclusive and collaborative way, youth engagement can empower youth and improve the overall sustainability, effectiveness and acceptability of youth-focused interventions.⁴

Active youth engagement is impeded by the inequitable relationship between them and ‘adult’ (more powerful) stakeholders, alongside young people often not having the skill set to facilitate their participation in either research, policy or programming.¹ Shier’s ladder of participation discusses different levels of participation by children, which encompasses how youth engagement is often incorporated ((1) Manipulation; (2) decoration; and (3) tokenism) and how participation can be incorporated ((4) assigned but informed; (5) consulted and informed; (6) adult-initiated, shared decisions with children; (7) child-initiated and directed; (8) child-initiated, shared decisions with adults).⁵ Globally, higher levels of participation are notably rare in health research.^{6,7} To achieve this, investment into youth training and skills-building is critical.

While young people’s involvement, for example, as peer supporters within health programmes is increasing along with acknowledgement that this needs to be accompanied by training,^{8,9} there is much less recognition of this need in research. This is a missed opportunity as involvement of youth in research can improve quality of and relevance of research as well as having directly empowering youth themselves and their communities.¹⁰ However, there is a dearth of approaches for provision of age-appropriate and relevant training to equip young people with skills to contribute to research.¹¹

We present the design, implementation and evaluation of an innovative and participatory approach to train youth as researchers in Zimbabwe, namely the Youth Researchers Academy (YRA). We explored the acceptability and impact of the programme through analyses of the experiences of the youth researchers, facilitators and mentors. The aim is to encourage and capacitate other academic researchers to develop and run similar programmes for young people through the provision of resources and lessons learnt. A short film

on the YRA is available (<https://www.chiedza.co.zw/youth-researchers-academy>).

METHODS**Overview of the YRA**

The YRA is a 4-month research training programme for young people (aged 18–24 years old) developed in Zimbabwe, as a collaboration between the London School of Hygiene and Tropical Medicine, UK, and the Biomedical Research and Training Institute, Zimbabwe. Between 2019 and 2021, two YRA programmes were developed and delivered in Zimbabwe. The first occurred from May to August 2019 with 21 participants, and the second from May to August 2021 with 20 participants (table 1). The YRA aimed to train and equip youth with the necessary skills to design, conduct and report on the findings of youth and/or health focused research. The YRA consisted of a residential research skills training, followed by a 12-week remunerated period of designing and conducting a research project in groups of two to six over 12 weeks supported by experienced mentors. This was followed by a stakeholders’ dissemination meeting. A team of professionals including epidemiologists, health researchers, social scientists and public engagement specialists oversaw the design and development of the YRA promotional materials, recruitment and selection criteria, curriculum and dissemination plans.

Recruitment and selection

YRA promotional materials and applications were shared with non-governmental organisations and community-based organisations working with young people and across social media platforms, including Twitter, Facebook and Instagram. Applications were accepted through paper-based submission, email, WhatsApp or Google Forms (online supplemental appendix A).

Complete written applications were shortlisted by three reviewers. Shortlisted candidates were invited to attend an in-person interview and to take part in a group work exercise designed to identify individuals with critical-thinking skills, a willingness to learn, the ability to work in a team and a passion for research.

Table 1 Age and sex of YRA 2019 (N=21) and YRA 2021 (N=20) participants

	YRA 2019 participants (N=21)	YRA 2021 participants (N=20)
	n (%)	n (%)
Age (years)		
Mean	21	20
Sex		
Female	12 (57.1)	8 (40.0)
Male	9 (42.9)	12 (60.0)

YRA, Youth Researchers Academy.

Table 2 YRA 2019 and YRA 2021 research projects and participant roles

YRA 2019		
YRA research project titles	Type of study	YRA participant role
Menstrual Health Period Tracking Diary	Qualitative	Qualitative research codesign, data collection and analysis
The Feasibility and Acceptability of HIV Self-Testing (FAST) Mapping Study	Qualitative	Qualitative data collection and analysis
Socioeconomic Survey	Qualitative and quantitative	Qualitative and quantitative research codesign, data collection and analysis
CHIEDZA Mapping	Geo mapping	Data collection and analysis using GPS technology
Youth-friendly Scorecard	Qualitative	Qualitative research codesign, data collection and analysis
YRA 2021		
YRA research project titles	Type of study	YRA participant role
Community Youth Neighbourhood Walks (with CHIEDZA process evaluation)	Qualitative	Qualitative research codesign, data collection and analysis
STIs in CHIEDZA - A Partner Notification Study	Qualitative	Qualitative research codesign data collection and analysis
STIs in CHIEDZA - Acceptability of self-collected vaginal swabs	Qualitative and quantitative	Qualitative and quantitative research codesign, data collection and analysis
Typhoid in the time of COVID in Harare, Zimbabwe (TAZ) – A Social Science Study	Qualitative	Qualitative research codesign, data collection and analysis
VITamin D for AdoLescents with HIV to reduce musculoskeletal morbidity and Immunopathology (VITALITY) – Participant Experiences	Qualitative and quantitative	Qualitative and quantitative research codesign, data collection and analysis
Youth Researchers Academy Process Evaluation	Qualitative	Qualitative research codesign, data collection and analysis
CHIEDZA, Community based interventions to improve HIV outcomes in youth: a cluster randomised trial in Zimbabwe; STI, sexually transmitted infection; YRA, Youth Researchers Academy.		

Residential skills training

Training provided interactive and engaging teachings on stages of the research process. We incorporated activities such as group work and games to promote practical learning rather than one-way communication via presentations or lectures. Training was facilitated by 8–10 multidisciplinary research professionals. All teaching was conducted in English. Programme facilitators created interactive lesson plans that were collated to build a training curriculum (online supplemental appendix B). Training was of 1 week in 2019 and 2 weeks in 2021.

Research projects

After training, YRA participants codesigned and implemented mentored research projects. These were embedded within larger research studies and aimed to put into practice the learnings from the training. Mentors were selected from the training facilitators. All projects had a focus on youth and/or health (table 2).

Following this, participants underwent a 2-day presentation skills workshop after which findings were disseminated at a stakeholders' meeting attended by representatives from government ministries, UN agencies and academic and youth-focused organisations within Zimbabwe. In the second YRA, participants were also awarded certificates of completion.

Patient and public involvement

No patients/public were involved in the research process, design of the study, the recruitment and conduct of the study, or the dissemination of study results.

YRA evaluation

We conducted two focus group discussions (FGDs) and six in-depth interviews (IDIs) (table 3) with the past participants to explore programme acceptability and its impact (before, during and after YRA completion). This qualitative study was conducted from May to July 2021 by a YRA 2021 research team (DR, BM-D and DC) as one of the research projects, mentored by MT and CM-Y. As the interviews were carried out by YRA 2021 participants, we only interviewed YRA 2019 participants to ensure a degree of separation between researchers and participants. For the FGDs, we called all the YRA 2019 participants and interviewed those that were available at the time. For IDIs, we purposively sampled 2019 participants in university locally or abroad, working on other research programmes, or unable to participate in the FGDs. Youth researchers developed semistructured topic guides for IDIs and

Table 3 Age and sex of participants in focus group discussions (FGDs) and in-depth interviews (IDIs)

	FGD 1	FGD 2	IDIs (face to face)	IDIs (via telephone)
Age range (years)	20–23	20–24	21–24	20–23
Sex	n (%)	n (%)	n (%)	n (%)
Female	5 (55.6)	4 (57.1)	2 (50.0)	2 (100.0)
Male	4 (44.4)	3 (42.9)	2 (50.0)	0 (0.0)
Interviews were conducted 24 months after the first Youth Researchers Academy implemented in 2019.				

FGDs. IDIs were conducted face to face or by phone and all FGDs were conducted face to face, in either Shona or English (as preferred by the participants) and took 60–75 min. Written informed consent was obtained and pseudonyms were used to ensure confidentiality.

Additionally, MT attended, collected and reviewed meeting minutes of the YRA teaching faculty and mentor meetings to gain a deeper understanding of operational issues and the experiences of designing and implementing the programme and of mentoring the youth researchers over time.¹²

Data management and analysis

FGDs were audio recorded and detailed summaries of each FGD were written and checked against the audio recordings. FGD summaries were thematically coded, using three top-level deductive codes: acceptability, experiences and impact. Coded FGDs were used to summarise emerging findings and to highlight areas for further investigation in subsequent IDIs.

IDIs were audio recorded, transcribed verbatim and translated into English for thematic analysis.¹³ Transcripts were read through for familiarisation and coded manually using the same top-level deductive codes as used for the FGDs: acceptability, experiences and impact. Coding was conducted by DR, BM-D and DC, mentored by MT and CM-Y.¹⁴ Coded transcripts were discussed with and reviewed by MT and CM-Y and through discussion, additional themes and subthemes were generated.¹⁵ During analytical discussions with the team, themes and subthemes were iteratively reviewed and refined to capture emerging new codes. Examples of subthemes included: socioeconomic motivators to apply and complete the YRA; and access to education and professional support over time.

RESULTS

We received 60 applications in 2019 and 89 applications in 2021. The mean age of selected candidates was 20 years. We made a deliberate effort to have similar numbers of young men and women in both YRA cohorts. In 2019, all (n=21) selected participants completed the training and research work while in 2021, all (n=20) completed the training but 3 (15%) did not complete the research component (one left to pursue a university degree in another country and the other two had personal family issues).

Assessment of the YRA

YRA acceptability

Overall, the participants interviewed ‘enjoyed’ the YRA and felt ‘proud’ to have been part of their respective YRA cohorts. Importantly, feedback from the first YRA led to real-time changes in the design and implementation of the second YRA. Youth researchers in the first cohort noted the lack of tangible outputs, such as ‘certificates of completion’ and YRA graduate databases

that would facilitate future employment, features that were added into the second programme. Additionally, following feedback that the research training period was too short, the YRA residential training was extended from 1 week in the first programme to 2 weeks in the second, enabling more time for active teaching and learning.

From YRA coordination meetings, teaching faculty and mentors also discussed having positive experiences planning and implementing the YRA. Mentors were pleasantly surprised by participants’ enthusiasm to learn and conduct research, and many noted observing notable improvements in the skills and professionalism over time.

In reflecting on aspects of the training and implementation that influenced acceptability among participants, mentors noted three key points. First, use of ‘research jargon’ and technical terms such as ‘cohort’ as opposed to ‘group of study participants’ confused participants. This was proactively addressed with replacement by simpler universally understood terms. Second, cognisant of intergenerational power dynamics, there was an intentional effort by teaching faculty and mentors to be relatable and approachable to participants: faculty stayed in the same residence as participants over the residential programme, ate meals with participants and joined in evening social activities. Additionally, teaching faculty and mentors provided opportunities for the participants to be heard and to exercise agency during the residential training, which to some degree countered traditional youth-adult power dynamics. For example, YRA research projects were cocreated between mentors and participants and the teaching curriculum included sessions in which the YRA participants led a ‘training of trainers’ session on a research-related topic of their choice. Thirdly, the use of icebreaker activities and practical exercises were important for training avoiding being a passive process and enabled trainers to check comprehension. Additionally, during the dissemination meeting, we highlighted how the research findings from the YRA changed practice in other studies.

YRA experiences

Participants were motivated to apply for and to remain engaged with the YRA by a desire to be ‘productive’, and to work with other young people. Participants were excited about being part of a research programme and most were eager to learn more about working in youth-focused research:

I like challenges and thought that doing the project with YRA was one and it helped [me] to be a better person doing something new (IDI, female, 22 years old).

I was interested in working with young people and finding how young people are coping up with life... (FGD, female, 21 years old).

Some participants 'had nothing to do' before the YRA, and were looking for a working and learning opportunity:

Some of us were just sitting at home. I like working with youth like myself so I thought I would apply... (FGD, male, 22 years old).

While a learning and working opportunity motivated them to apply, participants noted their engagement was sustained by the cultivation of supportive relationships with peers and mentors alongside the opportunity to earn a reliable source of income:

[YRA] was pretty great actually, I enjoyed the experience... I was blessed to work with a great team, they were wonderful people... I would not say there were any negative things. (IDI, female, 23 years old).

Mentors were always there for us, or in their absence they would assign someone to be assisting us (IDI, female, 20 years old).

It was like having a real job. It was nice going to work and being paid every month (FGD, female, 23 years old).

Work on research that had personal relevance improved engagement and the participatory nature of training was considered key for effective learning:

We had our training at Cresta Lodge and was a nice environment. It was fun, we had so many activities... You were not like you are in a lecture. We were learning like being given tasks to do and then presenting... (IDI, female, 22 years old).

However, some participants also noted that they struggled with the intensive training curriculum and sometimes felt intimidated by their mentors:

We needed more time with the training... (FGD, male, 23 years old).

Sometimes it was difficult to go to our mentor for assistance because she was too serious and we feared her... (IDI, female, 23 years old).

Other challenges included those faced on specific research projects, including technical challenges with electronic data collection, challenges approaching participants in communities linked to mistrust of research and fear for personal safety on projects on substance abuse.

Some of the YRA teaching faculty and mentors also found the work 'challenging' and an additional burden to their heavy work schedules. In response to this, some research groups had two mentors to share the duties of supporting the research work.

Long-term impact of the YRA

For most, the YRA had a positive and long-lasting impact on their lives. To date, four youth researchers from the first and nine researchers from the second YRA have since been fully employed as either youth mobilisers or research assistants in other research programmes. Almost all the participants acknowledged

that they learnt both life and research skills that have benefitted them as students and working youth in the short and long term:

I am now at university and I am still using the teamwork skills that I learnt from YRA (IDI, female, 21 years old).

I acquired skills which are needed in my line of work. For example, going to the field and knowing how to interact with different people with different personality and how to approach and even working in a team. I still have those skills... (IDI, female, 23 years old).

Other participants highlighted that getting paid for their participation in the YRA allowed them to start 'small businesses'. For some, the YRA also resulted in travel and work opportunities affiliated with the YRA:

I had the opportunity to go to Uganda to share my experiences as a young researcher in the YRA. I had fun... It was great exposure... (IDI, female, 23 years old).

[The YRA] was amazing for me and it changed my life... I now work in research. The behaviour changes in me like the way I used to be, the way I used to handle myself... It all actually changed through YRA. (IDI, female 23 years old).

DISCUSSION

The YRA programmes were well received by young people. Young people were eager to learn and capable of both learning and implementing critical research skills in a professional working environment. The YRA programmes also adds weight to how young people, when capacitated and given opportunity, can be key contributors to research implementation and knowledge creation.^{16 17} Key elements that made the YRA successful included: (1) a teaching curriculum that incorporated interactive and practical teaching intermixed with fun and social activities, (2) remuneration for research done which added 'value' to the work, (3) implementation of changes to YRA activities based on youth researchers' feedback, (4) mentorship and group work that allowed for practical and supported learning and research and (5) the cocreation of research projects. Our findings are similar to those identified by the evaluation of a multiyear community-based youth engagement project in Canada.¹⁸ Importantly, the programme provided an opportunity for personal and professional growth, encouraged pursuit of further education and facilitated employment opportunities, highlighting the impact of such an approach.

While the overall feedback on the YRA was positive, there were some challenges, which are noted for learning for future programmes. Some mentors found that the work was an additional commitment and noted that working with young people with limited working experience required patience and flexibility. In future programming, mentors could be adequately

capacitated and prepared for their roles beforehand by receiving 'mentorship handbooks' that would outline roles, mentorship guidelines and time commitments. Both mentors and youth researchers also noted the training time was limited and future programmes would benefit from a longer training period.

Within the available literature, there are examples of research programmes that incorporate youth engagement.^{19 20} However, very few programmes allow young people to lead in the design and implementation of the research work.^{21 22} The YRA used participatory approaches that allowed for young people to exercise their agency, implement their learnings and design and conduct research that tangibly informed ongoing research work. Skills training and agency are critical if youth are to actively contribute to the generation of evidence and to the policy-making processes about issues relevant to them.^{4 10} Programmes such as the YRA provide an opportunity to gain unique perspective into what matters to young people and into new and effective ways to investigate topics pertinent to young people's health and well-being.^{22 23}

Our findings have fundamental implications for youth engagement in research. With an increased recognition that young people need to be at the centre of youth-focused research, the YRA demonstrates that when equipped with adequate training, information and support, youth are more than capable of meaningfully engaging in the design, implementation and dissemination of research.¹⁷ Moreover, as evidenced by the reflections from the teaching faculty and mentors, engaging young people as equal partners on research projects allows for an information exchange that enriches youth-focused research and benefits both the youth and the research team.^{4 24} Using the YRA as a reference, similar programmes could be implemented to support and capacitate young people to participate in other sectors such as social welfare or education.

We acknowledge limitations in the evaluation and implementation of the YRA. The evaluation was limited to the first YRA, and interviews were conducted 2 years after the first YRA, which may lead to recall bias. Desirability bias may have led to more positive responses, as the data collection was conducted within the YRA. However, youth researchers from the second cohort leading the data collection likely facilitated more open responses from the youth researcher participants from within the first cohort. In terms of implementation, while there was some freedom in designing the research work, participants could only work within existing research studies and within the purview of the relevant mentor(s). We also note that employment opportunities are extremely limited in the setting. That said, the YRA training and mentorship did equip young people with the knowledge and skills to conduct youth or health focused research in the YRA and in future work.

CONCLUSION

In conclusion, the YRA capacitated young people, which is vital if they are to contribute to development of youth-focused research, interventions and policy. It also facilitated opportunities that are critical in resource-constrained settings where employment and further education opportunities are scarce. To be effective, such initiatives will need to be participatory, consider the capacity of participants and address the inherent intergenerational power dynamics.

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Application for participation in the Youth Researcher Academy (YRA)

- Please use a pen to complete this form.
- Only use the space provided.
- Information provided on additional pages will not be taken into account.

Information about you

First Name	
Last Name	
Age	<input type="text"/> <input type="text"/> Years
Gender (tick appropriate)	Male <input type="checkbox"/> Female <input type="checkbox"/> Transgender <input type="checkbox"/> Other <input type="text" value="specify"/>
Highest level of education attained (tick appropriate)	None <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Tertiary <input type="checkbox"/>
Contact number	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
Home address	 <hr/> <hr/> <hr/>

Tell us about your hobbies and interests and why you are interested in youth research.

Tell us about a time you worked with young people or conducted some research.

Why do you want to be part of the YRA?

Tell us why we should pick you to be a part of the YRA.

Describe a time when you had to work with others.

*Submission deadline is **22nd January 2021**. Candidates selected for the YRA will be informed in February 2021. Applications can be dropped off at one of the following addresses:*

BRTI	11 Routledge street, Milton Park, Harare
BRTI	10 Seagrave, Avondale, Harare
SAYWHAT International	4 Jefferson, Logan Park, Hatfield Harare
Youth Advocates Zimbabwe (YAZ)	2595 Unit B Seke Chitungwiza Zimbabwe
Danhiko Project	123 Mutare Road. P O Box AY 179. Amby Msasa.
GAYS and Lesbian Association of Zimbabwe (GALZ)	35, Colenbrander Rd, Harare, Zimbabwe
Zimbabwe Young Positives	28 Divine Road Milton Park
Budiriro	Budiriro 1 Community Centre (only on Thursday)
Tafara	Tafara Community Centre 2 (only on Tuesday)
Warren Park	Magamba Hall (only on Wednesday)
Warren Park	Warren Park Community centre (only on Wednesday)
Hatcliffe	Hatcliffe Community Centre (only on Monday)
Hopley	Tariro Youth-Friendly Centre (only on Monday)
Chitungwiza	Chitungwiza Community Hall (only on Tuesday)
Africaid Zvandiri	11-12 Stoneridge Way North, Avondale
Youth Empowerment and Transformation Trust (YETT)	7 Capri Road, Highlands, Harare
CeSHHAR	4 Bath Road, Belgravia, Harare
Restless Development	Agriculture house 1 Adylinn Road, Marlborough, Room 116, Harare
PZAT	27 Rowland Square, Milton Park
Katswe Sisterhood	22 Suffolk Road, Strathaven
IGNITE Youth	Avondale, Harare (info@igniteyouth.co.zw)
ZICHIRE	59 Van Praagh Ave, Milton Park, Harare
Childline	31 Frankson Ave, Eastlea, Harare
Young People's Program Zimbabwe	66 Jason Moyo Ave, Harare

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YOUTH RESEARCHERS
A C A D E M Y

HANDBOOK



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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 an 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, Budiriro 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.



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
Day 1: Overview	
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
Break	
11:00 - 12:30	Introduction to Adolescents and Young People
Lunch	
14:00 - 15:00	Introduction to Research
15:00 - 16:00	Introduction to Research Methods
16:00 - 16:30	Recap Questions, Feedback & Discussion
Day 2: Quantitative Research Methods	
08:30 - 09:00	Recap Day 1 & Objectives Day 2
09:00 - 10:30	Quantitative Research Methods
Break	
11:00 - 12:00	Quantitative Data analysis
12:00 - 13:00	Practical Examples of Quantitative Research Studies
Lunch	
14:00 - 15:00	Understanding Research Ethics
15:00 - 16:00	Informed Consent and Confidentiality
16:00 - 16:30	Recap, Questions, Feedback & Discussion

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

THE YOUTH RESEARCHERS ACADEMY TRAINING SCHEDULE

Week 2

Day 1

All day: Individual Projects Planning and Design with Mentors

Day 2

Morning: Individual Projects Planning and Design with Mentors

Afternoon: Writing Skills Workshop

Day 3

All day: Public Speaking and Confidence Building Workshop

Day 4

Morning: Advocacy and Community Engagement

Afternoon: Role-Play and Fieldwork Simulations

Day 5

All day: Presentation of Individual Projects to Larger Group



DETAILED LESSON PLANS

Week 1

Day 1: Overview

Facilitator Name: Chido Dziva Chikwari	Session Date: Day 1
Session Title: Objectives and Individual Goals of the YRA	Session Time: 09:30-10:00
Key Objectives: 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	
Room Layout: No seating preference as participants will work individually	
Resources or Materials Required: Sticky notes and pens for all participants, Audio and Visual material to play video, Short PPT presentation	

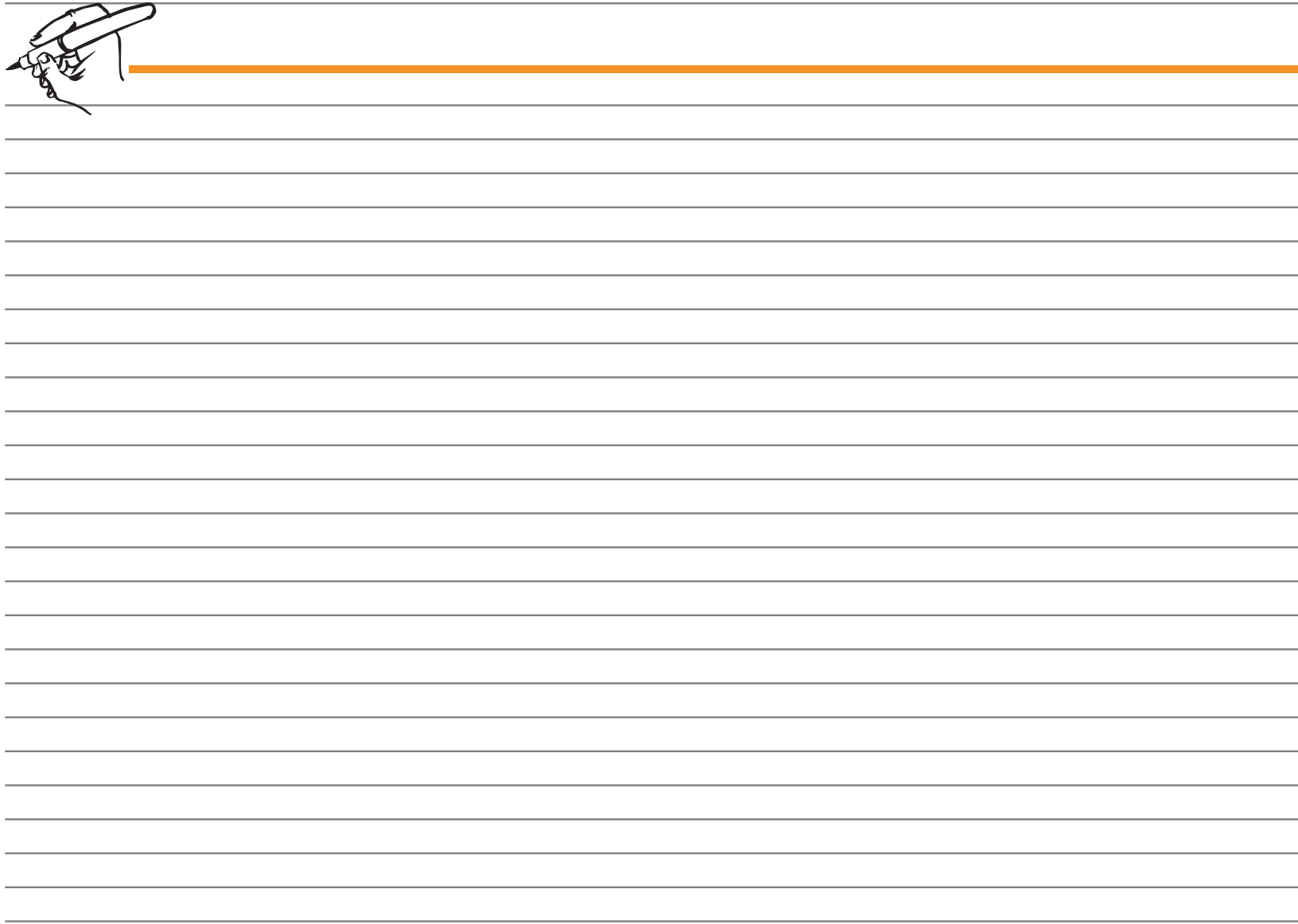
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Presentation outlining what the YRA is, what it aims to achieve and how	- PowerPoint presentation - Video from YRA 2019	None	PPT, Audio and Visual equipment (to play video with sound)	15 mins
YRs to write down what they hope to learn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





Facilitator Name: Ethel Dauya			Session Date: Day 1	
Session Title: Principles for Working Together & Creating a Good Learning Environment			Session Time: 10:00 - 10:30	
Key Objectives:				
1. Determine what participants understand by working together				
2. How to create a good learning environment				
Room Layout: Teamwork, all seated in a semi-circle				
Resources or Materials Required: 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





The image shows a hand holding a pen, positioned at the start of a thick orange horizontal line. Below this line are several horizontal grey lines, suggesting a writing area or a list of items. The entire page is framed by a thin grey border.

Facilitator Name: Constance Mackworth-Young (with assistance from Chido Dziva Chikwari)			Session Date: Day 1	
Session Title: Introduction to adolescents and young people			Session Time: 11:00 - 12:30	
Key Objectives:				
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				
Room Layout: Sitting in groups of 4-5 around tables				
Resources or Materials Required: 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"> - Key questions to help guide discussion (i) What does it mean to be an adolescent/young person? (ii) What is unique about AYP, compared to children and adults? (iii) What are the key challenges and opportunities faced by AYP? (iv) Why is important to do research with and for AYP? <ul style="list-style-type: none"> - Could draw the outline of a person, and the YRs populate the flip chart with post-it notes, writing and drawing. - 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). 	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"> - 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. - 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. 	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"> - 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. - 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. 	Flipcharts, post-it notes, pens and markers.	20 mins





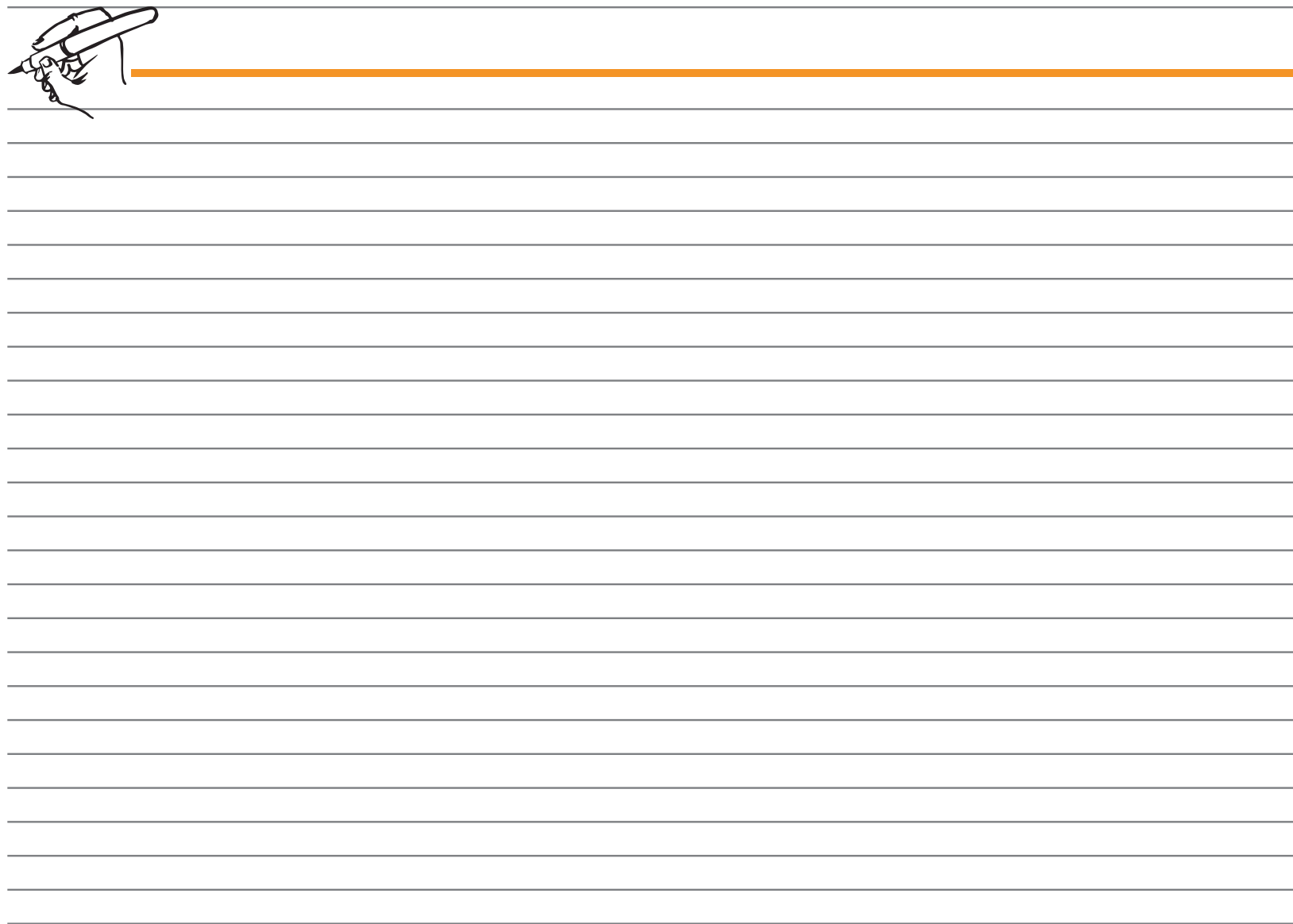
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Facilitator Name: Rashida Ferrand			Session Date: Day 1	
Session Title: Introduction to research			Session Time: 14:00 - 15:00	
Key Objectives:				
1. Understanding what research is and why it is important				
2. Types of research: qualitative vs quantitative				
3. How to plan for and conduct research				
Room Layout: Sitting in U-shape with desk, paper and pen				
Resources or Materials Required: 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?	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	-How could we conduct this research?	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"> - 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) - The summariser from each group has 3 minutes to present findings and then stick up their presentation. - 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. 	<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>







Facilitator Name: Suzanna Francis (with assistance from Chido Dziva Chikwari)			Session Date: Day 1	
Session Title: Introduction to Research Methods			Session Time: 15:00-16:00	
Key Objectives:				
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				
Room Layout:				
· U-shaped chair setup with session lead facing the participants				
Resources or Materials Required:				
· Projector for powerpoint				
· Flip-board, paper and pens/markers to record important points/issues that came up in the large group discussions				
· Post-it notes and pens to vote on the right tools for the research question				
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	
<p>Key Objectives: YRAs are in 4 small groups. Each group is given a research question. Objectives are:</p> <ol style="list-style-type: none"> 1. Plan data collection 2. Collect reliable, objective and accurate data (with consent, where appropriate) 3. Identify limitations of the data 				
<p>Room Layout: Small groups. Some groups will go outside to collect data</p>				
<p>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</p>				
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"> - YRAs will work out what needs to be collected and how - Design data collection form/tally sheet - Assign tasks to group members 	Paper, pens	25 mins
Collect data	Group work	<p>Examples of data collection:</p> <ul style="list-style-type: none"> - Measure handspan of YRAs - Survey of tea/coffee preference - Measure length of corridor in paces 	Pads of papers, pens Rulers for 2 groups	35 mins
Wrap-up and debrief	Facilitator led	<ul style="list-style-type: none"> - Regroup in the room - Check data collection is complete - Any final missing data can be collected in the coffee break 	None	15 mins





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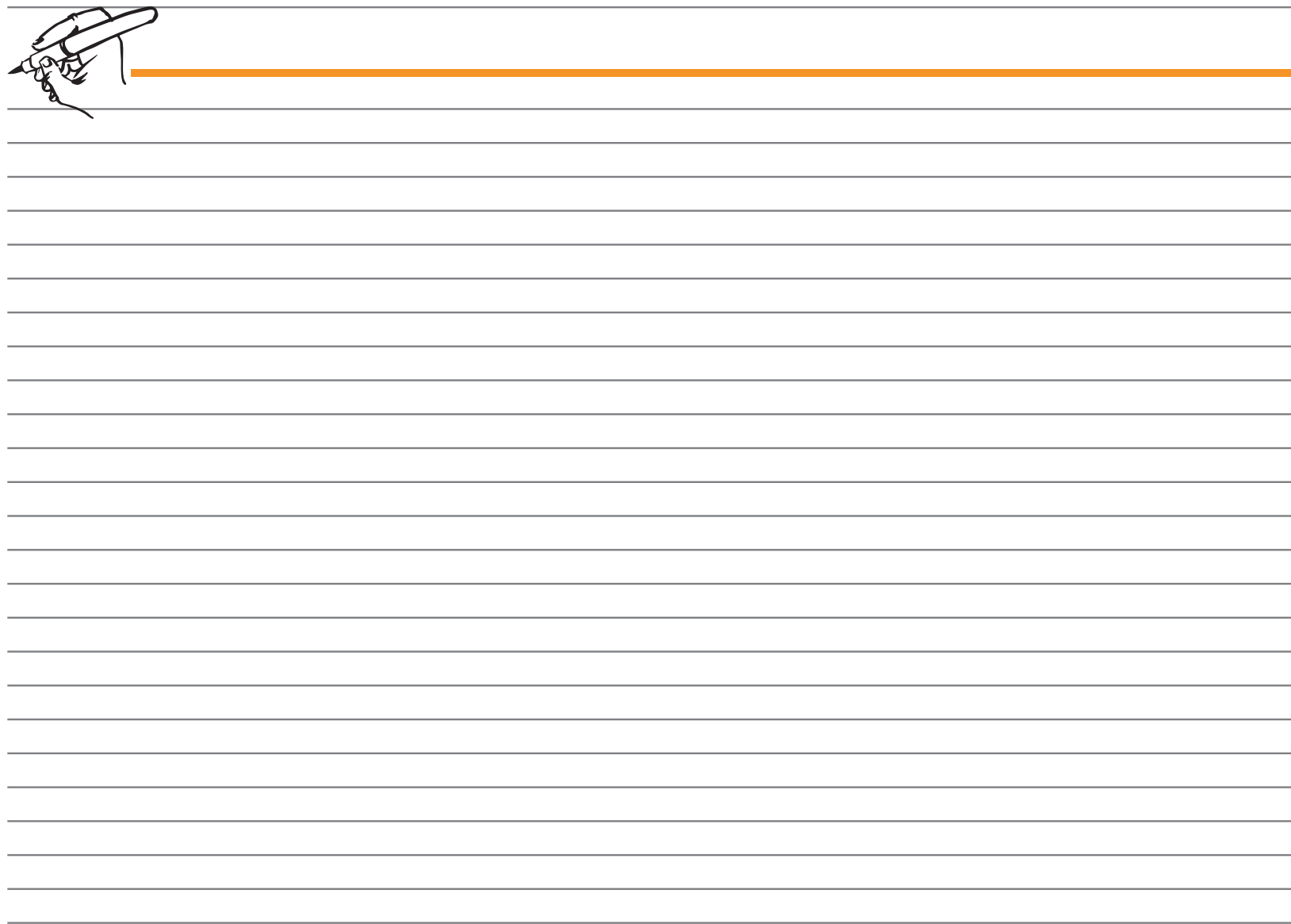
Facilitator Name: Vicky Simms			Session Date: Day 2	
Session Title: Quantitative Data Analysis			Session Time: 11:00 - 12:00	
Key Objectives:				
1. Describe the findings from the data collected in the previous session				
2. Discuss topics arising from the exercise, eg sampling, generalisability, random error, measurement bias				
Room Layout: Small groups. Each group to share its findings in turn				
Resources or Materials Required: Calculators on phones, paper and pens, flipchart paper				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Analysis of data collected in the quantitative data collection session	Small group	- Calculate simple analyses, e.g. prevalence, minimum and maximum, range. - All analysis can be carried out on paper, either by hand or with calculator	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





Facilitator Name: Chido Dziva Chikwari			Session Date: Day 2	
Session Title: Session Title: Practical Examples of Quantitative Research Studies			Session Time: 12:00 - 13:00	
Key Objectives:				
1. To state the research question in a published paper				
2. To critically evaluate the research tools used in a quantitative research study from a published paper				
3. To list the key findings that came from a published quantitative research study				
4. To summarise the contribution and impact that the finding made for published health research				
Room Layout: In groups of 4-6 YRs each				
Resources or Materials Required:				
• In-person facilitator to support group discussions		• Markers/Highlighters		
• Printed abstracts from published papers for each small group		• Flipchart and pens		
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	In small groups of 3 YRs, discuss the following - What is the research question(s)? - What is the research design and tools used? Were these appropriate? - What are the key findings that came out of the study - How do these findings contribute to answering the research question? One person from each group should take notes on the flip chart paper. Another should present to the whole group.	Copies of published papers Flip chart paper and pens for each group Highlighters for each group	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





Facilitator Name: Mandi Tembo			Date: Day 2	
Session Title: Informed Consent and Confidentiality			Time: 15:00 - 16:00	
Key Objectives:				
1. To ensure understanding of terminology – What is “Consent” and “Confidentiality”?				
2. Outlining the concept and importance of “Informed Consent and Confidentiality”				
3. To implement learned concepts and practices – Outlining What is Involved in Attaining Informed Consent and Ensuring Confidentiality				
4. To assess complete understanding – Short Interactive Quiz and Question and Answer Session				
Room Layout:				
- U-shaped chair set-up with session lead facing the participants				
- Flipboard for activities and PowerPoint set-up for presentation				
- Sticky Notes and markers				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
- Ensure understanding of terminology - Outlining the Meaning and Importance of “Informed Consent and Confidentiality”	Short PowerPoint presentation	Take notes	PowerPoint	20 mins
- Outlining what is Involved in attaining informed consent and ensuring confidentiality	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

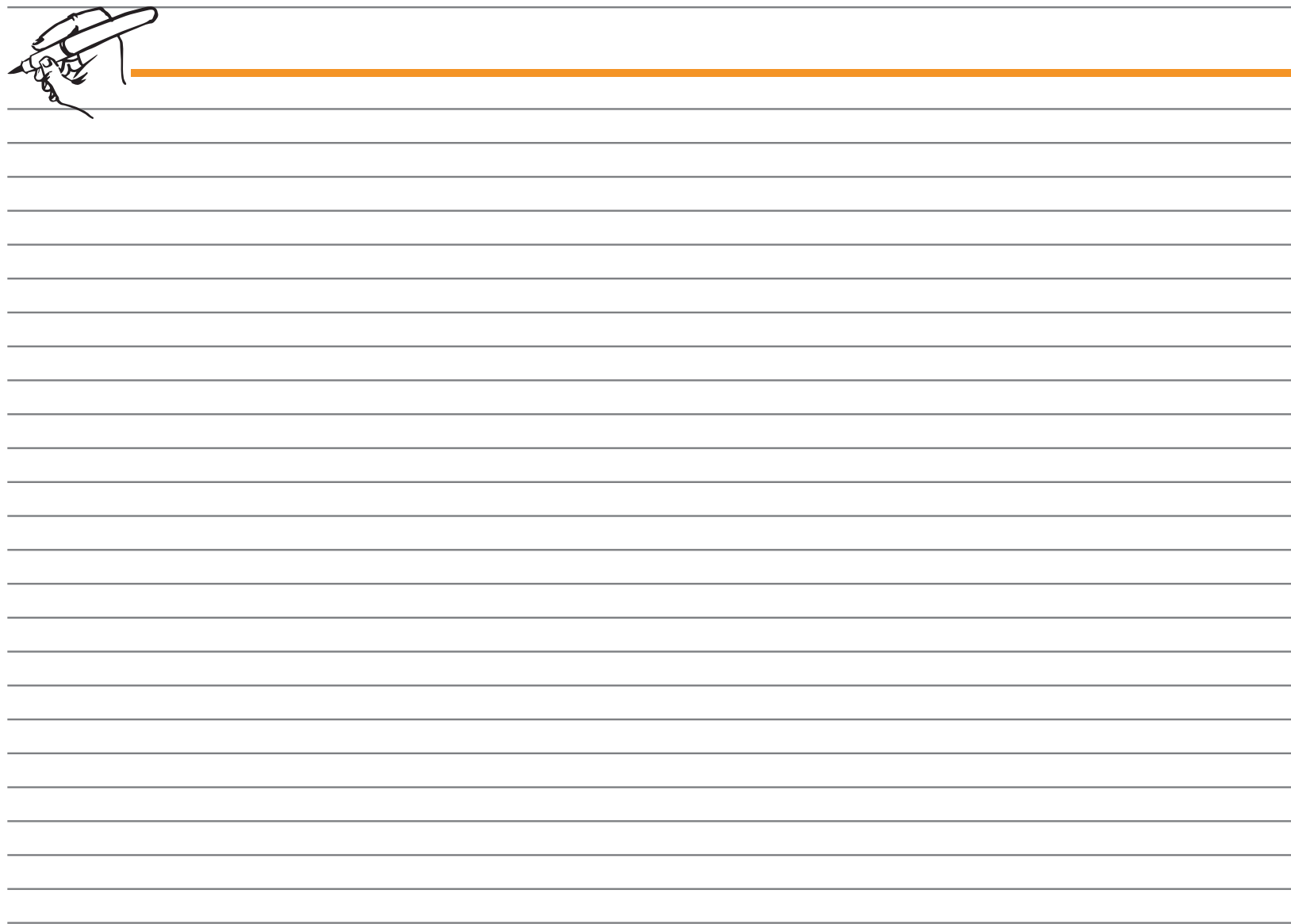




Day 3: Qualitative Research Methods	
Facilitator Name: Rudo Chingono	Session Date: Day 3
Session Title: Qualitative Research Methods	Session Time: 09:30 - 10:30
Key Objectives: <ol style="list-style-type: none"> 1. Introduce qualitative research and key attributes 2. Research methods – individual interviews, 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: <ul style="list-style-type: none"> - 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



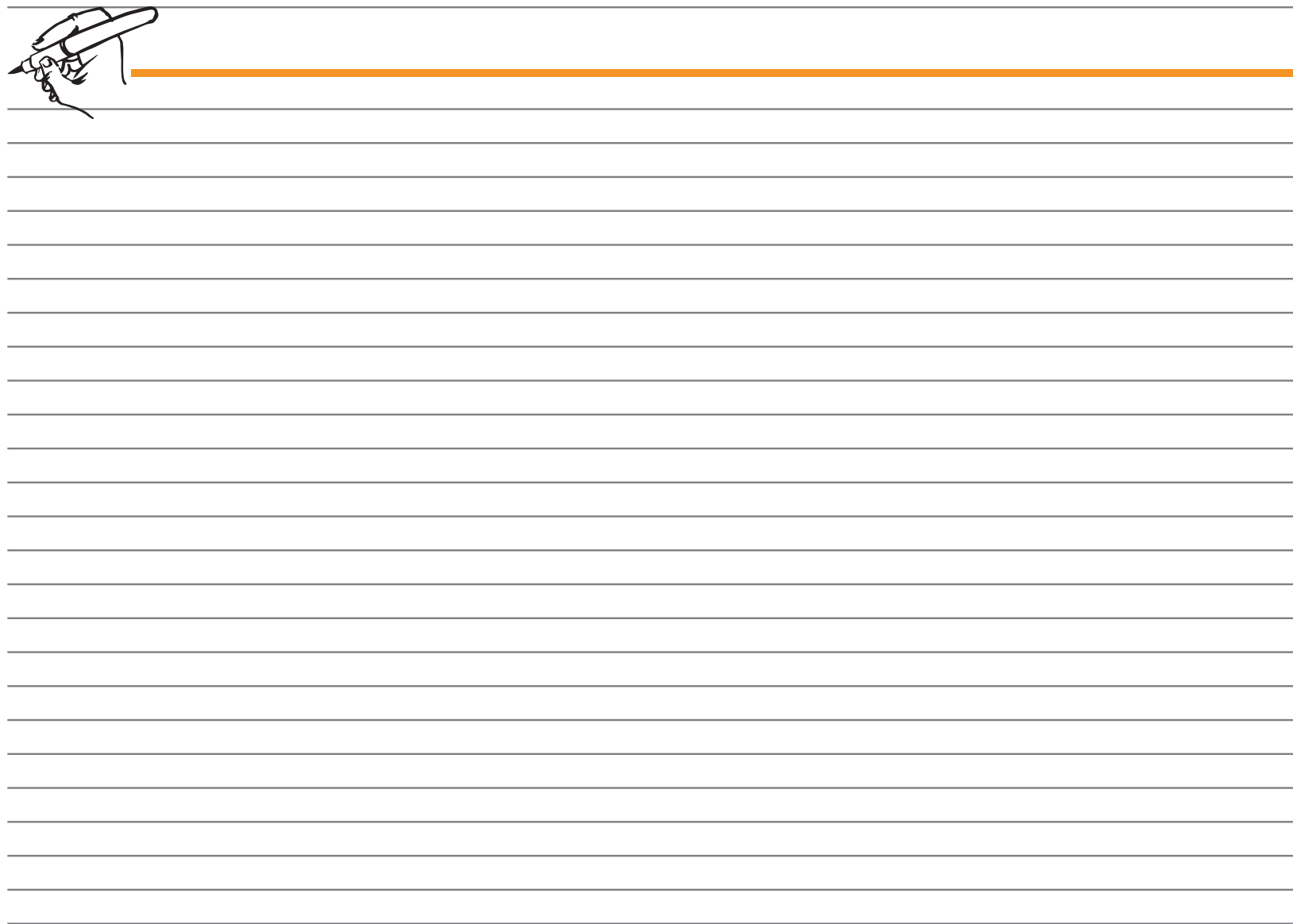


Facilitator Name: Constance Mackworth-Young with assistance from Mandi Tembo	Session Date: Day 3
Session Title: Qualitative data analysis	Session Time: 11:00 - 12:00
Key Objectives: <ol style="list-style-type: none"> 1. Understand the purpose of qualitative data analysis 2. Understand different ways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

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"> - 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). - 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. 	<ul style="list-style-type: none"> - Zoom link to CMY on projector, and webcam so CMY can see the room. - Flipchart and pens 	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"> - Facilitator give YRs a printed section of an interview transcript. - Asks YRs to read the interview transcript and come up with 3 key themes. - Ask some YRs to volunteer to share their themes with the class. - Facilitator writes down and group the themes. - Together agree on three key themes. 	Printed interview transcripts for each YR	10 mins
Coding the transcript	Small group discussion	<ul style="list-style-type: none"> - Each YR individually codes their transcript according to the three key themes identified. - In small groups of 3 YRs, discuss and compare each others' coded transcripts, and come to agreement. 	Printed interview transcripts for each YR	10 mins
What does the data tell us?	Small group discussion	<ul style="list-style-type: none"> - 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. - 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? 	Printed interview transcripts for each YR	10 mins





Facilitator Name: Suzanna Francis (with assistance from Mandi Tembo)	Session Date: Day 3
Session Title: Practical Examples of Qualitative Research Studies	Session Time: 12:00 - 13:00
Key Objectives: <ol style="list-style-type: none">1. To state the research question in a published paper2. To critically evaluate the research tools used in a qualitative research study from a published paper3. To list the key themes that came from a published qualitative research study4. To summarise the contribution and impact that the finding made for public health research	
Room Layout: Around tables of 6 (so they can be split into groups of 3 later). All YRs should be able to see the projected zoom. Resources or Materials Required: <ul style="list-style-type: none">• Zoom link to SCF on projector, and (ideally) webcam so SCF can see the room.• In-person facilitator to support group discussions• Flipchart and pens• Printed published papers for each small group	



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"> - What is the research question(s)? - What is the research design and qualitative tools used? Were these appropriate? - What are the key themes that came out of findings - How do these findings contribute to answering the research question? What is the impact? <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





Facilitator Name: Chido Dziva Chikwari			Session Date: Day 3	
Session Title: Small Groups: Designing Quantitative and Qualitative Studies			Session Time: 14:00 - 16:00	
Key Objectives: 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				
Room Layout: Group work (can be done outside): YRs to work in groups of 3-5 with support from facilitator or mentor				
Resources or Materials Required: 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)

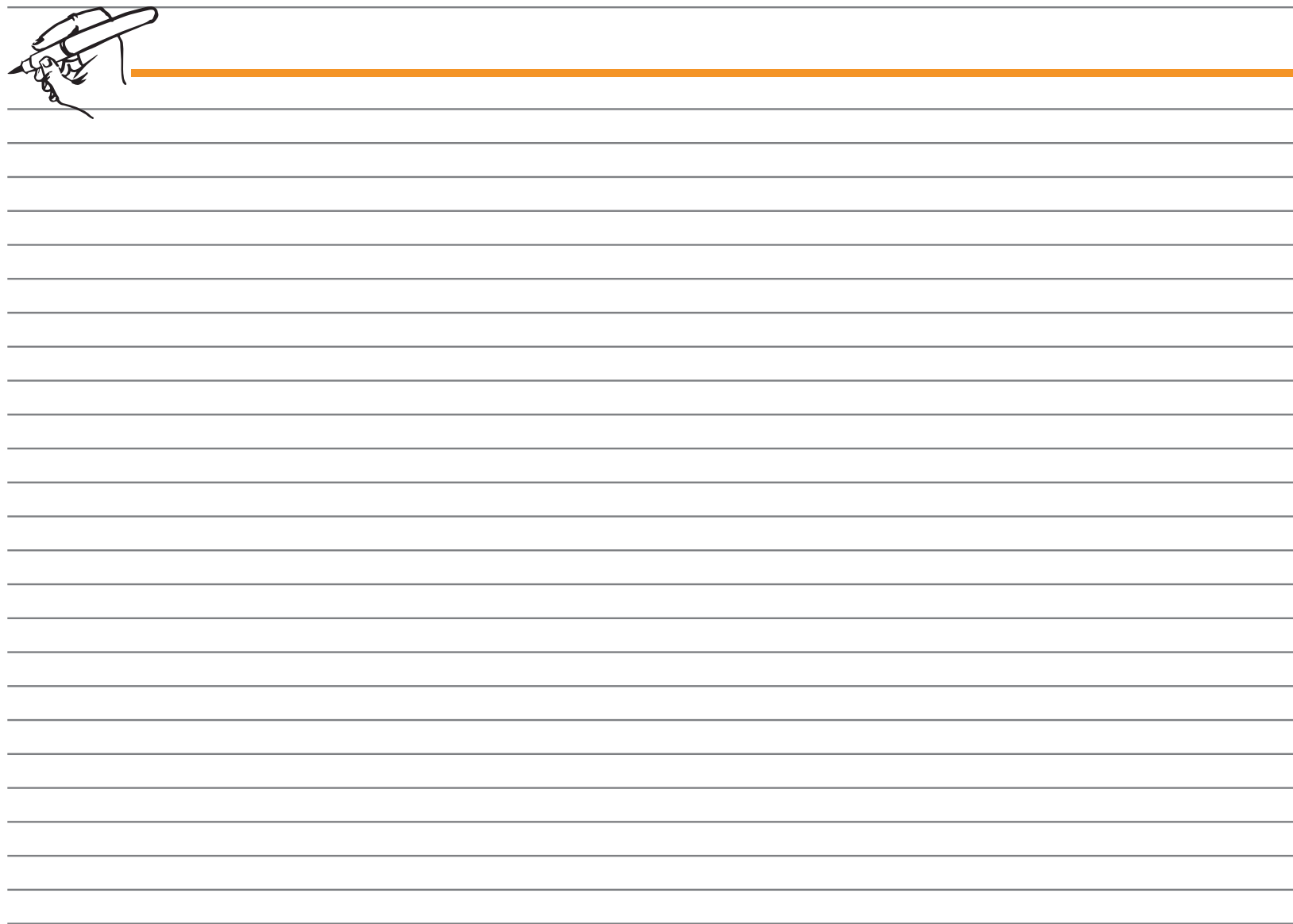




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Day 4: Community Engagement, Advocacy and Dissemination				
Facilitator Name: Mufaro Makuni			Session Date: Day 4	
Session Title: Public Engagement in Youth Research			Session Time: 09:30 – 10:30	
Key Objectives: The main objective is get our youth 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.				
Room Layout: Outside group work & indoor presentation set up.				
Resources or Materials Required: Flip chart paper, pens and markers, flip chart				
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Defining Public Engagement: In this exercise, YRs will give one word answers & responses on what they think of when see the following key words: - Public Engagement - Ways to engage the public - How to plan your public engagement This session will coincide with a supporting slide deck.		- Open floor question and response session: Where we will take note of the YRs' responses - A YR will scribe answers	Marker and flipchart	10 mins
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.	Teamwork & creativity	Working in groups to develop a public engagement activity/ campaign		30 mins
Public Engagement Campaign/Activity Pitching exercise: YRs select a group representative who deliver a short pitch of their idea in front of a judge	YRs acquire some public speaking skills & overall teamwork	Public speaking		15 mins
Reflection & final thoughts: YRs evaluate themselves and feedback on what they learnt, give prize for the best pitch		- Open floor question and response session: Where we will take note of the YRs' responses - A YR will scribe answers		5 mins



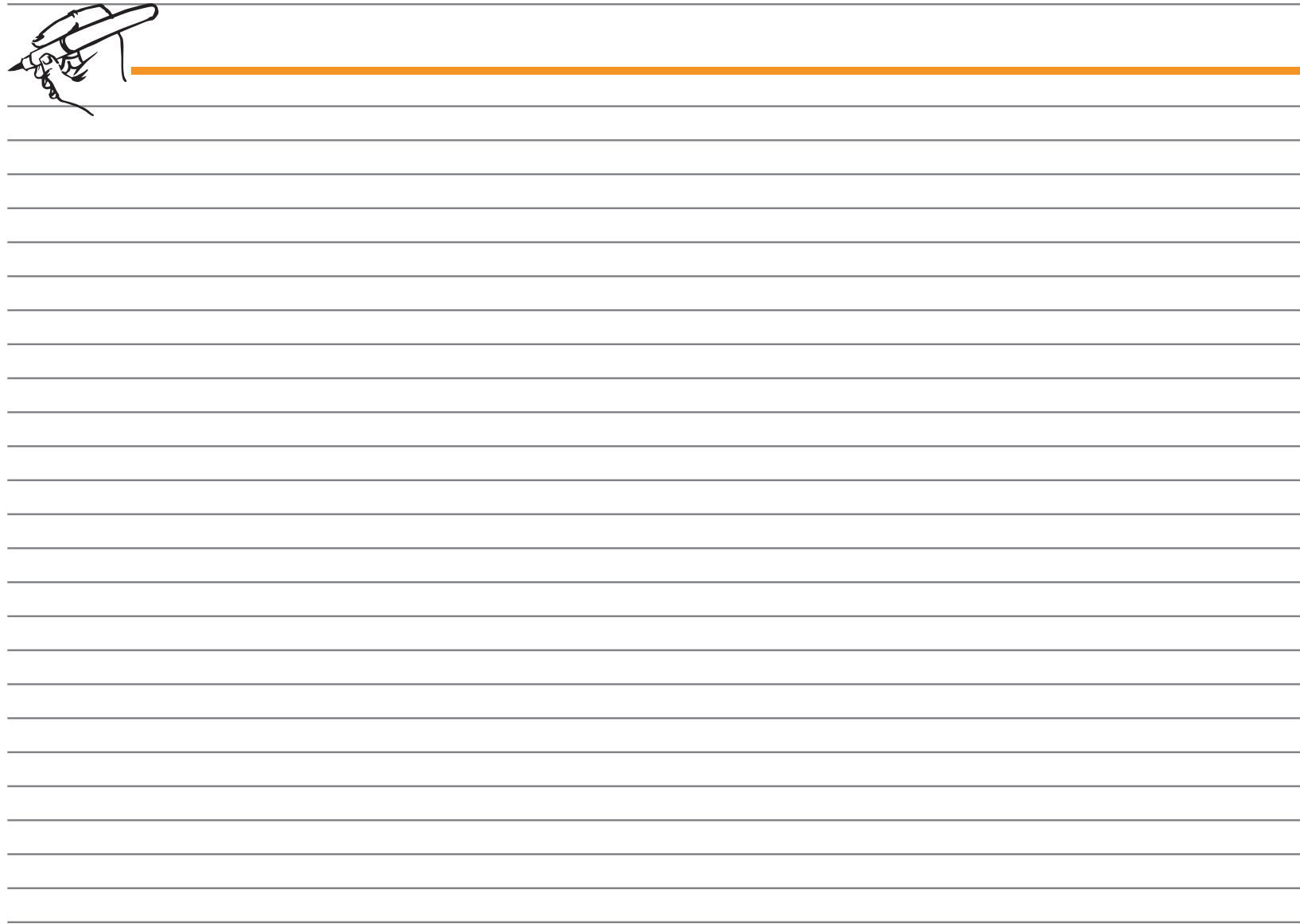
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Facilitator Name: Ruramayi Rukuni	Session Date: Day 4
Session Title: Engaging Communities & Participants: Practical Examples in Research	Session Time: 11:00 - 12:00
Key Objectives: To address the following three questions: 1. What is public engagement?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



Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Session overview	Presentation	N/A	Laptop, projector	2 mins
What is public engagement (PE)? Definition of PE Purpose of PE Types of PE activities Evaluating PE activities Demonstration of PE activity	Presentation Demonstration	- Youth researchers will listen to a presentation outlining definitions and types of PE. - A subset of volunteers will be asked to take part in a table-top PE activity demonstrated by the facilitator.	Laptop, projector Flipchart, marker pens Table-top game	15 mins
Why is engaging communities and participants important?	Group participation	- Youth researchers 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.	Flipchart post-it paper sticky notes	7 mins
What sort of engagement activities have we carried out in our research group? Examples: Chiedza's Song IMVASK Planned future PE activities	Presentation	- This presentation will outline the different types of PE activities carried out by the research group and plans for future activities.	Laptop, projector	15 mins
Competition: design a PE activity	Group participation	- 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.	Paper, pens	15 mins
Session summary and close	Presentation/group presentation	- A brief presentation will summarise key points and youth researchers will have the opportunity to ask questions.	Laptop, projector	6 mins



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Facilitator Name: Constanca Mavodza	Session Date: Day 4
Session Title: Research and Advocacy	Session Time: 14:00 - 15:00
Key Objectives: 1. The session will be an introduction to research (evidence); advocacy and policy-making. 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. 3. They will use learning to debate on researchers vs. advocates and the pros and cons of both.	
Room Layout: 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	
Resources or Materials Required: Flip chart paper, pens and markers, flip chart	

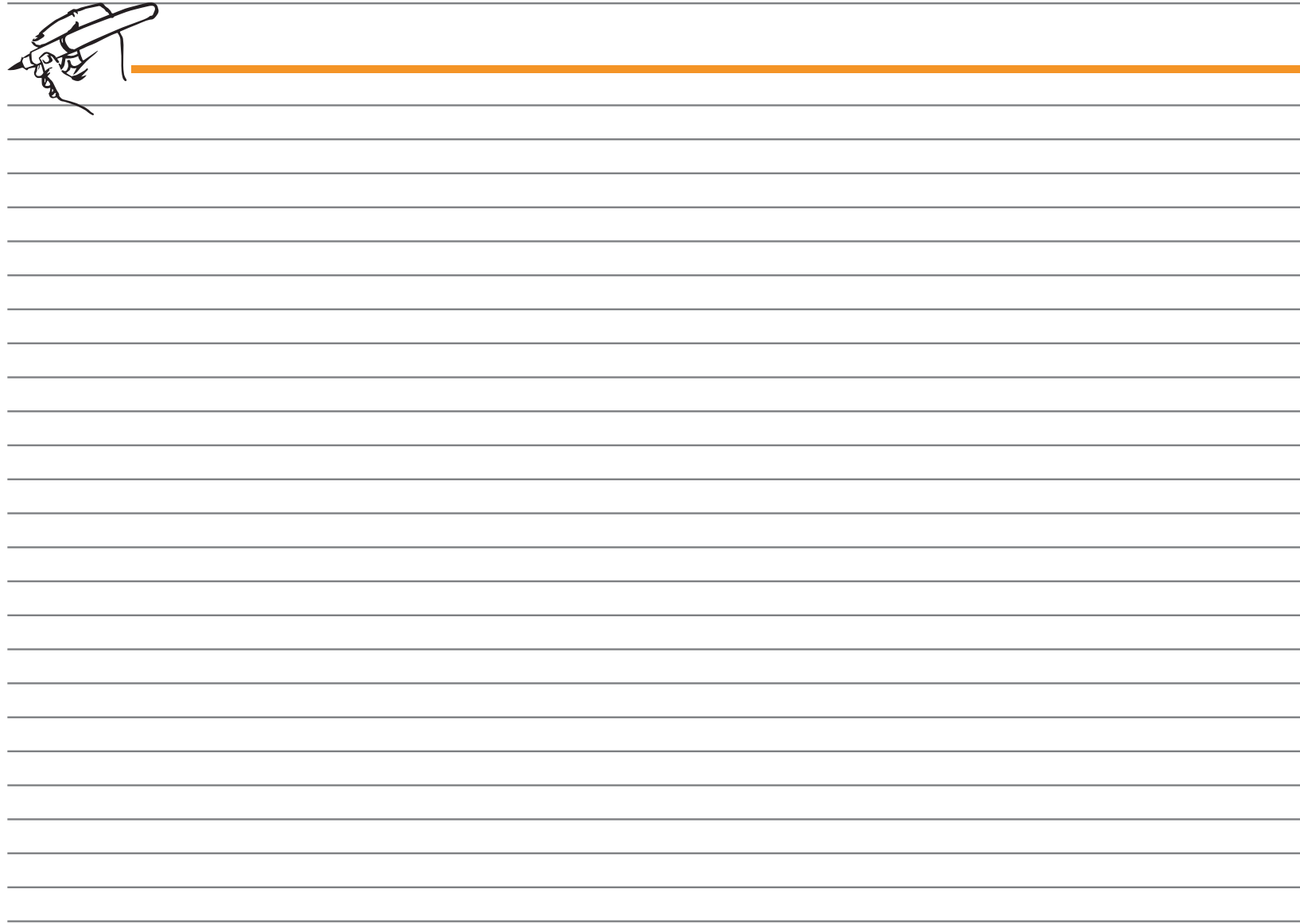
Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Introduction to evidence-based Advocacy & policy making	Dialogue & power point presentation & dialogue	Contribute to the conversation and engage with powerpoint presentation	projector, laptop, usb drive	15 mins
The intersection of 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





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

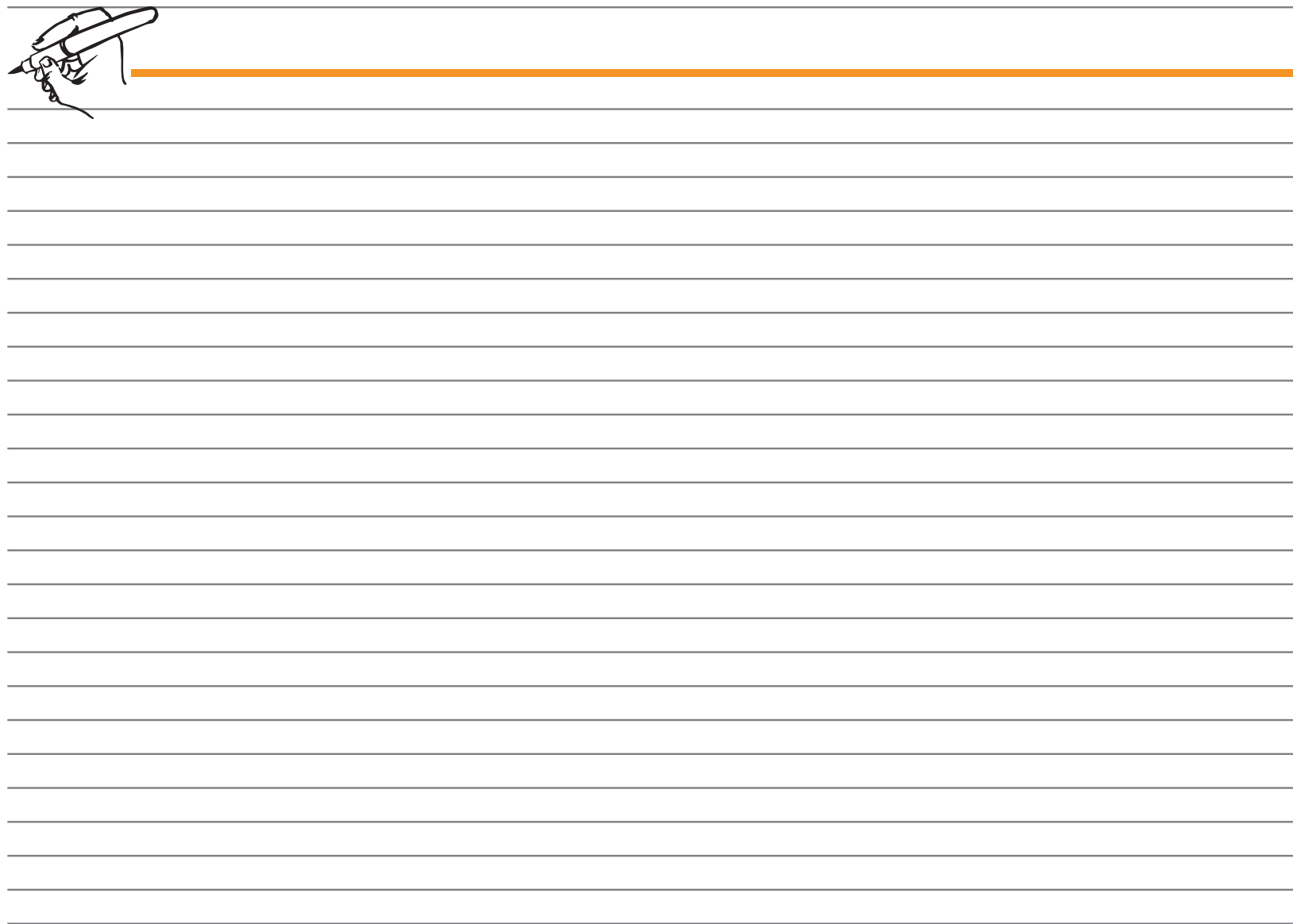


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Facilitator Name: Constance Mackworth-Young and Constancia Mavodza			Session Date: Day 5	
Session Title: Week 1 Evaluation			Session Time: 14:00 - 16:00	
Key Objectives:				
1. For students to evaluate their own performance and learning, in order to to reinforce their learning and improve the impact of the course				
2. Provide an opportunity for students to demonstrate their learning so far				
3. To evaluate the perceived effectiveness of the course, in order to improve the course				
Room Layout:				
- Tables with around 4 youth researchers on each				
- 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.				
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"> - Each youth researcher writes down their own answers to the following questions (in a notebook or journal): i) What have I learnt? ii) Why is that important to me? iii) How will I use that in the future? <ul style="list-style-type: none"> - 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. - Facilitator asks 2-3 youth researchers to share with the group if they feel comfortable. 	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"> - Each group is given a research question (framed loosely) and asked to come up with a brief presentation for a research proposal. 	Flipchart paper and pens.	45 mins

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
		<ul style="list-style-type: none"> - 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). - 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. - Their research proposal should include: <ul style="list-style-type: none"> i) Rationale for the study ii) Ethics iii) Methods iv) Analysis v) Dissemination 		
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"> - Facilitator facilitates a discussion about what the YRs feel they have learnt from week 1 so far. - 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. - Use the research proposal presentations as a stimulus for this discussion. 	N/a	20 mins
Feedback on week 1	Writing personal feedback	<p>Each YR writes feedback on:</p> <ul style="list-style-type: none"> - What have you learnt? - What do you feel you still need to know? - What have you enjoyed? - What have you found difficult/ not enjoyed? <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



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Week 2

Day 2: Writing Skills Workshop

Facilitator Name: Rashida Ferrand and Chido Dziva Chikwari		Session Date: Day 2		
Session Title: Writing Skills Workshop		Session Time: 14:00 - 16:30		
Key Objectives:				
1. Why are writing skills important ?				
2. Strengthen English writing skills				
Room Layout: Sitting in U-shape with desk, paper and pen				
Resources or Materials Required: 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: - Knowing your target audience - Knowing your content	Facilitator presenting to the group	Key questions to help guide teaching: - Who am I writing this for? - What kind of writing am I sharing? And where am I sharing this writing? - How many words? Required structure?	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)
AFTERNOON TEA BREAK				15.45 - 16.00
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
RECAP and Q&A SESSION				16:30 - 16:45

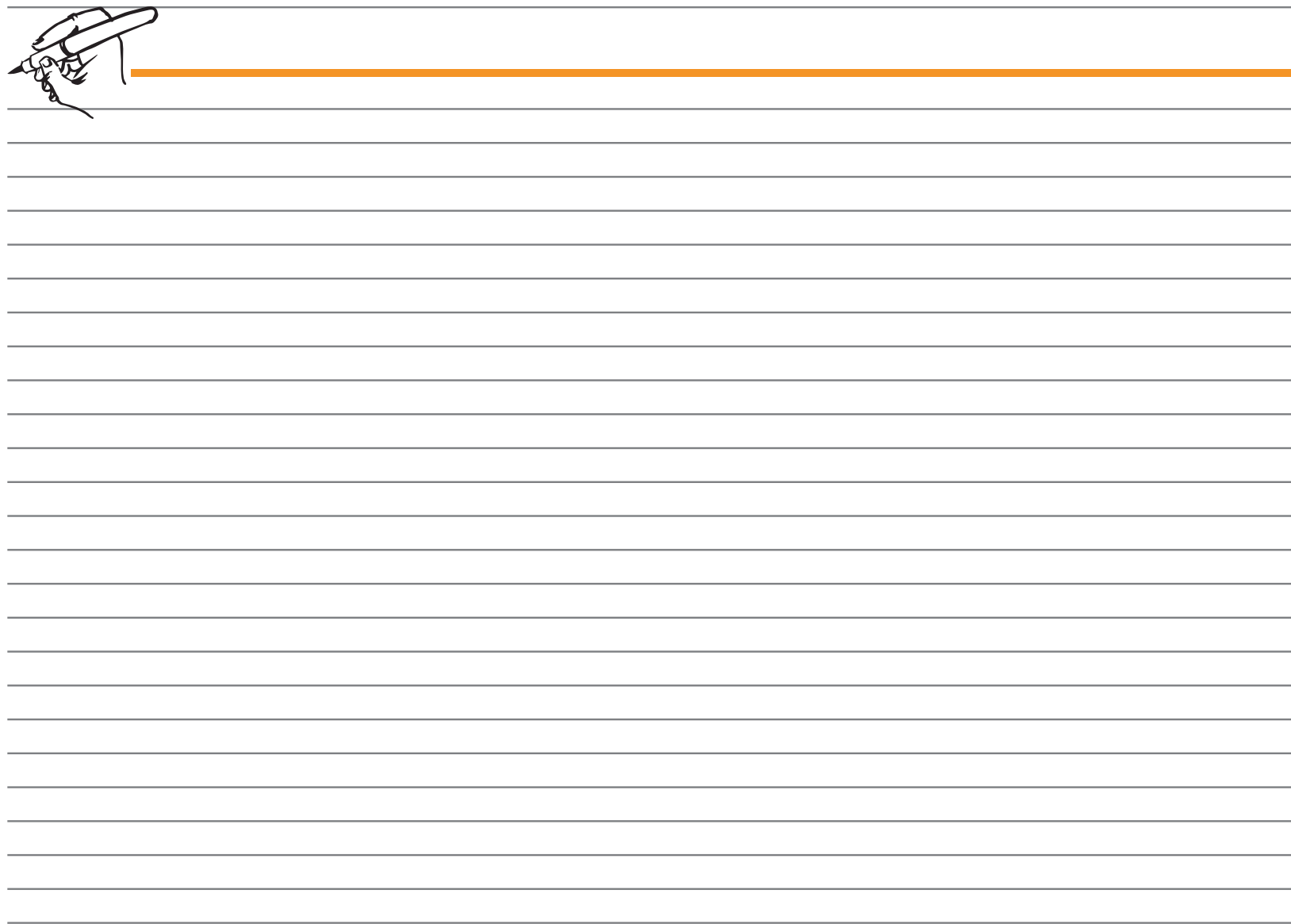


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Facilitator Name: Buhle Tshabangumoyo					Session Date: Day 3
Session Title: Public Speaking and Confidence Building Workshop				Session Time: All Day	
Key Objectives: Build public speaking skills					
Room Layout: Large room with everyone in a big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

Content	Teaching Methods	Youth Researcher Activity	Resources	Duration
Feedback from facilitator	Feedback	Listen and take notes		15 mins
Lunch				1 hr
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
Break				15 mins
Final Feedback session				30 mins



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Day 4: Advocacy and Community Engagement	
Facilitator Name: Constanca Mavodza	Session Date: Day 4
Session Title: Advocacy and Community Engagement	Session Time: Morning
Key Objectives: 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.	
Room Layout: Large room with everyone in a big group.	
Resources or Materials Required: *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.





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