

ANNEX 11: ADOLESCENT PANEL TRAINING MANUAL



AP Training Manual

2023

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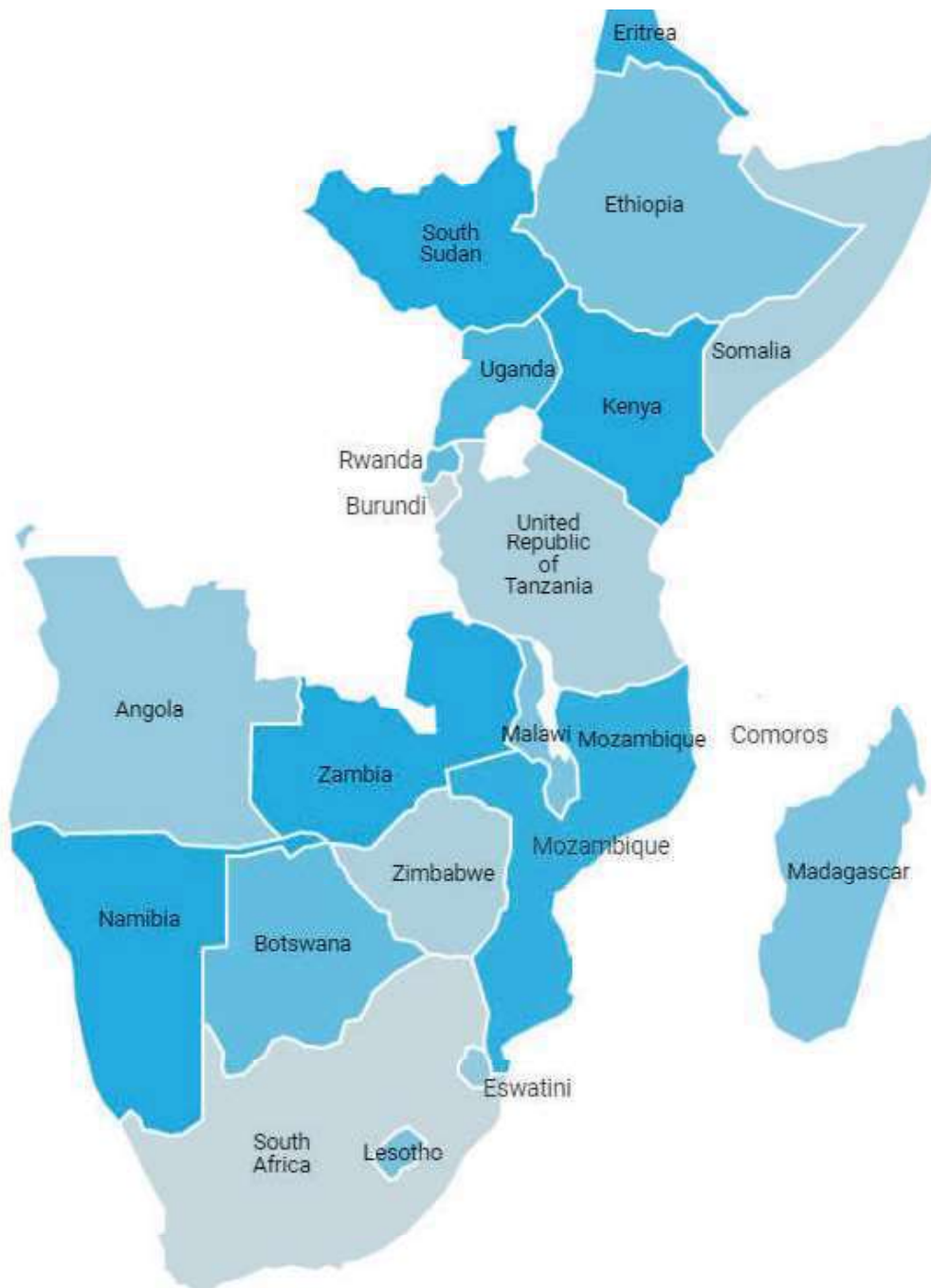


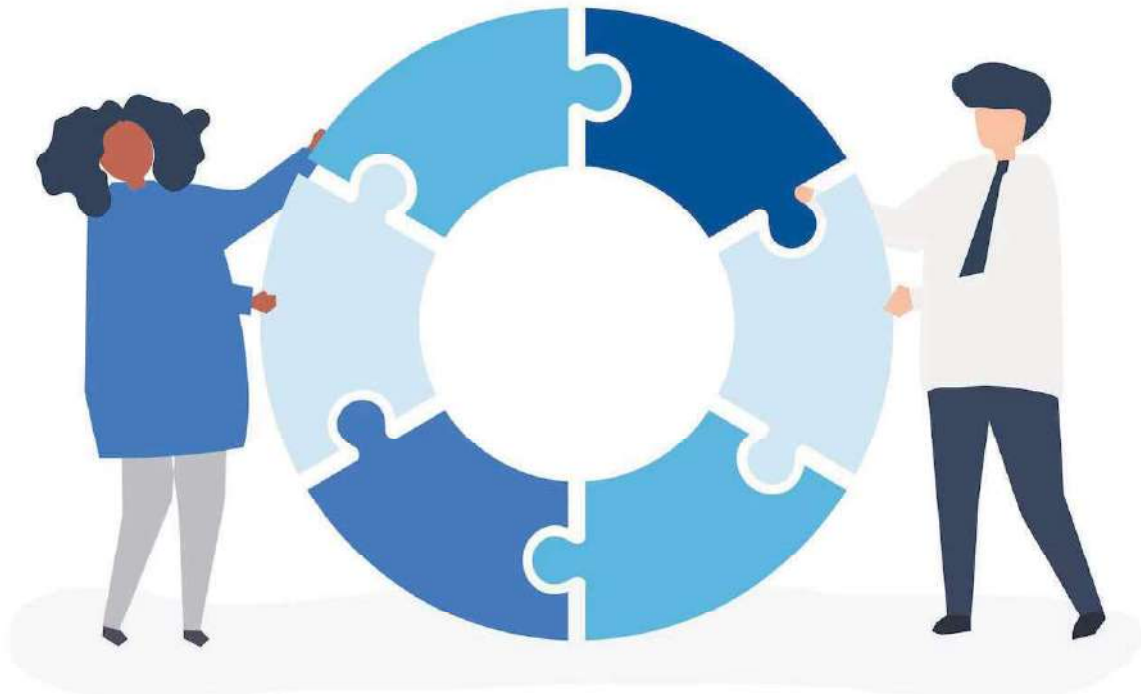
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SECTION 1

1.1 Background

This is a training manual created for the national consultants who shall use it to train and support adolescent panel members during data collection phase of the formative evaluation of Gender Transformative Programming through Investment in Adolescent Girls' Leadership in Eastern and Southern Africa (ESAR).





1.2 Purpose of the Evaluation

Social Development Direct (SDDirect) has been contracted by UNICEF Eastern and Southern Africa Office (ESARO) to conduct a Formative Evaluation of Gender Transformative Programming through Investment in Adolescent Girls' Leadership in Eastern and Southern Africa (ESAR).

As part of in depth country case studies, we are doing an evaluation, to understand how well UNICEF is listening to, consulting with and meeting the needs and rights of adolescent girls and boys. We are talking to young people across East and Southern Africa and specifically in Uganda, Mozambique and Namibia about:

- their experiences of working with UNICEF programmes
- whether they feel their views and insights are heard and actioned by UNICEF
- if UNICEF's programmes are what young people want and need.

1.3 Methodology and the Adolescent Panel

We are conducting case studies in Mozambique, Namibia and Uganda, and establishing an Adolescent Panel of four young people; 3 girls and 1 boy in each country who will lead the data collection exercise. They shall interview four peers each on two separate occasions over a two week period.

This will be a total of 32 interviews per country. The interview guide will have about 20 questions and will take about 1hour-1 and half hour to administer. The aim shall be to gather information about their experiences and views working with the UNICEF programs.

1.4 Selection Criteria for the Adolescent Panel Members

- Four adolescents i.e., 3 girls and 1 boy per country
- Aged between 16 – 19 years old
- Multilingual. i.e., able to speak fluently in English/ Portuguese and any local languages depending on the country.
- Basic literacy skills including facilitation and interviewing skills.
- Involved in UNICEF programmes in different ways (as programme participants, as facilitators or leaders, as members of clubs etc)
- From an area with a UNICEF office or a UNICEF partner organisation nearby.
- Good communication skills
- Confident and able to speak in front of others.
- Representation from adolescents with disability, adolescents living with HIV/AIDS, those living in vulnerable and non-vulnerable contexts, e.g. humanitarian/ refugee contexts, hard to reach / remote, urban and semi-urban contexts, etc. among other diversities.

The role of the adolescent panel shall be:

- o Conducting in person interviews with their peers on their experience in UNICEF programs.
- o Lead the selection process of peers to be interviewed as per the criteria.
- o Participate in sense checking workshops to share their findings.

1.5 Your Role as National Consultants

The national consultant plays an integral role from the selection of the adolescent panel members, coordination, training, and support. The key roles include:

- Using the developed criteria, work with UNICEF country office to select the 4 adolescent panel members.
- Conduct an induction training for the adolescent panel members after their recruitment and as needed during the data collection phase.
- Ensure they have all the necessary data collection tools and guides for them to use.
- Make sure you have discussed accessibility requirements with the Adolescent Panel so that and reasonable accommodation need the young people may have to enable their full participation are considered. This may included accessibility of the venue, translation needs, more time for discussions, carers present etc.
- De-brief with the adolescent panel members after every interview to identify gaps / areas that need further inquiry ahead of the second visit.
- Support the adolescent panel members as they identify peers to interview.
- Focal point for any matters arising during the data collection exercise.
- Ensure any safeguarding issues are referred to the appropriate channels
- Conduct close out workshops with the adolescent panel members and gather feedback
- Receive and safely store all the data collected from the adolescent panel members.
- Analysis and report writing.
- Remuneration of the adolescent panel members according to the SDDirect terms, and as agreed with UNICEF Country offices .

1.6 Criteria for Selection of The Adolescents to be Interviewed



- Four adolescents i.e., 3 girls and 1 boy per country
- Aged between 10 – 19 years old
- Both in and out of school young people
- Young people involved in UNICEF programmes in different ways (as programme participants, as facilitators or leaders, as members of clubs etc)
- Mix of girls and boys and gender diverse people.
- Representation from adolescents with disability, adolescents living with HIV/AIDS, those living in vulnerable and non-vulnerable contexts, e.g. humanitarian/ refugee contexts, hard to reach / remote, urban and semi-urban contexts, etc. among other diversities.

The adolescent panel members will be expected to:

- Meet with one interviewee (the adolescent who will be responding to your questions) per time. Each panel member will speak to a peer of the same sex.
- Properly introduce themselves and what you they about to do before starting the interview. Inform the interviewee of the time expectation e.g., 1hr – 1.5 hours.
- Administer preliminary documents such as consent forms and guide on how they should be filled and signed.
- N.B for interviewees below the age of 18 years, parental/ guardians/care giver's consent is mandatory along with from the interviewees consent form.
- Ensure all the interviews are recorded using the recording devices and securely shared with the National Consultant, and then deleted from the recording device.
- Read out questions carefully to the peer and listen attentively.
- Correctly explain/demonstrate should the interviewee have difficulty understanding the questions.
- Deliver the recording materials and other documents from the interview back to the



national consultant, and delete any copies on personal devices.

- Debrief/have a short meeting or phone call with the national consultant about how the interview went and which further questions to ask in the next meeting with the interviewee.
- Conduct the second interview following similar steps as above i.e seeking consent to ask questions etc.
- Participate in the end of data collection workshop.
- Panel members will need to consider how to ensure participation is equitable and any accessibility needs of interviewees are considered. This should be discussed with the National Consultant supporting you.

SECTION 2

2.1 Background

This is a hands-on section that will get the adolescent panel members ready for the actual interviews they will be conducting. It involves a lot of activities so that the panel members get to thoroughly interact with the tools and the National Consultant gets feedback/ gathers insights on how it will be when they are in the field.

This section will form the main part of the orientation. The Interview packs will have small cards with bullet point information from this section for the AP's to refer to while in the field or as they prepare from their homes.



2.2 What is an Interview

Interviewing is a structured conversation where one person, the interviewer, has a set a set of questions that they wish to answer and the other person/persons, interviewee(s), respond to based on their views or insights. The steps of interviewing are:

- Introduction of both the interviewer and interviewee and the purpose and objectives of the interview.
- Seeking consent before beginning the interview. You will tell the interviewee if the interview is confidential and about their anonymity. Some interviews are confidential and/or anonymous some are not. In our case, the interviews are confidential and anonymous.
- Question and answer. Here the interviewer will ask questions and the interviewee responds to them.
- Conclusion. If the interviewee has any questions they can ask at this point. The interviewer will also pass any relevant information to the interviewee and then conclude the interview.

Section 1 of this manual has explored the first part of interviewing, describing the purpose and objectives of the interview. The next parts discuss the other stages of interviewing.



2.3 Informed Consent

Consent refers to agreement, permission granted or willingness to comply to something voluntarily by two parties. Before joining this adolescent panel, you and your guardian/parent signed consent forms that told you about your participation, what benefits you will get, how your information will be used and about your confidentiality.

We must ask permission before conducting the interviews to know whether the person wants to speak to us or not.

To get consent, we must tell the person the following:

- i. What it is we are doing, including the benefits and risks of their participation.
- ii. Why and how we are doing it.
- iii. How are we going to use the information they give us.
- iv. How we are going to protect their identity so that we aren't exposing them and their views.

It is important to explain to them that they can withdraw consent even after granting it at the start e.g. a person has given you consent to ask them questions and after three questions they change their mind. We must respect their decision and stop asking the questions further. They do not have to give reasons for their refusal, and you should not ask them to explain. Our role is to make them feel comfortable and assure them of their confidentiality. You should not try coercing them into accepting to co



Activity One

Read through the participants' consent form and practice reading it out loud. How was it?

N.B/ The interviewer should take note of the responses and clarify on some of the issues raised. The National Consultant should be consulted where the interviewer finds challenges or needs help.

2.4 Listening / Interview Skills

While asking questions is a key part of this process, often how to listen is forgotten. The aim should be listening to understand not just to ask the next question. You will have an interview guide that will make it easy for you to know which questions to ask.

The interview guide is not exhaustive i.e it has not asked all the questions that can be asked. As you keenly listen to the interviewee, you may have

new questions to ask or clarify. Wait for them to finish before asking. Try asking short questions to avoid confusion.

Your interviewee may get exhausted or agitated if they are unable to understand your question and you keep repeating. We have attached an interview etiquette card in your pack so you can practice and keep it close to remind yourself. Here are 3 quick DO's and Don'ts of an interview.

Interview Do's

- Be warm and courteous.
- Set realistic expectations.
- Be brief and to the point (intentional with what you want to get from the interviewee).
- Listen twice as much as you speak.
- Clarify what is unclear.



Interview Don'ts

- Don't rush through questions
- Don't brush off any feedback/ opinions of your interviewee
- Don't over ask (asking same thing too many times)
- Don't interrupt/correct/influence the interviewee.
- Do not discriminate or judge what people say to you
- Don't promise anything.

Activity Two

The Government would like to find out what subjects should be introduced and supported in schools. You have both been selected to go round different schools and find out what subjects' students would like. Jointly write down some questions you would ask students that you will meet.

Now in pairs, interview one another using the questions you had written down.

Present Back

FACILITATORS NOTE:

Notice how they are introducing themselves and the purpose of their interview. Also notice how the interview is being conducted. Is it relaxed and fun or formal. Give tips on how to get both the interviewer/interviewee relaxed e.g., getting a conducive environment, and being seated if possible, asking friendly ice breaking questions before delving into the interviewee etc.

2.5 Note Taking and Recording the Interview

- You will be issued with a data collection pack that will include the interview guide with the main questions you will ask, a notebook to write notes in and a voice recorder.
- You shall use the notebook to jot down any follow up questions, difficult questions or anything else you may want to take note of.
- You will use the recorder to capture the interview. Ensure it is well charged ahead of the interview, and that you have spare batteries if needed. You will inform your interviewee that you shall be using the device (recorder) to capture the interview. It will do nothing else but capture your voices. You will inform them that you shall place it in the middle of you both so it can capture the interview clearly. You will still speak normally. It is important though, that the venue is free from noise, so your voices are captured clearly.



Activity Three

Practice using the recorder to interview your partner about their hobby. Practice to pause and save the interview. Go several rounds to see if you can save multiple interviews and how to differentiate them. Now try record with music on and check the clarity of the recording. Learn how to charge, turn on and off, and adjust volume on the recorder.



2.6 Piloting of the Interview Guide

Open the interview guide issued that will be used in the interviews. It is good practice to go through the interview questions ahead of the actual interview so you are comfortable with the questions, and we can adjust accordingly as needed. The next activity under this section will be of the actual interview guide and we will use it to see familiarize ourselves with it, ensure we all understand the same thing that the questions seek to find out and the ease of administering it.

FACILITATORS NOTE:

Go through every section with the adolescents letting them read out loud the questions as the others listen. Notice ease/ difficulty of the questions as they read them out loud. Hear ideas from them how best they would ask those questions. Note the probable solutions down for feedback with the Evaluation team to adjust. Proceed to do the next activity.

The guide includes a number of questions that we would like the AP members to ask the young people they are interviewing over the course of the two meetings. It is important that the guide is reviewed in detail together during this orientation meeting and every question is discussed to see which ones the AP members feel most comfortable exploring. It is important that the AP members feel comfortable with the questions but that we are also learning from the young people about their experiences with UNICEF programmes and how far they feel empowered to participate meaningfully and be involved in decision making and leadership spaces.

Activity Four

In pairs, take turns to ask each other 3 questions from the questionnaire.

Present Back

How was it being the interviewer? How was it being the interviewee? Any further suggestions for how to adjust the questions? Any other feedback?

2.7 Interviewing Techniques

A good interview should have a natural flow. You will ask the questions and listen keenly as the interviewee responds. The questioning shouldn't be forced or mechanical. Try think about it as a conversation with a new person you have just meet-only, this conversation has an objective. It requires you to be curious, to want to know more. When you are curious, the person feels like you are interested in getting to know them and their views. You should wear your curiosity cap and try to get information that can help you paint a picture in your mind about the experience your interviewee is trying to describe. E.g if someone is telling you about how participating in a UNICEF program made them brave. The conversation could go like this:

Example 1

Interviewer: Thank you for sharing this. I have a few questions to ask so that I can understand better. What was the name of the program?

Interviewee: It was an environmental club in school teaching us about how we can keep our environment clean.

Interviewer: Sounds like a good club! What was your role in that club?

Interviewee: I was selected as the chairperson.

Interviewer: Ooh congratulations! What did you do as the chairperson?

Interviewee: I led the members to clean around our school compound and plant a few trees. It was so nice even the teachers joined in!

Interviewer: Very interesting. How would you describe yourself before you joined the club?

Interviewee: Ooh I was so shy. I wouldn't even stand in front of the class or raise my hand in class. I was afraid people would laugh at me.

Interviewer: Ooh I understand. What training did you undergo in the environment club that you feel made the change in you?

Interviewee: It was the guest student from university who inspired me when she said she was also shy but once she joined the club and started participating in activities, she became brave and even won an award for planting trees when she was in secondary school.

There are still many more questions you can ask so that you create a full picture of the story the interviewee is trying to tell. If your interviewee is struggling to express themselves verbally, there are other methods that can help them communicate. They include:

1. Photos and short videos- you can ask them to share with you a photo that best represents the change they have observed. (Note: they may not have a smart phone or camera at the first meeting so you can ask them to take the photo and bring it with them when you meet next or share via WhatsApp if they can).
2. Drawing- they can draw their experience.
3. Writing- they can write either a short story or poem to communicate their responses.
4. Links to stories/articles/publications about them- Some may have newspaper cuttings, or links to online articles, or recordings of their stories that they may want to share.

These ways may also make the interviewing fun and comfortable for the interviewee. In your interview pack, we will include leaves of paper and some pencils for drawing that you can share with them.

Activity Five

In light of the different techniques discussed above, can you think of any of the questions in the interview guide that would be best explained using any of these styles?



SECTION 3

Background

This section explores support and ethical and safeguarding expectations and protocols of how to report any arising concerns.

3

3.1 How Will the Adolescent Panel be Supported

Activity Six

How would you like to be supported as you conduct the evaluation? NC and the AP members should collectively develop a document which sets out the ways they APs may want support and how the NCs will provide this.



Facilitators note:

Use the suggestions from the adolescent panel members to enhance the referral pathways and risk matrix as necessary.

The National consultant will be your point of contact. They will support you with any questions or challenges you may encounter as you conduct these interviews. You will also have the support of one another so you can easily speak and share experiences.

The UNICEF country office will also be available to support us as needed.

Finally, the SDD evaluation team are also available for any support needed.

3.2 Supporting Adolescents with Disabilities

This evaluation seeks to include a diversity of adolescents including those with disabilities. As such, the National Consultants (NC's) should discuss with both the adolescents and the UNICEF office how best support these young people, whether they are members of the Adolescent panel or the interviewees.

After selection of the AP's and the interviewees, the National Consultant will need to discuss with the panel and UNICEF/partner office how to best accommodate the young people to ensure their meaningful participation before the interviews begin. This may mean ensuring an accessible venue is available to accommodate mobility issues or ensuring a chaperone/guide is supported to assist them during the interview.

This training will also be a good opportunity to discuss and plan with the adolescent panel members how to accommodate any young people with disabilities.

3.3 Ethics and Safeguarding

As SDD, we have guidelines that we operate under to ensure we do no harm and keep everyone safe - ourselves and those who we interact with in the cause of fulfilling that work. It is important to us that you and the interviewees are all safe during this process.

The main principles of ethics and safeguarding include:



Do no harm

This means that we think about any risks to people involved or any potential negative impact of the activity we are proposing to do. While the activity may be good and beneficial, it is important to take a step back and explore any potential risks. We should aim to do no harm before doing any good.

If there is potential harm that may happen, it should be addressed first before going ahead with a project. For instance, we sought consent of your guardians/ parents before having you in the panel because while you are doing a good thing participating in this evaluation, your parents may worry of your whereabouts and that may cause them stress.

So, we have informed them, even though they are not the ones conducting the interviews, so they are fully aware of your whereabouts and what to expect.



Meaningful participation

This means we shall be transparent in how we select the adolescents we want to participate in this evaluation, we shall have representation from as diverse groups as possible and that your contribution will influence this evaluation. The role of the adolescent panel will also include a sense making and data validation exercise.



Justice and inclusion

This means that we shall be as inclusive of adolescents in their participation in this evaluation and shall remove any barriers that may impede participation of diverse groups.

3.4 Data Management Protocol

As you conduct this work, you shall be handling data from the interviewees and that which we are sharing with you. This data needs to be managed confidentially, and kept securely so that it does not break data protection and ethical and safeguarding rules e.g Do No Harm.

- **Voluntary informed consent:** During the interviews, the process is voluntary, and each interviewee must sign the consent forms before beginning the interview. You will read out the consent to them which includes the confidentiality and anonymity clause. It is important that you check back with them to make sure they have understood what they are consenting to.



- **Confidentiality:** that what they discuss with you cannot be exposed publicly – it is only to be shared with the evaluation team to fulfil its evaluation mandate and only for that. We cannot use the information we hear or come into contact with during this evaluation to expose the thoughts and views of our interviewees. We will not share specific comments with UNICEF or the adolescent panel team either. You must also adhere to this policy and not share any information or data shared with you from this evaluation with your friends or family or on social media, that may identify the individuals you have spoken with.

- **Anonymity:** We shall not link what they have shared to them in anyway. E.g. we can use pseudo (fake) names, or just say a young person from XX country had the following to say. We shall conceal any information that can identify them so no one can ever know it was they who said those words.

- You should not interview your good friends as it may be difficult to remain objective when asking your friend questions. You may influence their answers. It is likely that you will interview people who are known to you, but you should consider whether this relationship may impact on your ability to remain impartial and that they too will be able to respond to the questions honestly.

- You shall also not take any photos of the interviewee, and should they share a picture of themselves, we shall obscure their image wherever we use their photos- this being in the reports we write to UNICEF for this evaluation only.

Once the interviews are done, you shall be required to handle all that you have captured confidentially.

- Ensure you have carried all the materials and gadgets that you went with or that you had given the interviewee to use.

- Appropriately destroy and

discard any rough papers that had been marked and aren't useful for the interview.

- If recording on phone, ensure your phone is password protected and is transferred to the national consultant's gadget as soon as you possible. Do not stay with any recordings on your gadget longer than is necessary. Once its safely transferred and confirmed, you should delete it – and sign the form to confirm this has been deleted.

- If using the recorder, hand it over to the national consultant or the local UNICEF office/ partner organisation who will save it.

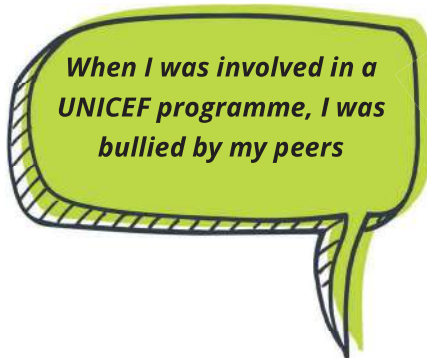
- Seal the interview pack when you conclude and deliver it back to the national consultant or the local UNICEF office/ partner organisation . Do not share with anyone else who is not in the evaluation team.

In your checklist, you shall have a data management section that you shall tick at the end of every interview to ensure you have followed these steps.

3.5 Referral Pathways

When speaking with young people, you might hear about an ethical or safeguarding concern.

These might be about the UNICEF programme you are speaking about with them or it could be about something more general.



If you have any ethics and safeguarding related concerns, you must report these.

You will not be in any trouble, your safety, health and wellbeing are of paramount importance to us and we shall do everything to support you.

Please use these channels to any of these main channels to report:

Report to the National Consultant

Uganda:

Ms. Sarah Kalembe

Email: sarah.kalembe@gmail.com

Tel/ WhatsApp: +256 789 264 287

National Police Hotline:

Children Abuse hotline:

UNICEF office:

Mozambique:

Ms. Unaiti Jaime

Email: unaiti@yahoo.com

Tel/ WhatsApp: 823009959/864009959

National Police Hotline: 119

Children Abuse hotline:

UNICEF office:

Namibia:

Ms Brigit Loots

Email: brigitmayloots@gmail.com

Tel/ WhatsApp: +264 81 355 9354

National Police Hotline:

Children Abuse hotline:

UNICEF office:

Report to the Evaluation Team Leader who will escalate the concern as appropriate:

Jo.Feather@sddirect.org.uk (email) / +44 (0) 7794276410 (whatsapp)

Report to a whistleblowing line:

Whistleblowing@sddirect.org.uk (email) / +44 7760194697 (whatsapp)

3.6 Risk Assessment and Management

Sometimes, things don't go according to plan. To be prepared, it is important to think about what could go wrong and how we can mitigate it before doing what we had planned to do. We can group these risks into low risk, medium risk, and high risk. Low risk may not impact the activity very much as a high risk would.



Activity Seven

Identify any potential risks that you think you may encounter as you conduct the interviews. Rank their probability of occurrence from low, medium, and high. Discuss how to mitigate each.

Risk Matrix

RISKS	MITIGATION MEASURES	LIKELIHOOD
Young people involved in the evaluation may experience harassment, or other forms of harm or abuse	Ensure data collection is undertaken in safe spaces, there is an identified focal point for each activity and reporting pathways are understood. Tools have been sensitively designed (what adolescents are asked/how they are asked) and facilitator is experienced and trained to ensure do no harm.	Low
Young people involved in the evaluation experience backlash or stigma as a result of their involvement	Ensure parents and community are aware of the evaluation being undertaken prior to data collection; engage UNICEF field team or implementing partner to sensitise community.	Low
Some young people may not be able to meaningfully engage due to their personal circumstances, or identify characteristics	We have budgeted for reasonable accommodation to ensure young people with disabilities are able to participate. We have developed different data collection methods to ensure we have created options for people to engage with us depending on their preference and ability.	Medium
Risks associated with adolescent (Adolescent Panel member) potentially needing to travel distances to speak to/ interview their peers	We are not expecting the Adolescent Panel members to travel outside of their local community or do anything different from their normal travel. If it is necessary for them travel, they should be accompanied by the implementing partner if under 18. Supporting local implementing partners, or the in-country consultant, can ensure that transport used can be trusted and is safe.	Medium
Payment to adolescent panel members puts them at risk	We will closely follow the UNICEF CO's protocols for honorarium payments to adolescents so as not to put them at risk, not be exploitative and to fit with in the country context.	Low

<p>Young people's involvement creates added burden and interferes with their school / other commitments</p>	<p>We will work with the young people to consider their schedule and adapt activities accordingly. The Adolescent Panel will be in charge of arranging their interviews around their and the participants schedules.</p>	<p>Low</p>
<p>Limited number of respondents available during the data collection period</p>	<p>We have developed an online survey to try and reach a wide range of respondents; we will offer flexibility when it comes to setting up KIIs. The National consultants in country will increase outreach opportunities to engage a range of participants.</p>	<p>Low</p>
<p>Limited amount of time available from UN staff for KII</p>	<p>We propose offering key stakeholders the option of an online survey if we are unable to schedule an in-depth interview with them.</p>	<p>Medium</p>
<p>COVID-19 safety regulations can return and disrupt data collection; e.g. planned face-to-face activities, travel activities</p>	<p>If COVID-19 measured are reintroduced, it will be possible to adapt data collection methodologies - a range of communication options will be offered, including telephone conversations, WhatsApp discussions as well as face to face meetings where safe and appropriate to do so.</p>	<p>Low</p>
<p>Raining season in Mozambique resulting in floods might make it difficult for us to go to some districts</p>	<p>Careful selection of districts to visit will be done in consultation with the UNICEF CO</p>	<p>Medium</p>
<p>An adolescent or young person makes a disclosure of harm or abuse during the data collection</p>	<p>We will develop a reporting and referral pathway before any primary data collection is undertaken, in collaboration with the UNICEF CO. All consultants have been trained in our safeguarding and reporting procedures. Any disclosure will also be referred to UNICEF CO and SDDirect's internal Safeguarding Lead. Reporting abuse of minors, as per SDDirect's protocol, is mandatory,</p>	



SECTION 4

4.1 Background

This section is about compensation of the adolescent panel members for their time and effort.

4.2 Remuneration for Your Time and Effort

As you are carrying out an important role for the evaluation, we want to recognise your contribution and the time you are spending on this activity. We are therefore offering to compensate your time and effort by providing:

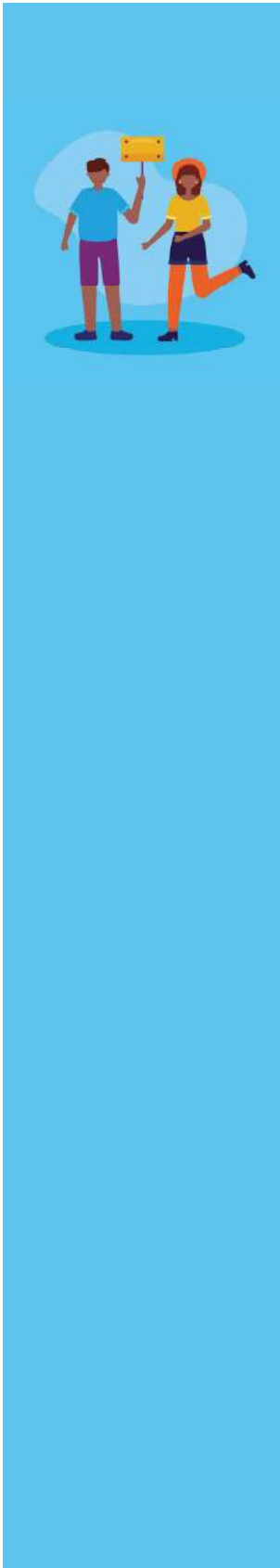
- An honorarium payment of \$10 per interview – this will be maximum of \$40 in total
- Refreshments at our two in-person meetings
- Travel allowance to cover actual travel expenses

We hope that you will also find today's session and the experience of being an adolescent panel interviewer a useful skills-building exercise which is helpful for your future career, as well as an interesting and fun activity!

Thank you for working with us!

4.3 Annexes

Annex 1: Interview Etiquette



- Turn up neatly and on time for your interview. Organize your pack well so you know where everything is. How you present yourself will go a long way in helping the respondent feel comfortable and take your job seriously.
- Select a convenient venue that is open, safe and free of distractions. This cannot be by the roadside or in a Shopping center. It can be a classroom within a school, an office, a home, under a tree etc. It should be well lit and airy. Leave the main door open in case anyone needs to exit. Make sure to inform the adults in the location of your interview so they are aware and help you maintain a conducive and comfortable environment.
- Since the interview will take at least an hour, ensure you are both comfortable with somewhere to sit if appropriate.
- Introduce yourself (as practiced) and your purpose even if they already know you. Keep a warm, friendly yet professional tone so they can relax.
- Speak normally without rushing over words and be willing to repeat for them to understand. Note down any questions that were especially difficult for the interviewee and you will have a chance to ask them again in the second visit.
- Do not look at your phone or pick it during the interview. Keep it silent and out of sight until after the interview.
- Do not interrupt when the interviewee is talking. Do not fill in words for them or share your perspective/point of view. Accept their responses as there is no right or wrong answer.
- If you notice the interviewee is getting upset or agitated, ask them if they would like to take a short break and proceed afterwards. If yes, note down the emotive question and do not bring it up again unless they do themselves. If no, stop the interview, thank them for their time and leave.
- If the interviewee breaks down to tears, pause the interview and find out if they would need a moment, to speak off the record or adult assistance.
- Before concluding the interview, ensure you have gone through your checklist and have fulfilled everything. Gather any gadgets, or papers/ material you may have used during the interview for safe keeping.
- Brief your interviewee of the next steps then conclude the session.
- Warmly thank your interviewee and the adults who you spoke with before beginning the interview then leave.

Annex 2: Sample Training Programme

Time	Session	WHO
	Ice-breaker to get to know each other	
	Introduction to SDDirect and UNICEF	
	Introduction to the evaluation	
	Methodology and Role of Adolescent Panel	
	Piloting and adapting of the interview guide	
	Informed Consent	
	Ethics and safeguarding	
	Data Management	
	Referral pathways	
	Risk assessment and management	
	Next steps	

Annex 3: Adolescent Panel Checklist

DOCUMENTS	STATUS		REMARKS
	YES	NO	
Orientation Phase			
Orientation workshop attended			
Data Collection Phase			
Interviewees selected according to criteria			
Interview packs received (Interview guide, Interviewer's badge, emergency contacts card, printed consent forms, notebooks, pen, recording device and spare batteries)			
Consent forms duly signed by parent/gardian/caregiver of interviewee			
Consent forms duly signed by interviewee			
Recording saved (indicate name/ number the interview has been saved under)			
Remuneration form signed			
Data Management (fill separate checklist document for the second interview)			
All marked papers destroyed			
No names or identifiers left on materials			
Interview pack numbered and sealed			
Recording upload and shared with national consultant			
Confirmation of receipt by national consultant			
Interview recording deleted from uploading gadget			
Data release form signed			

Signed:

Name:

Country:

Annex 4: National Consultant Checklist

NATIONAL CONSULTANT CHECKLIST			
DOCUMENTS	STATUS		REMARKS
	YES	NO	
Orientation Phase			
Ethical Clearance			
Budget and workplan approved			
Adolescent Panel selected			
AP Training Manual			
Complete interview packs for 4 Ap's (Interview guide, interviewer's badge, emergency contacts card, printed consent forms, notebooks, pen, recording device and spare batteries)			
Consent forms by the AP and their parents/guardians duly signed			
Signed Code of conduct			
Signed remuneration policy			
Transport and refreshment reimbursement issued			
Data collection Phase			
List of selected interviewees			
Consent forms (both parental/interviewee) duly signed			
Interview packs issued to AP 1 per interviewee			
Recording devices issued			
Signed remuneration policy			
Transport and refreshment reimbursement issued			
Debrief with AP			
Interview materials returned			
Data release form signed			
Interview 2 conducted			
Interview materials returned			
Data release form II signed			
Closing workshop conducted			
COUNTRY:			

Annex 5: Code of Conduct



As an Adolescent Panellist working with SDDirect, you are expected to uphold the SDDirect’s code of conduct principles.

To maintain the expected standard of behaviour you will:

- Be inclusive and respect the rights of all people without discrimination, whilst being sensitive to different cultures, norms and values.
- Conduct all interviews in a way that is safe, inclusive and appropriate for young people.
- Always be empathetic to everyone in the room.
- Behave appropriately and professionally; refrain from any t jokes or comments that may cause discomfort or offence.
- Immediately report any concerns (as outlined in the referral pathways section) relating to the safety or welfare of the interviewee.
- Do not engage in any inappropriate, unsafe, or possibly illegal, behaviour. For example:
 - o Avoid physical contact with the interviewee.
 - o Do not shame, humiliate or discriminate against any interviewee.
 - o Do not develop a relationship with the interviewee which could be seen as exploitative or abusive, or any kind of physical/sexual relationship.
- Do not take any photos of the interviewee.
- Respect the privacy of the interviewee; do not tell other people outside of the SDDirect team what has been discussed in the interview, or post on social media.



Annex 6: Remuneration Form

SDDirect recognises that Adolescent Panellists are giving their time and efforts to the evaluation and will also incur certain travel expenses. Thus, we are able to offer an honorarium to the adolescent 40 to cover the time spent carrying out interviews and the travel expenses accrued during your participation in the UNICEF Formative Evaluation Adolescent Panel from May – June 2023.

We recognise that some adolescent panellists will be travelling further than others to meet with interviewees.

Please let us which payments you would like to claim for by filling out the table below. Your response will be held confidentially.

Type of payment	Value	Claim	
Honorarium payment for interviews	I will be undertaking four interviews (each for about 1 hour) as an adolescent panellist on behalf of Social Development Direct	US \$40	Yes / No

By signing this note I declare that the honorarium will only be used for my participation in the Adolescent Panel and that it will not be used for any purpose considered illicit.

Name:

Signature:

Date:

Annex 7: Data Release Form

I..... staff of(UNICEF/
partner organisation)..... agree to abide by terms of the SDD data protection
and obligations. I further agree that there may be conditions other than those itemized below that
apply.

I understand that:

- The data provided to me are for the exclusive purposes of conducting a Formative Evaluation of Gender Transformative Programming through Investment in Adolescent Girls' Leadership in Eastern and Southern Africa (ESAR) on behalf of UNICEF. These data may not be used for any other purposes.
- I am coming into contact with these data by offering my device to the respective adolescent panel member who has been conducting the interviews, to use to send the data to the national consultant.
- I am prohibited from copying or using these data products.
- I will erase all copies of the data released to me as soon as the adolescent panel member receives confirmation that the national consultant has received the data.

By signing this document, I confirm that I have abided by all the terms above.

Name:

Signature:

Date:

Annex 8: Adolescent Panel Interview Guide

Introduction

Each Adolescent Panel member will conduct 2 interviews with 4 adolescent girls or boys in their community, over a period of 2-4 weeks (conducting 1 interview per week). A panel member shall interview peers of the same sex as themselves. You should select these young people from among your networks, but they should include people from among the following groups:

- Aged between 10 – 19 years old
- Both in and out of school young people
- Young people involved in UNICEF programmes in different ways (as programme participants, as facilitators or leaders, as members of clubs etc)
- Mix of girls and boys and gender diverse people.
- Representation from adolescents with disability, adolescents living with HIV/AIDS, those living in vulnerable and non-vulnerable contexts, e.g. humanitarian/ refugee contexts, hard to reach / remote, urban and semi-urban contexts, etc. among other diversities.



The first time you meet the young people you should introduce the research and seek their informed consent or assent and parental/guardian consent to participate in the interview, using the informed consent forms shared. Please refer to research guidelines shared during the training.



The guide includes a number of questions that we would like you to ask the young people you are interviewing over the course of the two meetings. You will have reviewed this guide with the National Consultant during your orientation meeting and discussed the questions you would like to ask and which ones you feel most comfortable exploring. It is important that the questions feel comfortable to you but that we are also learning from the young people about their experiences with UNICEF programmes and how far they feel empowered to participate meaningfully and be involved in decision making and leadership spaces.

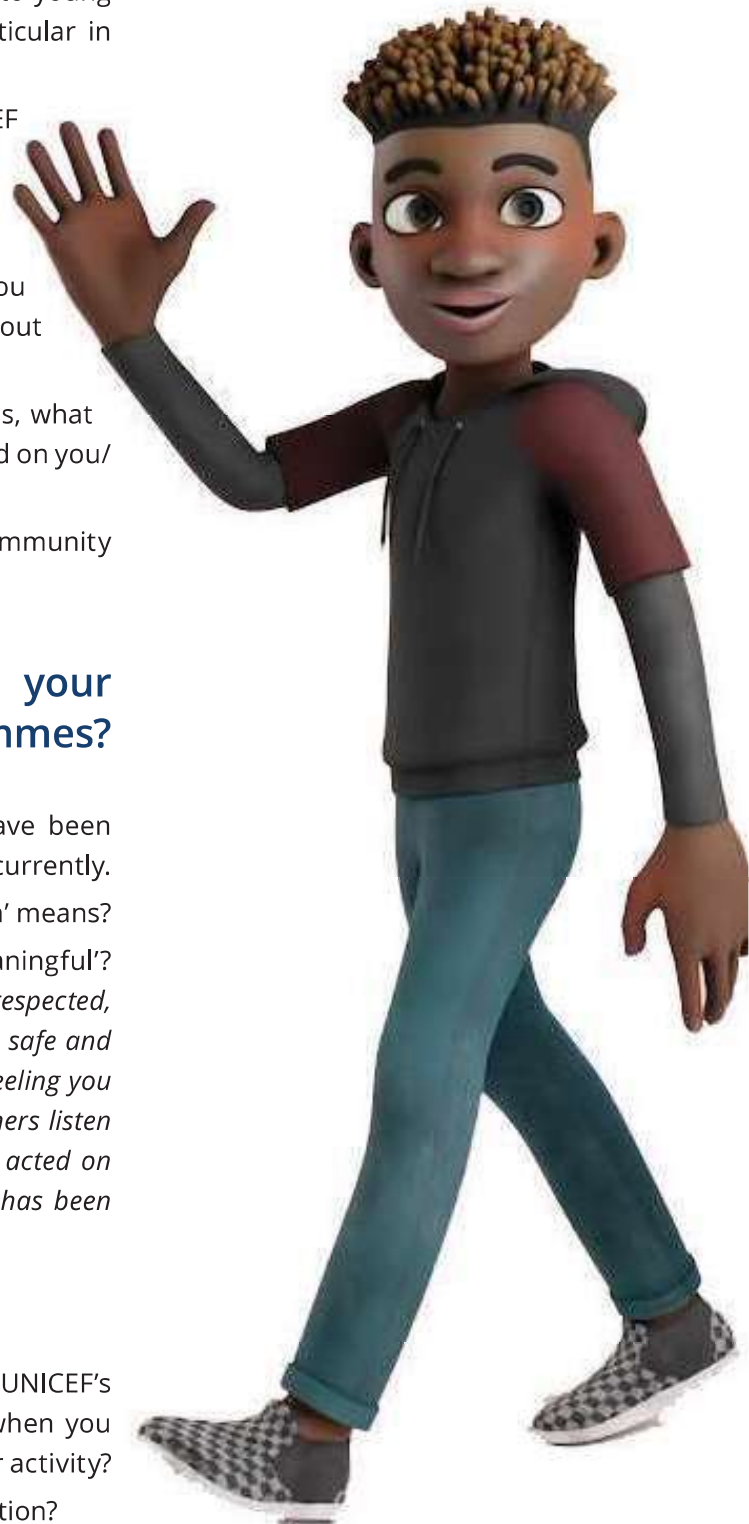
Who are we and why are we here:

Social Development Direct is a company brought in by UNICEF East Africa Regional Office to look at how well UNICEF are doing in ensuring that adolescents and young people are involved in UNICEF's work.



We are doing an **evaluation**, to understand how well UNICEF is listening to, consulting with and meeting the needs and rights of adolescent girls and boys like you. We are talking to young people across East and Southern Africa and in particular in Uganda, Mozambique and Namibia, about:

- Your experiences of working with UNICEF programmes – what have you liked most / least about participating in UNICEF programmes
- Whether you feel your views and opinions are heard and valued by UNICEF and partners – do you feel listened to and able to make decisions about things that affect you?
- How you have participated in UNICEF programmes, what roles you have played, and what impact this has had on you/ your life?
- What has changed for you, your peers, your community since being part of a UNICEF programme?



First meeting: What has been your involvement in UNICEF programmes?

Introductions

- Start off by explaining how you (AP member) have been involved with UNICEF programmes in the past and currently.
- Ask them what they think 'meaningful participation' means?
 - o In your view what would make participation 'meaningful'? *[Probe around feelings of being listened to, respected, valued, engaged in decision-making, being given a safe and inclusive space to form and express your views. Feeling you can express your views freely. That UNICEF / Partners listen to your views. Your views have influence and are acted on appropriately, and you are told how that action has been taken.]*

Ask the following:

- How have you been asked to participate in UNICEF's programmes? Can you share a story of a time when you participated in a UNICEF / or partner programme or activity?
 - o Can you talk about the role you had in this situation?



- o How did you feel about your participation and how the UNICEF, partner team treated you?
- o Would you say your participation was meaningful? In what ways?
- Which part of the project cycle would you say you were asked to participate in the most? [if needed explain the project cycle: needs identification, design, implementation, monitoring, evaluation, dissemination / sharing, learning]
 - o How would you describe your participation?
 - o Were you happy with the way you were involved and included?
 - o Do you think you should have been involved in different aspects of this programme – more or less involvement, different kinds of involvement etc?

How do programmes know what you need/ want and address those?

Introductions

- Start by explaining that we'd like to explore

how UNICEF, and partners, understand what adolescents and young people want from their programmes. How do they decide what types of programmes they are going to develop and implement and what role to adolescents and young people play in those decisions.

Your participation

Ask the following:

- What issues do you think are the most pressing facing adolescents in your community or similar communities?
- If you asked your peers (at school or in your community) what types of programmes or interventions do you think they would most want to be implemented in their communities, or schools? What changes do you think they want to see in their lives that UNICEF and /or partners could help them achieve?
- Can you think of a time when UNICEF, or its partners, asked you this type of question – what kind of programme do you want to see being implementing to improve your situation? Please share the story.
 - o In what ways have you been consulted with and listened to by UNICEF, and partners when identify what programmes would best meet your needs, and / or what interventions you would like to see in your community / school?
 - o Does this feel meaningful?

Ending the meeting

You have now finished the first interview. Make sure to arrange a time and place for the second and final meeting.

Encourage them to bring to their next interview any materials e.g. photos, newspaper cuttings, drawings, poems etc that they would like to share with you to demonstrate their work with UNICEF. It is not a must for them to share any material and it is fine if they do not have anything to share.

Debrief with National Consultant

After this session, you shall have a debrief meeting (virtual or in person) with your national consultant. Please carry all your notes and the recordings with you. Out of this debrief, you shall identify any information gaps that you need to clarify or inquire in your second and final visit. They will not need to sign another consent form. However, the guidelines of interviewing shall remain the same. You and the National Consultant will have drafted a list of questions to ask. Please use that as the interview guide. You will introduce the purpose of the second visit and continue as you did this first round ensuring to record and follow the data management protocol given.



Second meeting: Decision making & leadership

Introductions

Welcome back your interviewee and ask them how their week(s) has been. Have a general conversation to make them feel at ease. Start by recapping the last conversation you had:

Last time we met we spoke about your involvement in UNICEF programmes, what role you have played and whether you felt meaningfully involved. You explained what you thought being meaningfully involved looked like - remind them of what they said about this.

We also spoke about whether UNICEF programmes addressed the issues that affected you most.

This week we are going to be taking this discussion further, by discussing how far you feel you have been given leadership opportunities within UNICEF programmes, and whether you have been able to make decisions about things that affect you, within those programmes or in your life.

You can share the table below to explore different spaces where decision making might happen and discuss which areas they feel they are able to have the most decision making (at home, at school, with friends, in community, by NGOs / UNICEF).

Remember there is no right or wrong answer to this question. You do not need to spend too much time on this but make sure the respondent is familiar with the different places decision making may occur.

Leadership

- Have you ever played a leadership role in any UNICEF, or other partners programmes? Can you please share an example, and explain what your role looked like? What support did you have to do this? How far do you think you were able to influence the way the programme worked?
- Was this a positive experience, in what ways was it / or was it not positive? Please share an example?
- Is there anything you wish had been done differently by UNICEF or the partner to support you in this role?

Decision- making

- Can you tell me about a time when you made a decision, or suggested something to UNICEF or one of their partners about an activity, or the way something was being done. Did you make that decision alone, or did you consult with anyone?
- What happened as a result of this decision? [good / bad consequences]

How have things changed in your life since being part of UNICEF programmes?

Now I would like to ask you about how things have changed for you as a result of your involvement in UNICEF, and partner's programmes.

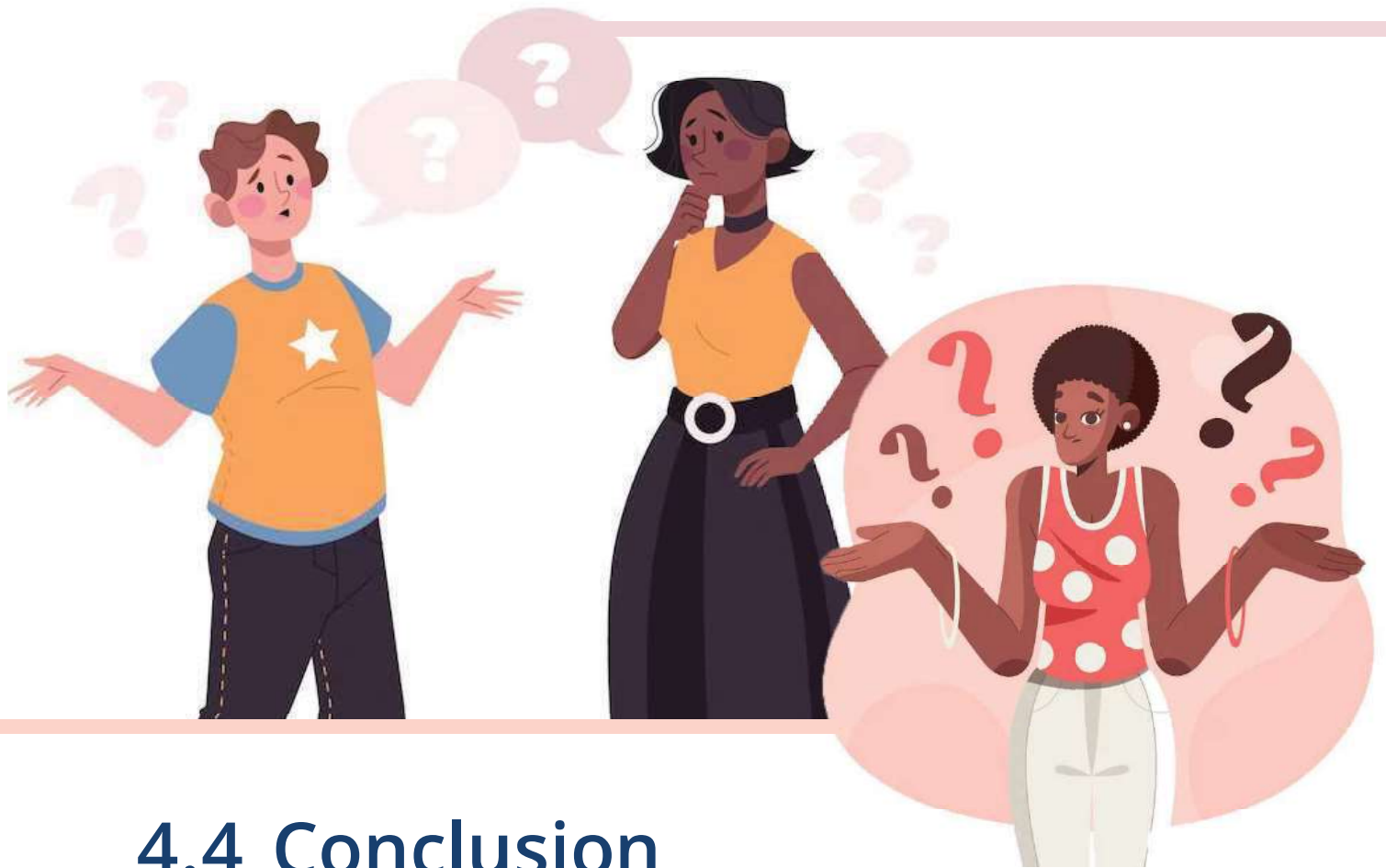
- We want to talk about the role the UNICEF programme might have had in changes this in their life, beyond the specific project.

What has changed?

- Can you think of an example of a change that has happened for you over the last 12 months - personally, in your family, in your school, in your community etc.
You can share the table below to explore different types of changes and see what comes up for them. Remember there is no right or wrong answer to this question.
- What was the situation like one year ago – what is it like now?
- Do you think UNICEF programmes have had influence on the change you are speaking about? In what ways?
- Has the UNICEF programme/s worked with any of the adults in your life? Can you share an example of how / when this happened?
- Has anything changed about the way they treat you, or think about other adolescent girls and boys in your community?

Final recommendations

- Explain that this is your last meeting together and see if they have anything else they'd like to share with you, or any questions about what you've discussed?
- Ask them if they have any recommendations to make to UNICEF about how they can better engage more meaningfully with adolescents and young people in their programmes, in particular how they can support more young people to take on leadership roles in different aspects of their lives, and how this would improve things for young people if they were given more opportunities like this.



4.4 Conclusion

You have now finished the two interviews - explain to your interviewee that this is the end of interviews. Remind them of how this information will be shared with UNICEF – to inform the country case study report, their identity will not be shared, but they may be quoted as a key informant in the report.

We will ask UNICEF local office or implementing partner to share back with them details of how what they have shared has been used.

Decision making & leadership tools – *(may be used if helpful)*

SPACES	Do you feel you can make decisions that affect your life in those spaces?
At home with our parents / caregivers	1. I decide when to go out
	2. I choose my own friends
	3. I decide when and who to marry
	4. I decide how to use the money I have earned
Workplace	5. I choose what subjects I take
	6. I choose what after school activities I take
Local / national government	7. I am involved in designing the activities that are meant for me and other people like me
	8. I make decisions about what activities are done and which ones I am involve with
	9. I am consulted about what I would like to do and participate in
Health care	10. I decide if, when and where I seek health care
	11. I decide if, when and where I access SRH services
Workplace	12. I make my own decisions on when to enter the workforce and how to balance work and education
Community, including church or other religious spaces	13. I decide if I take part in community / NGO activities or clubs or faith-based practices and which ones
	14. I decide when and where to meet my friends
Local / national government	15. I am able to take on responsible roles within the youth parliament/ council/youth forum/youth-led activity

How have things changed in your life since being part of UNICEF programmes?



Where is the change?	What is the change?
For you personally	How you think, feel, behave. What you believe you can do. Your confidence, your happiness
In your family	How they treat you. Do they encourage you to express your views, do they take your views into account, do they treat you and your brother / sister the same?
Do they talk to you, listen to you? Have they changed what they believe in?	How they treat you. Do they encourage you to express your views, do they take your views into account, do they treat you and your brother / sister the same? Do they talk to you, listen to you? Have they changed what they believe in?
In your community	Are you allowed to express your views in community or religious spaces? Are you allowed to participate in any activities you wish? Is this the same for other girls / boys that you know? Do you feel your opinion is valued?
In your school	Are you encouraged to express your views? Are the views and opinions from students valued and taken seriously by the head teacher / teachers? Is this the same for girls and boys? Has there been any change over the last few years I how the school treats you, or others like you?



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Finsgate, 5-7 Cranwood Street
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www.sddirect.org.uk

ANNEX 12: UNICEF RESEARCH ETHICS APPROVAL

Research Ethics Approval

16 September 2022

Silas Mvulirwenande, PhD
Universalia
245 Victoria Avenue, Suite 200
Westmount, Montreal, Quebec, Canada H3Z 2M6

RE: Ethics Review Board findings for: *Evaluation of the Government of Malawi and UNICEF Country Programme of Cooperation 2019-2023* (HML IRB Review #614MALW22)

Dear Dr. Mvulirwenande,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 01 – 16 September 2022. This study's human subjects' protection protocols, as stated in the materials submitted, received **ethics review approval**.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,



D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Martina Bennett, Hrayr Wanniss, Ranto Ramananjato, Martha Maghanga, Penelope Lantz, JD



REPUBLIC OF NAMIBIA

MINISTRY OF HEALTH AND SOCIAL SERVICES

Ministerial Building
Harvey Street
Private Bag 13198, Windhoek

OFFICE OF THE EXECUTIVE DIRECTOR

Tel: No: 061 -203 2507
Fax No: 061-222 558
Andreas.Shipanga@mhss.gov.na

Ref: Ref: 22/3/1/1
Enquiries: Mr. A. Shipanga

Date: 11 May 2023

Ms. Rachel Odede
UNICEF Namibia
38-44 Stein Street, UN House
PO Box 1706
Windhoek, Namibia

Dear Ms. Odede

Re: Formative Evaluation of UNICEF Gender Transformative Programming through Investment in Adolescent Girls' Leadership in Eastern and Southern Africa (ESAR)

1. Reference is made to your application to conduct the above-mentioned study.
2. The proposal has been evaluated and found to have merit.
3. **Kindly be informed that permission to conduct the study has been granted under the following conditions:**
 - 3.1 The data to be collected must only be used for academic purpose;
 - 3.2 No other data should be collected other than the data stated in the proposal;
 - 3.3 Stipulated ethical considerations in the protocol related to the protection of Human Subjects should be observed and adhered to, any violation thereof will lead to termination of the study at any stage;
 - 3.4 A quarterly report to be submitted to the Ministry's Research Unit;
 - 3.5 Preliminary findings to be submitted upon completion of the study;
 - 3.6 Final report to be submitted upon completion of the study;
 - 3.7 Separate permission should be sought from the Ministry for the publication of the findings.
4. All the cost implications that will result from this study will be the responsibility of the applicant and not of the MoHSS.

Yours sincerely,


BEN NANGOMBE
EXECUTIVE DIRECTOR

All official correspondence must be addressed to the Executive Director.



MAKERERE

P. O. Box 7062,
Kampala, Uganda
Cables: MAKUNIKA



UNIVERSITY

Tel: 256-41-545040/0712 207926
Fax: 256-41-530185
E-mail: makssrec@gmail.com

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

**SCHOOL OF SOCIAL SCIENCES
RESEARCH ETHICS COMMITTEE**

Your Ref:

Our Ref: MAKSSREC 10.22.658AR

12th June 2023

M/S Sarah Kalembe

Principal Investigator (MAKSSREC 05.23-658)

Consultant Researcher, Social Development Direct (SDD)

P O Box 6919 Kampala, Uganda

Tel.: +256 77-333-2777 / 0701 044677

Email: sarah.kalembe@gmail.com

Dear Madam,

Initial Review – Fast track

Re: Approval of Protocol titled: "UNICEF Formative evaluation of Gender Transformative programming through investment in adolescent girls' leadership in Eastern and Southern Africa"

This is to inform you that, the Makerere University School of Social Sciences Research Ethics Committee (MAKSS REC) granted approval to the above referenced study. The MAKSS REC reviewed the proposal using the full board review on **4th May 2023**. This was done after the investigator fully addressing the comments raised by the REC.

Your study protocol number with MAKSS REC is **MAKSSREC 05.2023.658**. Please be sure to reference this number in any correspondence with MAKSS REC. Note that, the initial approval date for your proposal by **MAKSS REC** was **4th May 2023**. This is an annual approval and therefore; approval expires on **3rd May 2024**. Please note that, **final approval should be done by Uganda National Council for Science and Technology**. You should use **stamped consent forms and study tools/instruments while executing your field activities at all times**. However, continued approval is conditional upon your compliance with the following requirements.

Continued Review

In order to continue on this study (including data analysis) beyond the expiration date, Makerere University School of Social Sciences (MAKSS REC) must re-approve the protocol after conducting a substantive meaningful, continuing review. This means that you must submit a continuing report Form as a request for continuing review. To avoid a lapse, you should submit the request six (6) to eight (8) weeks before the lapse date. Please use the forms supplied by our office.



Please also note the following:

- No other consent form(s), questionnaires and or advertisement documents should be used. The Consent form(s) must be signed by each subject prior to initiation of my protocol procedures. In addition, each research participant should be given a copy of the signed consent form.

Amendments

During the approval period, if you propose any changes to the protocol such as its funding source, recruiting materials or consent documents, you must seek Makerere University School of Social Sciences Research and Ethics Committee (MAKSS REC) for approval before implementing it.

Please summarise the proposed change and the rationale for it in a letter to the Makerere University School of Social Sciences Research and Ethics Committee. In addition, submit three (3) copies of an updated version of your original protocol application- one showing all proposed changes in bold or "track changes" and the other without bold or track changes.

Reporting

Among other events which must be reported in writing to the Makerere University School of Social Sciences Research and Ethics Committee include:

- i. Suspension or termination of the protocol by you or the grantor.
- ii. Unexpected problems involving risk to participants or others.
- iii. Adverse events, including unanticipated or anticipated but severe physical harm to participants.

Do not hesitate to contact us if you have any questions. Thank you for your cooperation and commitment to the protection of human subjects in research.

The legal requirement in Uganda is that, all research activities must be registered with the National Council for Science and Technology. The forms for this registration can be obtained from their website www.unsct.go.ug

Please contact the Administrator of Makerere University School of Social Sciences Research and Ethics Committee at makssrec@gmail.com OR bijulied@yahoo.co.uk or telephone number +256 712 207926 if you encounter any problem.

Yours sincerely,



Dr. Stella Neema
Chairperson

Makerere University School of Social Sciences Research and Ethics Committee



✓c.c.: The Executive Secretary, Uganda National Council for Science and Technology



Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS1881ES

13 September 2023

SARAH KALEMBE
SAREM SUSTAINABLE DEV'T SERVICES
Kampala

Re: Research Approval: FORMATIVE EVALUATION OF GENDER TRANSFORMATIVE PROGRAMMING THROUGH INVESTMENT IN ADOLESCENT GIRLS' LEADERSHIP IN EASTERN AND SOUTHERN AFRICA.

I am pleased to inform you that on **13/09/2023**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **13/09/2023** to **13/09/2024**.

Your research registration number with the UNCST is **SS1881ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Data collection Guide for UN Staff and Partners (KII tool)	English	2	03 May 2023
2	Consent forms for UN Staff, Implementing partners and Gov't Ministry respondents	English	2	03 May 2023
3	Informed consent forms for parents to allow their children participate in Adolescent Panel Interviews	English	2	03 May 2023
4	Translated consent forms-Luganda for parents to allow their children participate in FGDs	Luganda	2	03 May 2023
5	FGD Data collection guide for the PI	English	2	03 May 2023
6	Data Colection guide for Adolescent panel interviewers	English	2	03 May 2023
7	COVID 19 SAFEGUARDING POLICY	English	1	03 May 2023
8	Translated Oral assent form-Luganda	Luganda	2	03 May 2023
9	Translated data collection tool-Luganda	Luganda	2	03 May 2023
10	Adolescent oral assent form	English	2	03 May 2023
11	Informed consent form for parents to allow their children participate in FGDs	English	2	03 May 2023
12	Project Proposal	English	2	
13	Approval Letter	English		
14	Administrative Clearance	English		

Yours sincerely,



Hellen Opolot

For: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

LOCATION/CORRESPONDENCE

*Plot 6 Kimera Road, Ntinda
P.O. Box 6884
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COMMUNICATION

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