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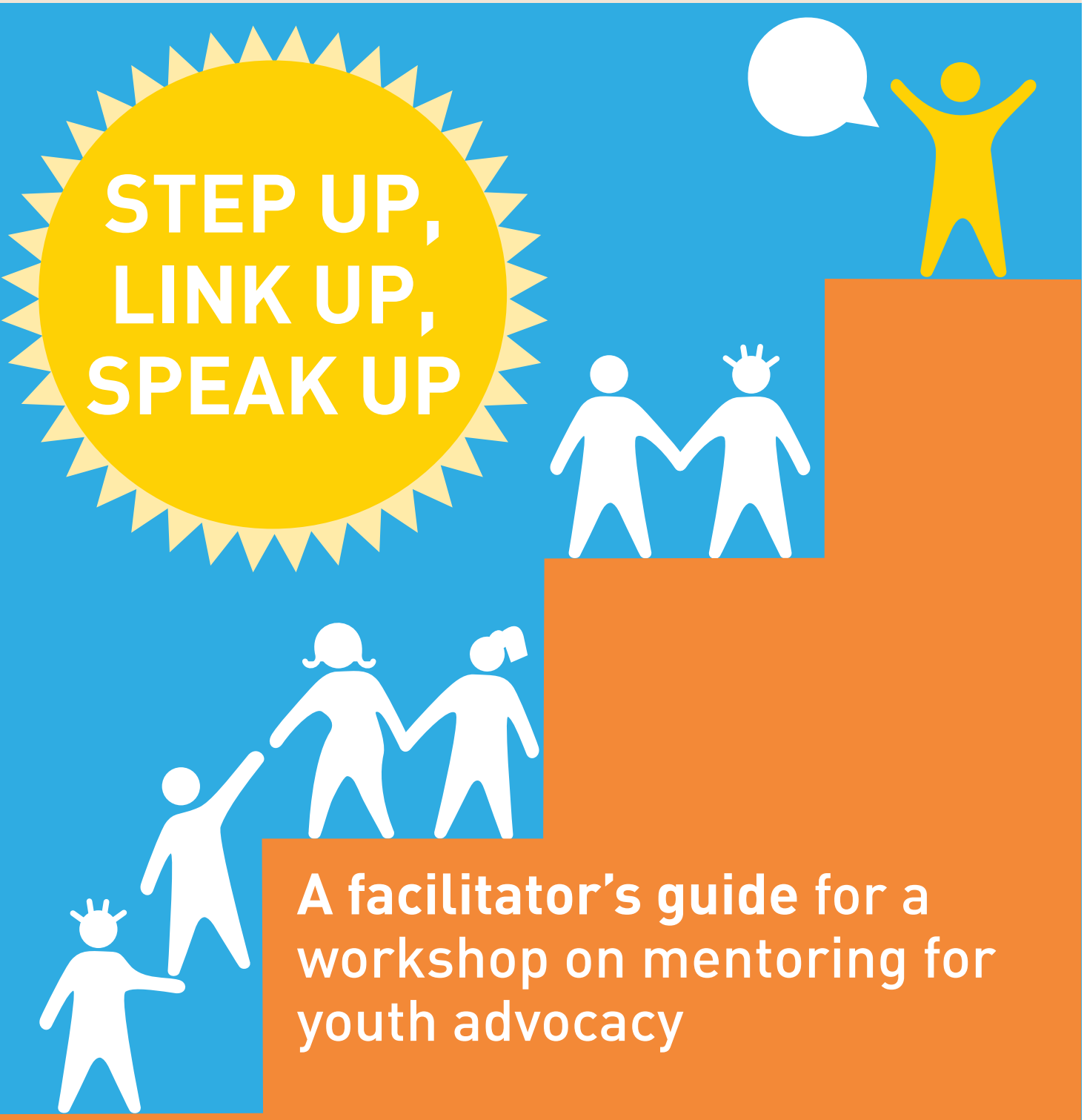
STEP UP, LINK UP, SPEAK UP



A facilitator's guide for a workshop on mentoring for youth advocacy

About ATHENA

The ATHENA Network was established in 2005 to advance an agenda of gender equality and human rights in the HIV response worldwide. Since its inception, ATHENA has aimed to put gender equality into practice as a catalyst for change, and has trained and supported women and young women in all of their diversity to inform and shape research and policy decisions, and to amplify their voices to advocate for their priorities. ATHENA works with global partners to undertake policy work and movement-building that pushes a human rights and gender equity perspective, creating physical spaces for advocacy, dialogue and networking at international and regional conferences and forums. In its virtual form, ATHENA enables knowledge-sharing and policy analysis via a list-serv. ATHENA's work has been looked to and used by United Nations partners, global networks, non-governmental organisations, and community leaders and advocates. ATHENA is a policy partner in the Link Up programme, working to promote gender equity and engage young people living with and most affected by HIV in national and global advocacy.

About the International HIV/AIDS Alliance

The International HIV/AIDS Alliance is an innovative alliance of nationally based, independent, civil society organisations united by our vision of a world without AIDS. They are committed to joint action, working with communities through local, national and global action on HIV, health and human rights. The International HIV/AIDS Alliance's actions are guided by their values: the lives of all human beings are of equal value, and everyone has the right to access the HIV information and services they need for a healthy life.

About GYCA

The Global Youth Coalition on HIV/AIDS (GYCA) GYCA is a youth-led global network of young leaders and adult allies working on youth and HIV/AIDS all over the world. GYCA was founded by youth attendees of the XV International AIDS Conference in Bangkok 2004 and XIV International AIDS Conference in Barcelona 2002. GYCA is a programme of the Public Health Institute.

About Link Up

Link Up, an ambitious five-country project that ran from 2013-2016, improved the sexual and reproductive health and rights (SRHR) of over 8000,000 young people most affected by HIV in Bangladesh, Burundi, Ethiopia, Myanmar and Uganda. Launched in 2013 by a consortium of partners led by the International HIV/ AIDS Alliance, Link Up strengthened the integration of HIV and SRHR programmes and service delivery. Link Up distinctively worked with young people most affected by HIV aged 10 to 24 years old, with a specific focus on young men who have sex with men, young people who sell sex, young people who use drugs, young transgender people, and young women and men living with HIV. It also amplified the voices of these young people through community mobilisation and advocacy in national and global forums.

Acknowledgement and thanks

We are very grateful to the dedicated advocates around the world who contributed to creating and shaping this mentoring programme, including partners in the Link Up programme: ATHENA Network, the Global Youth Coalition on AIDS (GYCA), and the International HIV/AIDS Alliance, and BUZA of the Netherlands for funding Link Up. Special thanks to those who piloted the mentoring workshop and provided invaluable feedback to enhance the programme and materials, especially the Ugandan Network of Young People Living with HIV (UNYPA), Uganda Youth Coalition on Adolescent SRHR and HIV (CYSRA-Uganda), International Community of Women Living with HIV and AIDS, Eastern Africa (ICWEA), the International HIV/AIDS Alliance Myanmar and Myanmar Youth Stars. Many excellent resources contributed to the tools used within this pack.

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LINKUP

Link Up improved the sexual and reproductive health and rights of over 800,000 young people affected by HIV across five countries in Africa and Asia. The project was implemented by a consortium of partners led by the International HIV/AIDS Alliance.

For more information, visit www.link-up.org

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About this training pack

As part of the Link Up project, this training was first piloted at a 3-day workshop held at Fairway Hotel, Kampala, Uganda from 25–27 June 2015. Thirty participants (10 mentors and 20 mentees) participated. A second pilot workshop using a revised facilitator's guide was held over 2½ days, at the Taw Win Garden Hotel, Yangon, Myanmar, from 13–15 August 2015. Twenty-eight young people participated. This final training outline and facilitator's guide draws on the experiences of each pilot and includes the inputs of all 58 youth advocates who participated.

Background information and rationale for mentoring programme

It is estimated that five million young people aged 15–24 and two million adolescents aged 10–19 are living with HIV. Yet young people most affected by HIV – including those living with HIV, young people who sell sex, young men who have sex with men, young transgender people, and young people who use drugs – typically are unable to access and utilise comprehensive health services which meet both their HIV prevention and treatment needs as well as their sexual and reproductive health needs.

In addition, young people affected by HIV are often not welcome to participate in policy and programme design and implementation, or do not feel comfortable doing so because of structural and cultural factors (such as stigma, taboo and discrimination based on age, gender, HIV status, and sexual orientation) or because of perceived lack of knowledge, expertise, skills, or abilities.

A desk review of current and past mentoring programmes has shown that typically, mentoring for young people is a tool used to influence behaviour change, rather than to build the leadership and capacity of mentors and mentees. After multiple community dialogues took place as a part of Link Up, key priorities around the rights and health of young people emerged. A resounding trend was that young people, particularly young people facing multiple layers of marginalisation, felt that their needs and desires were not upheld in the structures of their healthcare system, governments or societies. To address these issues, the mentoring programme was developed as a collaborative process with youth advocates from Link Up, drawing on their own lived experiences working in their communities to advance their agendas. Link Up implementing partners merged the results of community dialogues, mentoring training workshops, to build a sustainable mentoring programme that could be replicated elsewhere.

The purpose of such a mentoring programme is both to build the confidence of young people to participate in these processes, and to help identify and expand the knowledge, leadership skills, and abilities that they feel they need in order to meaningfully participate and to advocate for their priorities. In addition, mentors and mentees can benefit laterally from each other's knowledge, experience, and perception.

Introduction to the facilitator's guide

Practical notes

In order to deliver this training, organisers should ensure that the facilitators and translators have copies of this guide and *Step up, link up, speak up: A tool to support mentoring for youth advocacy* in advance to prepare with. It is useful to have someone to document the meeting, who should also have copies if possible.

The facilitator(s) should read *Step up, link up, speak up: A tool to support mentoring for youth advocacy* as it complements this guide. The tool includes definitions of the key terms and concepts used in this training, and examples that demonstrate how the handouts and activities in this training should be used.

You may also want to think about:

- Using a dictaphone or tape recorder to record the training and support documentation.
- Taking photos – ensure that permission is given by each participant.
- Bringing in co-facilitators from the host country or community, and asking workshop participants at different times to lead discussions and feedback.
- Language and translation – this pack was written and piloted in English, and also used in translation in Myanmar. Working in translation requires some preparation, and it is important for the facilitator and translator to meet in advance and prepare well together. Some of the key terms and concepts that are used in this training may not have a direct translation (e.g. there is no word for 'mentor' in Burmese) so you will need to work together to develop translations that participants will understand.

Participants

Participants should be interested in developing their skills and interest in advocacy. When recruiting participants, ensure you recruit both more experienced youth advocates to be mentors, and people new(er) to advocacy to be mentees. It is important that everyone knows whether they are participating as a mentor or mentee when they are invited to the workshop. You do not need an equal number of each, as mentors can support more than one mentee – but think about the time commitments your mentors can make, the resources at their disposal, and ensure that they will not be over-stretched.

Special circumstances

In Session 8, participants are invited to form their mentoring pairs and groups. This works well, as it allows people to define their own priorities in a mentoring relationship, and form a mentoring group that reflects this. It may be, however, that due to geographic or communication challenges, or because of a pre-existing relationship, your mentors and mentees come to the training with a ready-formed mentoring pair or group. If this is the case, and it won't be possible for people to choose their own mentor or mentee, you will need to adapt this session slightly. Instead, use the time to have the mentoring pairs or groups discuss and agree on why they are a good match, and how they can ensure they work effectively together.

Timings

The timings in this workshop guide are based on a 2.5 day workshop running from 9.00am to 5.30pm on Day 1 and Day 2, and from 9.00am to 1.00pm on Day 3. The length of each session is also given, so you can adapt the workshop to fit the timings you want to work with.

Preparation and resources list

In advance of the training, research a few upcoming advocacy opportunities that youth advocates can potentially be involved in. These could be meetings, conferences, consultations, campaigns or activities related to a project the advocate may be working on. Think about how the mentors and mentees can use the skills they gain through the workshop to access, utilise, and benefit from these opportunities.

The training room should be set up to allow for small group discussions (e.g. chairs and tables that can be moved into small groups easily) and for the facilitators to be able to present to the whole group effectively (e.g. a room small enough that everyone can hear, or equipped with a microphone). Ensure the room has flipchart and pens, a projector set up, pens and notepaper for all participants, and resources and handouts as described below. You will need access to a laptop with PowerPoint. The handouts are included at the end of this pack in Appendix 1.

- Name badges
- Flipchart paper, easel pad and pens
- Pens, notepaper, Post-it notes for participants
- Magazines, scissors, glue (if needed)
- Copies of the facilitator's pack (one for each facilitator, translator and recorder)
- Expense forms and receipts
- Certificates for participants
- Handout 1: Agenda
- Handout 2: Registration form
- Handout 3: Pre-training questionnaire

- Handout 4: BINGO!
- Handout 5: Flower of Participation
- Handout 6: Head, hands and heart
- Handout 7: Mentorship action plan template
- Handout 8: Post-training questionnaire
- Handout 9: Certificate of achievement

Facilitation techniques

In this pack, we suggest you use two facilitation techniques: the 'parking lot' and 'Guardian Angels'. The parking lot is a flipchart where participants can write their questions, challenges or problems to be answered at the end of each day. If a question pops up on the parking lot that you don't know the answer to, you can put it on a list to be addressed the next day. It is intended as a vehicle for off-topic issues that arise during sessions.

Guardian Angels are participants in the workshop that other participants may go to with questions regarding logistics or issues throughout the day during the workshop. They should meet with the facilitator(s) at the end of each day to discuss what was presented to them, and will provide feedback to the group at the opening session of the following day.

Throughout the facilitator's guide you will see this symbol. It highlights additional facilitator's notes and key talking points.

Glossary of key terms

Mentoring is supporting people to develop skills, expertise and strengths.

Mentorship is a supportive relationship between more and less experienced people to develop skills, expertise and strengths.

A mentor is a person who guides and supports a less experienced person by building trust, modelling them with positive behaviours or attitudes, and sharing opportunities.

A mentee is a person who wants to gain more experience, build their confidence and knowledge, learn new skills, or expand their network of support.

Peer support is providing emotional support, information and guidance for practical application (e.g. taking medicines or attending a clinic).

Advocacy is getting people to address issues and influence change in policies, practice, public perceptions, funding decisions, or behaviours.

Mentoring for advocacy is about developing the confidence and skills to be an advocate.

Participation is when people engage in the decision-making, research, design, planning, implementation and evaluation processes in areas that impact on their lives.

Facilitator's guide

1

Welcome and introduction

What and why

Setting the scene for the workshop, ensuring everyone has clear and realistic expectations.

Objectives

To introduce the facilitator(s) and participants, outline the agenda and set ground rules.

Time

45 minutes 9.00am–9.45am

Materials

- Flipchart paper, pens, markers
- Handout 1: Agenda
- Handout 2: Registration form
- Handout 3: Pre-training questionnaire
- Handout 4: BINGO!

1. Introduction (15 minutes)

- Introduce the workshop and facilitator(s).
- Discuss practical information including breaks, expenses, safety, toilets.
- Ask permission to take photos and to record.
- Ensure everyone has a name badge and agenda, and has signed **Handout 2: Registration form**.

Give brief details on the purpose of workshop, the on-going mentoring activity and why we are here. Hopes and expectations will be set in Session 2.

2. Activity: Pre-training questionnaire (5 minutes)

- Complete **Handout 3: Pre-training questionnaire**.
- Introduce the 'parking lot' and where to go with questions.
- Introduce the idea of Guardian Angels and ask for two volunteers to be Guardian Angels for Day 1.

For the pre-training questionnaire, emphasise the importance of including a name so your pre- and post-training questionnaires can be compared, and to note whether you are attending as a mentor or a mentee.

3. Activity: Icebreaker (10 minutes)

- Use **Handout 4: BINGO!** to conduct an icebreaker, or translate this into a local language and local context, or use a different activity.

The goal of the icebreaker is to get participants talking to each other, to break the ice and so everyone feels comfortable to speak up. You can use BINGO! or another activity if you have one that you prefer.

4. Participant introductions (5 minutes)

- Introduce all participants to the whole group.
- After the icebreaker, there could be a quick around-the-room, just for everyone to give their name. You could also ask everyone to give one fun fact about themselves.

Examples of ground rules may include: respecting different perspectives, arriving on time, mobile phones on silent, no use of laptops during the workshop, challenge constructively, etc.

5. Ground rules (5 minutes)

- Agree on a list of shared ground rules, and write them on a flipchart in front of the room.
- Ask every participant to sign them, to show their agreement.

6. Review the agenda (5 minutes)

- Give overview of **Handout 1: Agenda**, and what to expect.
- Answer any questions participants have.

2

Hopes and expectations

What and why

Ensure everyone has a shared sense of the purpose and outcomes of the workshop.

Objectives

To outline participants' hopes and expectations for the training through sharing their own experiences of mentoring.

Time

1 hour 15 minutes 9.45am–11.00am

Materials

- Flipchart paper, pens, markers

1. Introduction (5 minutes)

- Introduce the session and ask what the participant's hopes and expectations are for the training.
- Ask: *What do you want to get out of the training, e.g. skills, ideas, confidence?*

2. Objectives of mentoring (10 minutes)

- Explain what mentoring is and why it is important.
- Ask: *What is mentoring for? What does it help us achieve?* Discuss in the group.

Mentoring is: supporting people to be active; building confidence; bringing in diverse voices; establishing a shared sense of ownership; support to build self-esteem.

Highlight the difference between peer support and mentoring for advocacy. Peer support is about providing emotional support, information and guidance for practical application (e.g. on taking medicines or attending the clinic) while mentoring for advocacy is about developing the confidence and skills to be an advocate

Objectives of mentoring may include: to be non-judgmental; to give a sense of direction; to help build confidence and skills; support achievements; and create opportunities.

3. Personal experiences (30 minutes)

- Provide experiences of mentoring – invite the group to share their own experiences of where it has worked well, or been challenging.

Share your own experiences if the group needs prompting.

Point to the mentorship's role in both personal and professional development and how building one's skills will carry forward into other spheres of life (more confident, being encouraged to take opportunities and put oneself forward, public speaking and leadership).

Include a discussion on the difference between agreeing on a mentoring relationship and being assigned a mentor, and mentoring emerging organically.

4. Setting expectations (30 minutes)

- Agree on expectations. Ask: *What do we want to achieve by lunchtime on the third day?* Examples could include: understanding of mentorship; building relationship between mentors/mentees; and developing a plan to implement mentoring in practice.
- Let participants know that some of their expectations may not be met, especially if they are very high or not focused on the workshop aims. Be clear about what it is possible to achieve together during the workshop.

3

Advocacy and participation

What and why

Ensure participants all have a good grounding in advocacy and participation, to give context to the mentoring in practice.

Objectives

To introduce participants to key concepts on advocacy and participation. Participants should understand how and why mentorship is important for participation and advocacy.

Time

1 hour 30 minutes 11.30am–1.00pm

Materials

- Flipchart paper, pens, markers
- Handout 5: Flower of Participation

1. Introduction (25 minutes)

- Introduce the concept of advocacy. Ask: *What is it and why is it important?*
- Explain what makes an effective advocate. Discuss the skills and knowledge that successful advocates have.

Advocacy is: putting an issue on the agenda; speaking up for your views and experiences; trying to influence change in policies, practice, attitudes or behaviours.

Skills can include: being an effective communicator; being influential; being a leader; being self-confident.

Knowledge may be about the advocacy topic that you are addressing, processes and policies around how to engage with different stakeholders, or advocacy opportunities.

2. Participation (20 minutes)

- Introduce the concept of participation. Ask: *What is it and why is it important?*
- Introduce **Handout 5: Flower of Participation.**
- Discuss participants' reaction to the handout.

Participation is about young people and/or the people most affected by a policy, project or decision, being meaningfully involved in decision-making, research, design, planning, implementation and evaluation.

What is 'meaningful participation' and what does it 'look like'?

Refer to *Step up, link up, speak up: A tool to support mentoring for youth advocacy* for more details on this.

3. Activity: Pair work (20 minutes)

- Ask participants to get into pairs.
- In pairs, discuss a time when you were unable to make a decision or act in the way you wanted to. *What stopped you?*

Encourage participants to think about the barriers to decision-making. Give examples.

4. Review (25 minutes)

- Ask the group to think about the barriers identified in their pairs: *How do these apply to meaningful participation? What other barriers are there?*
- Discuss how barriers can be removed. For each barrier identified, invite the group to share ideas on how it could be overcome.

Examples of barriers could include: lack of confidence; not being given a platform; stigma, etc.

Examples of how to remove barriers include: advocating for young people to be included; developing public speaking skills; learning from the experience of others, etc.

4

Theory and key concepts of mentoring

What and why

Establish a grounding in mentoring to underpin the training and ensure a shared starting point.

Objectives

Participants should understand the concept of mentoring for participation and advocacy.

Time

1 hour 30 minutes 2.00pm–3.30pm

Materials

- Flipchart paper, pens, markers

1. Introduction and role play activity (30 minutes)

- Introduce the barriers discussed in the previous session.
- Discuss how mentoring can support overcoming barriers.
- Ask for participants to volunteer to role play a situation where mentoring could help overcome a barrier.

Briefly review some of the most common barriers. For example, if the barrier is a lack of public speaking skills, discuss and then invite a pair to act out how a mentor could support a mentee to develop this skill.

2. Mentorship discussion (15 minutes)

- Discuss how to define mentorship for advocacy and participation, based on overcoming barriers (add suggestions to a flipchart).
- Highlight the different forms of mentorship.
- Highlight the different objectives of mentorship discussed in Session 2.

Mentorship is a supportive relationship between more and less experienced people to develop skills, expertise and strengths.

Forms of mentorship may include: structured and formal programmes; managed externally; informal personal arrangements; peer-to-peer, older-to-younger or experienced-to-inexperienced; conducted in educational or business settings.

Objectives of mentorship may be for leadership development, capacity building, or behaviour change.

What type of mentorship would strengthen youth involvement in advocacy work?

3. Activity: Small group work (30 minutes)

- Group participants into new groups. You could try grouping according to the month of birthdays, or the first letter of their names (e.g. A-C, D-F). Make sure the groups have an even number, you may need to move people around.
- Ask: *What values should mentors and mentees adhere to?*

Define shared views and values. Example include: transparency, empowerment, ownership, supportive, trusting, energy, commitment, safety, representation, inclusion, participation.

4. Review (15 minutes)

- Discuss the differences between advocacy, participation and mentoring, and how are they linked.
- Draw a triangle with one of the three key concepts (mentoring, participation, advocacy) at each corner to encourage discussion on the links between them.

This is an opportunity to solidify learning and ensure everyone has understood the key concepts and how they link together.

Advocacy is speaking up for your views and experiences, getting people to think about and address new issues, and trying to influence change in policies, practice, public perceptions, funding decisions, or behaviours.

Participation is about young people and/or the people most affected by a policy, project or decision, being meaningfully involved in decision-making, research, design, planning, implementation and evaluation. (You can briefly refer to **Handout 5: Flower of Participation**.)

Mentoring is supporting people to be active, building confidence and skills, bringing in diverse voices, establishing a shared sense of ownership, support to build self-esteem.

5

Who can be a mentor?

What and why

Focus on what is needed in a mentor, and involve all participants in thinking about the needed qualities. Define the different roles and set reasonable expectations. Ensure participants understand both roles.

Time

45 minutes 4.00pm–4.45pm

Materials

- Flipchart paper, pens, markers

Objectives

Participants should understand the roles and expectations of mentors and mentees.

1. Introduction (5 minutes)

- Introduce the difference between a mentor and a mentee.
- Split into small groups of mentors and mentees separately.

Highlight the importance of both roles (and that they are distinct) in the relationship and the mutual benefits. Benefits include: someone to trust and who will listen; gain self-confidence; build skills; practise social skills; gain experience; empowerment; achieve goals and objectives.

2. Qualities of a mentor (20 minutes)

- Discuss the roles, characteristics and benefits of a good mentor.

Required skills could include: honesty, communication, reliability, approachable, experience, caring, good listener, stable, leadership, committed, non-judgmental, discreet, patient, humour, tolerant, openness, trustworthy, confidentiality, positive attitude.

Knowledge of the field or topic you're interested in – and in fostering healthy positive relationship dynamics – would be valuable.

3. Peer support (5 minutes)

- Discuss peer support for mentors as a whole group. *How to support and enable it? What does it 'look like'?*

4. Mentees and mentors (15 minutes)

- Discuss the role of the mentee. Ask: *What are our expectations of them?*

What can the mentee expect? What do they need to bring to the role for their own benefit and for that of the mentor? It's not a one-way street. Discuss the importance of interaction, communication and commitment among mentors and mentees.

6

Summary and plan for Day 2

What and why

Address any questions and review the agenda so that everyone is ready to start on Day 2 of the workshop.

Objectives

To review learning, address parking lot issues and plan for Day 2.

Time

15 minutes 4.45pm–5.00pm

Materials

- Handout 1: Agenda

1. Review (15 minutes)

- Go over parking lot issues that can be answered; for those that can't be addressed, explain that you'll provide an answer by the next day.
- Discuss key concepts and important points from the day.
- Briefly look at **Handout 1: Agenda** for Day 2.

7

Welcome to Day 2

What and why

Introduction to the day and welcome participants back.

Objectives

To review Day 1, answer any questions, outline agenda for Day 2.

Time

15 minutes 9.00am–9.15am

Materials

- Handout 1: Agenda

1. Review Day 1 (15 minutes)

- Review Day 1, go over any questions, look at **Handout 1: Agenda** for Day 2.
- Guardian Angels report back from Day 1 and ask for new volunteers for Day 2.
- Answer any questions from the parking lot of Day 1 that were unanswered.

Ask participants what they remembered from the day before. Use this time to reinforce an understanding of the key terms: mentoring, mentor, mentee, advocacy, participation (especially if working in languages other than English and if words for these terms do not exist).

8

Matching mentors and mentees

What and why

Focus on making good matches and building strong mentor/mentee relationships.

Objectives

To understand how mentors and mentees are matched.

Time

45 minutes 9.15am–10.00am

Materials

- Flipchart paper, lined paper, pens, markers

1. Introduction (5 minutes)

- Introduce the traits that would make a good mentor–mentee partnership.
- Remind participants of the need to ensure the relationship works for everyone (refer to Session 5).

2. Activity: Small group work (20 minutes)

- Split into mixed groups to discuss the key priorities for matching.
- Get feedback from the whole group.

Key matching priorities could include: shared traits or characteristics; commitment to the programme; personal relationship; geography, community; areas of experience/expertise.

3. Activity: Mentor/mentee group work (20 minutes)

- Split into mentor/mentee pairs or groups – use the key issues identified in the session on matching to ensure everyone is well-matched.
- Allow the pairs or groups some time to chat and get to know each other: invite discussion on what their interests are, personal backgrounds and goals.

If the participants were already matched in mentoring groups before the training, use this time instead for them to meet together and discuss why they think they are well-matched, and to discuss their interests, backgrounds and goals.

Discuss the importance of a strong group relationship and identity, and ask them to give a name to their mentoring pair or group.

9

Starting from our strengths

What and why

Create a positive, asset-based grounding for building the mentoring relationship, looking at strengths before assessing for gaps.

Objectives

Participants understand value of asset mapping and how to use it.

Time

1 hour 10.00am–11.00am

Materials

- Handout 6: Head, Hands and Heart

1. Introduction (15 minutes)

- Introduce the concept of asset mapping with **Handout 6: Head, Hands and Heart**.
- Split into mentor/mentee pairs or groups.
- Explain that this exercise is a way to understand the skills and strengths each individual is bringing to the mentoring relationship.

2. Asset mapping (45 minutes)

- Ask: *What knowledge do you have?* ('head'); *What skills do you have?* ('hands'); *What are you passionate about?* ('heart').
- Each person should answer all three questions about themselves first. This identifies 'assets' that they can build on and share with each other.

Ensure each member of each group answers. Then the group should work together to discuss how their knowledge, skills and passion complement one another.

3. Feedback (30 minutes)

- Provide feedback and discussion on key shared points.
- Ask everyone to share a passion that they discussed.
- Then ask each group to feedback about how the knowledge, skills and passions in their mentoring group complement each other.

10

Developing our mentorship plan (part 1)

What and why

The practicalities of setting up a mentoring relationship and ensuring that it is effective, sustainable and mutually beneficial.

Objectives

Participants can develop a mentoring relationship.

Time

1 hour 30 minutes 11.30am–1.00pm

Materials

- Flipchart paper, pens, markers
- Handout 7: Mentoring action plan template

There is a potential for confusion between mentoring goals and advocacy goals. This session is for the mentees to articulate their learning, skills and confidence development goals. The mentors' role is to help them meet their goals.

1. Introduction (10 minutes)

- Introduce **Handout 7: Mentoring action plan template**. Ask participants to work in mentor/mentee groups to agree key aspects of mentoring (the practicalities and process they will go through).
- Briefly explain each activity on the template.
- Tell participants that we will be filling in the template over three sessions – this session just focuses on the first section.

2. Activity: Small group work (30 minutes)

- Complete Activity 1: Setting up our mentoring relationship on Handout 7.
- Go around and visit each group to review.

When considering the length of time of the relationship and ways to communicate, encourage participants to be mindful of their other schedules, and the broad goals they have.

3. Mentoring log-book (10 minutes)

- Explain the log-book template and how it should be used. Explain that participants will participate in further activities, using this handout to help them fill in the template in the log-book.
- Discuss why tracking progress is important.

The template is a way of recording mentoring in action, whether it is a call or in-person meeting, or other communication.

Tracking progress is important in mentoring and advocacy. It takes time to build skills and achieve change and it is important to record progress so you can see how far you've come even if your goal is not yet achieved.

4. Goal setting (20 minutes)

- Complete Section 2: Setting personal mentorship goals on Handout 7.
- Encourage participants to consider the skills, experiences and knowledge they would like to gain.
- Help participants identify and measure success for each goal.

5. Review (20 minutes)

- Bring whole group back together.
- Answer any wider programme questions if participants have them, for example, Who to go to with a question? How to track the mentoring relationship? Setting steps and timelines.
- Discuss what the next steps will be after the mentorship training, whether you will be providing any follow up or support.

11

Developing our mentorship plan (part 2)

What and why

Use SMART objectives to set out a practical plan of action.

Objectives

Participants can develop advocacy objectives and identify opportunities and challenges.

Time

1 hour 30 minutes 11.30am–1.00pm

Materials

- Flipchart paper, pens, markers
- Handout 7: Mentoring action plan template

1. Introducing advocacy objectives (15 minutes)

- Reassemble the groups and introduce **Handout 7: Mentoring action plan template**, Section 3.
- Encourage each group to briefly identify a key issue area or advocacy setting to influence, which they will focus on in more detail in the next section.
- Share advocacy opportunities that are coming up (e.g. meetings, conferences, consultations) and discuss how people can get involved.

2. Setting SMART objectives (1 hour 15 minutes)

- Explain SMART objectives (Specific, Measurable, Attainable, Relevant, Time-Based).
- Ask participants to get into small groups to complete the remainder of the Mentoring action plan.
- Each group should complete the first part of Section 3 on Handout 7 to set their SMART objectives.
- They should then decide on three actions they can commit to in the next three months.

Return to things people have already done in the workshop, e.g. Handout 6: Head, Hands and Heart.

Consider how the personal mentoring goals they identified earlier, can help achieve advocacy aims.

Encourage participants to think of challenges they might face and ways to overcome them using mentoring.

12

Self-care and setting boundaries

What and why

Ensure all participants know that things can go wrong, who they can go to for support, and how to address problems in a supportive and non-threatening way.

Time

45 minutes 4.00pm–4.45pm

Materials

- Flipchart paper, pens, markers

Objectives

Participants can establish boundaries, and know what to do if mentoring goes wrong.

1. Introduction (15 minutes)

- Discuss the importance of setting boundaries and caring for yourself – as a mentor you cannot always provide everything a mentee needs.
- Discuss the importance of having other sources of support, and support for the mentor as well.
- Open the discussion with the question: *Why is it important to care for yourself?*
- Ask participants for examples of how people will practice self-care (rest, open communication, time with friends, etc.).

Outline how self-care supports advocacy by ensuring that you are safe, well and able to speak up for yourself. Discuss how self-care can also be a form of advocacy – respecting own value and rights

It is important to have boundaries – be clear and agree on who will do what. There are limits to what a mentor can do.

2. Problems: What if something goes wrong? (15 minutes)

- Hold a discussion with the whole group. Ask: *What kind of problems might there might be? What practical suggestions do you have for solutions? Who should mentors and mentees go to with problems?*
- Create a contact list (with everyone's consent) of other mentors/mentees at the training so they can support each other when needed.
- Discuss other sources of support including individuals and allies that could provide guidance and technical advice.

It is important to recognise and address misunderstandings in the relationship, or in communication, or other issues.

Draw on support from other mentors or mentees.

3. Ending the formal mentoring relationship (15 minutes)

- Discuss how and when the mentoring relationship will end.

No mentorship should last forever. It is important to have a shared view on when and why it ends, for example; a fixed time or when a goal is reached.

If mentorship ends when a goal is reached, reinforce the importance of having ways to measure and document success throughout the process (refer to the log-book on Handout 7).

13

Summary and plan for Day 3

What and why

Ensure everyone is up to speed on the topics covered so far, answer any questions and prepare for the final day.

Objectives

To review learning, address parking lot issues and plan for Day 3.

Time

15 minutes 4.45pm–5.00pm

Materials

- Flipchart paper, pens, markers
- Handout 1: Agenda

1. Review (15 minutes)

- Go over parking lot issues that can be answered; for those that can't be addressed, explain that you'll provide an answer by the next day.
- Discuss key concepts and important points from the day.
- Briefly look at **Handout 1: Agenda** for Day 3.

14

Welcome to Day 3

What and why

Introduction to the final day, ensure any issues or unmet objectives are identified and can be addressed before closing.

Objectives

To review of training so far, any outstanding queries or objectives not yet met, overview of agenda.

Time

30 minutes 9.00am–9.30am

Materials

- Flipchart paper, pens, markers
- Handout 1: Agenda

1. Review Day 2 (30 minutes)

- Review the training so far, note any outstanding queries or objectives not yet met, and go over **Handout 1: Agenda**.
- Explain that we will use this remaining time to ensure our mentoring groups are set up and ready, and we are confident about putting mentoring into action.
- Guardian Angels from Day 2 should report back to the group.

Emphasise how this workshop should be the first step in developing a mentoring relationship and that we can use the day to ensure we have a solid foundation in place to put mentoring into action.

15

Mentoring in action

What and why

Practical implementation of the topics and skills addressed through the workshop.

Objectives

To reflect on the whole workshop and consolidate learning and develop key take-away messages.

Time

1 hour 30 minutes 9.30am–11.00am

Materials

- Flipchart for each group
- Pens, magazines, coloured paper, scissors
- Handout 7: Mentoring action plan template

1. Introduction (5 minutes)

- Introduce the session and ask participants to return to their mentor/mentee groups.
- Review and reflect on the workshop.
- Refer to **Handout 7: Mentoring action plan template**, and discuss any questions or challenges participants faced in creating the plan.

2. Activity: Poster making (55 minutes)

- Hand out flipchart paper and materials.
- In mentoring groups, create posters that portray how to put mentoring into action to support their advocacy aims and the activities they plan to do.
- Work with each group. Each pair or group should create their own poster.
- Put posters up on the wall before breaking for lunch and encourage participants to look at each other's during the lunch break.

The poster should have one main heading, and then a few sub-headings that condense the key take-away messages and concepts that will consolidate their mentoring plans.

3. Review (30 minutes)

- Do a gallery walk of each group's posters.
- Encourage participants to discuss what they like or have in common with each other.

16

10 tips for successful mentoring

What and why

Produce an 'outcome document' that reflects the discussions and input through the workshop.

Objectives

Together, develop 10 tips for successful mentoring in action.

Time

1 hour 30 minutes 11.00am–12.30pm

Materials

- Flipchart paper, pens, markers

1. Introduction (5 minutes)

- Introduce the session and explain how the 10 tips will show the outcomes of the workshop.
- Split into mixed groups that haven't worked together yet.

This session aims to review the workshop and capture the key learning and messages the participants have taken from the training.

2. Activity: Small group work (30 minutes)

- Ask each group to develop five tips or key messages they have taken from the training.
- Ask each group to think about strategies, goals, and processes they may have learned about, as well as guiding principles for the mentoring process.

3. Feedback (25 minutes)

- Come together as a whole group to feedback.
- Invite each group to share what they thought was important to remember.

4. Review (30 minutes)

- Agree on the final 10 tips as a whole group, bringing in the feedback from each group
- Highlight things that are repeated by multiple group.
- Emphasise that these tips will guide their mentoring in action plan.

17

Review and close

What and why

In this final session, review all learning and the key take-away messages. Focus on the next steps and implementation.

Objectives

To review, close and thanks.
Agree on the next steps to sustain mentoring and complete the post-training questionnaire.

Time

30 minutes 12.30pm–1.00pm

Materials

- Flipchart paper, pens, markers
- Handout 7: Mentoring action plan template
- Handout 8: Post-training questionnaire
- Certificates, one for each participant

1. Next steps (10 minutes)

- Agree on the next steps to sustain mentoring relationships.
- Ask mentoring groups to identify immediate actions they will take to carry on the relationships, referring to Section 1 of **Handout 7: Mentoring action plan template**.

2. Activity: Post-training questionnaire (10 minutes)

- Complete **Handout 8: Post-training questionnaire**.
- Remind participants to put their name on the questionnaire so that their pre- and post-training growth can be measured.

3. Certificates and closing (10 minutes)

- Review, close and thanks.
- Hand out certificates.
- Remind participants of the importance of using a support group of fellow mentors/mentees to carry on the skills learned.

Handout 1. Agenda

DAY 1

TIME	TIME	SESSION	SESSION OBJECTIVES
8.30am – 9.00am	Arrivals, queries, check into hotel for residential participants		
9.00am – 9.45am	45 minutes	**1. Welcome and introduction**	Introduce the facilitator and participants, conduct an icebreaker, outline the agenda and set ground rules.
9.45am – 11.00am	1 hour 15 minutes	**2. Hopes and expectations**	Participants outline their hopes and expectations for the training through sharing their own experiences of mentoring.
11.00am – 11.30am	Refreshment break, opportunity for additional queries		
11.30am – 1.00pm	1 hour 30 minutes	**3. Advocacy and participation**	Introduction to key concepts of advocacy and participation. Ensure participants understand how and why mentorship is important for participation, which in turn strengthens advocacy.
1.00pm – 2.00pm	Lunch		
2.00pm – 3.30pm	1 hour 30 minutes	**4. Theory and key concepts of mentoring**	Theory and key concepts of mentoring.
3.30pm – 4.00pm	Refreshment break		
4.00pm – 4.45pm	45 minutes	**5. Who can be a mentor?**	Establishing the roles and expectations of mentors and mentees.
4.45pm – 5.00pm	15 minutes	**6. Summary and plan for day 2**	Review learning, address 'parking lot' issues and plan for Day 2.

DAY 2

TIME	TIME	SESSION	SESSION OBJECTIVES
8.30am – 9.00am	Arrivals, queries from Day 1 or about hotel		
9.00am – 9.15am	15 minutes	**7. Welcome to Day 2**	Review Day 1, take questions, outline agenda for Day 2.
9.15am – 10.00am	45 minutes	**8. Matching mentors and mentees**	How mentors and mentees should be matched.
10.00am – 11.00am	1 hour	**9. Starting from our strengths**	Asset mapping using Head, Hands and Heart exercise.
11.00am – 11.30am	Refreshment break		
11.30am – 1.00pm	1 hour 30 minutes	**10. Developing our mentorship plan (Part 1)**	Setting up our mentoring relationship.
1.00pm – 2.00pm	Lunch		
2.00pm – 3.30pm	1 hour 30 minutes	**11. Developing our mentorship plan (Part 2)**	Develop advocacy objectives. Identify opportunities and challenges.
3.30pm – 4.00pm	Refreshment break		
4.00pm – 4.45pm	45 minutes	**12. Self-care and setting boundaries**	Addressing safe boundaries, and what to do if mentoring goes wrong.
4.45pm – 5.00pm	15 minutes	**13. Summary and plan for Day 3**	Review learning, address 'parking lot' issues and plan for Day 3.

DAY 3

TIME	TIME	SESSION	SESSION OBJECTIVES
8.30am – 9.00am	Arrivals, queries from Day 1 or about hotel		
9.00am – 9.30am	30 minutes	**14. Welcome to Day 3**	Review of training so far, any outstanding queries or objectives not yet met, overview of agenda.
9.30am – 11.00am	1 hour 30 minutes	**15. Mentoring in action**	Reflect back on the whole workshop content to consolidate learning and develop key take-away messages.
11.00am – 11.30am	Refreshment break		
11.30am – 1.00pm	1 hour 30 minutes	**16. 10 tips for successful mentoring**	Working together to develop 10 tips for successful mentoring in action.
1.00am – 1.30pm	30 minutes	**17. Review and close**	Review, close and thanks. Agreeing next steps to sustain mentoring. Post-training questionnaire.
1.30pm – 2.30pm	Lunch		

Handout 2. Registration form

Workshop title _____ Date _____

Name	Phone number	Email	Affiliation

Handout 3. Pre-training questionnaire

Name:								
Are you attending as a mentor or a mentee? (circle one)								
Please rate your experience or confidence in each of these areas (tick corresponding box)								
	Not at all confident/little or no experience		Moderately confident/some experience			Extremely confident/lots of experience		N/A
	1	2	3	4	5	6	7	
Active listening								
Building a trusting relationship								
Setting objectives								
Being part of a mentoring relationship								
Speaking up on issues that matter to you (e.g. among your friends, family, or colleagues)								
Advocating for issues that matter to you (e.g. in meetings, with elders, or in formal decision-making processes)								
Participating in meetings or conferences								
Representing your community								
Planning advocacy activities like meetings, strategies, and consultations.								
Using research and data for advocacy								
Setting goals								
Making a strategy to meet your goals								
Monitoring and evaluating your advocacy work								
Motivating and inspiring others								

What do you hope to gain from this training? (This can be anything like friends, skills, confidence, etc.)
What skills would you like to develop by taking part in this workshop?
Is there anything you are concerned about or unsure of going into this workshop?

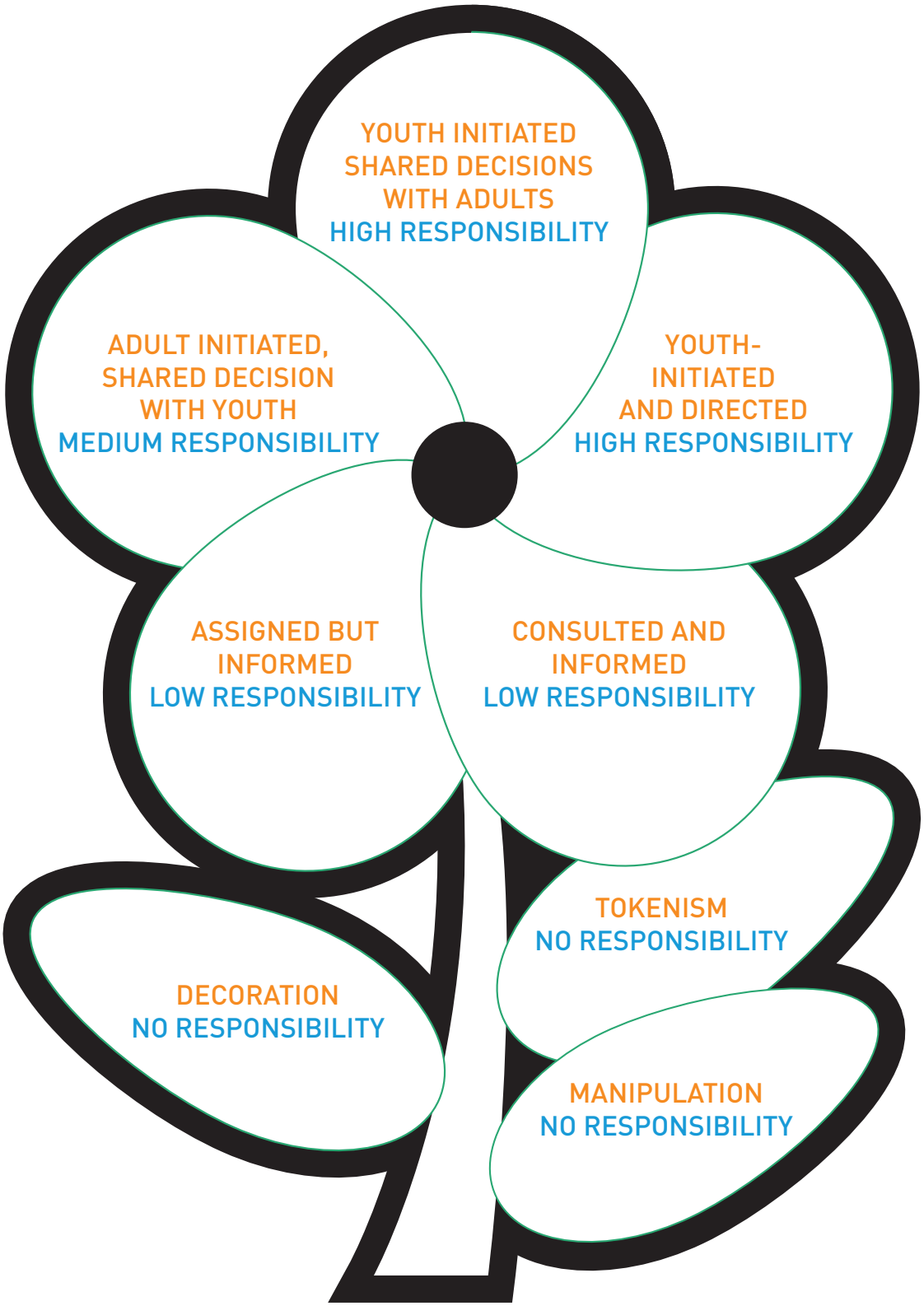
Handout 4. BINGO!

Get to know your friends better!

Read the descriptions below. See if you can find someone who matches that description. Ask that person to sign their name in that particular box. The first person with four signatures in a row shouts out "Bingo!". If you have time, it might be fun to see if you can fill in every square.

Someone who is under 30 years old	Someone who is the oldest child in the family	Someone who knows someone who has had an abortion	Someone who is called by a nickname .....
Someone who has grandparents who came from another country	Someone who likes cold weather	Someone who is wearing red	Someone who has done a condom demonstration before .....
Someone who can speak more than 2 languages	Someone who has lobbied a parliamentarian before	Someone whose favourite food is chicken	Someone who is in charge of a budget .....
Someone who has worked in a clinic	Someone who is vegetarian	Someone who has relatives living in another country	Someone who has trained other people on something .....
Someone who has seen an ocean	Someone who has a family member or friend who is gay	Someone who is an advocate for female condoms	Someone who has participated in a conference .....

Handout 5. Flower of Participation



Source: www.choiceforyouth.org/information/meaningful-youth-participation/flower-of-participation

Handout 6. Head, Hands and Heart

As you start to make your mentoring plan, think about the assets you already have that you can start from and build with.

What knowledge do you have? ('head')

What skills do you have? ('hands')

What are you passionate about? ('heart')

Handout 7. Mentoring action plan template

1. Setting up our mentoring relationship (Session 10)

The name of your mentoring pair or group .....

Mentor .....

Mentee(s) .....

How long will the mentoring relationship last? (e.g. 6 months) .....

How will we communicate with each other? How often? (e.g. weekly emails, monthly phone calls)

.....

Recording our progress

MENTORING LOG-BOOK	
Date	
Subject or advocacy activity	
Problems and challenges discussed	
Strategies identified for helping overcome the challenges and strengthen the advocacy	
Follow up actions agreed	

2. Setting personal mentorship goals (Session 10)

	Agree on three personal goals to work on through the mentorship programme (for example: skills you would like to develop, experience you would like to gain, knowledge you would like to have)	How will you measure your success for each goal?
1.		
2.		
3.		

3. Setting advocacy objectives (Session 10)

What are the big policy areas you want to change or processes you want to influence?

My advocacy objectives

How will your personal mentorship goals (above) help to achieve your advocacy objectives?

.....

.....

.....

What are the opportunities and challenges related to these advocacy objectives?

.....

.....

.....

How will mentoring help you take advantage of the opportunities and overcome the challenges?

.....

.....

.....

What three mentoring actions can you commit to in the next three months that will bring you closer to achieving your personal mentorship goals and advocacy objectives?

ADVOCACY OBJECTIVE	OPPORTUNITIES	CHALLENGES	MENTORING ACTIONS	BY WHEN
1.				
2.				
3.				

Handout 8. Post-training questionnaire

Name								
Did you attending as a mentor or a mentee? (circle one)								
Please rate your experience or confidence in each of these areas after the training								
	Not at all confident		**Moderately confident**			**Extremely confident**		**N/A**
	1	**2**	**3**	**4**	**5**	**6**	**7**	
Active listening								
Building a trusting relationship								
Setting objectives								
Being part of a mentoring relationship								
Speaking up on issues that matter to you (e.g. among your friends, family, or colleagues)								
Advocating for issues that matter to you (e.g. in meetings, with elders, or in formal decision-making processes)								
Participating in meetings or conferences								
Representing your community								
Planning advocacy activities like meetings, strategies, and consultations.								
Using research and data for advocacy								
Setting goals								
Making a strategy to meet your goals								
Monitoring and evaluating your advocacy work								
Motivating and inspiring others								

What did you like best about this workshop?
What skills have you developed by taking part in this workshop?
Did anything in the training surprise you? If so, what?
What were your objectives for taking part in this workshop? Were they met?
What action will you take now you have attended this workshop?
What support do you need?
Any other comments or feedback?

CERTIFICATE *of* ACHIEVEMENT

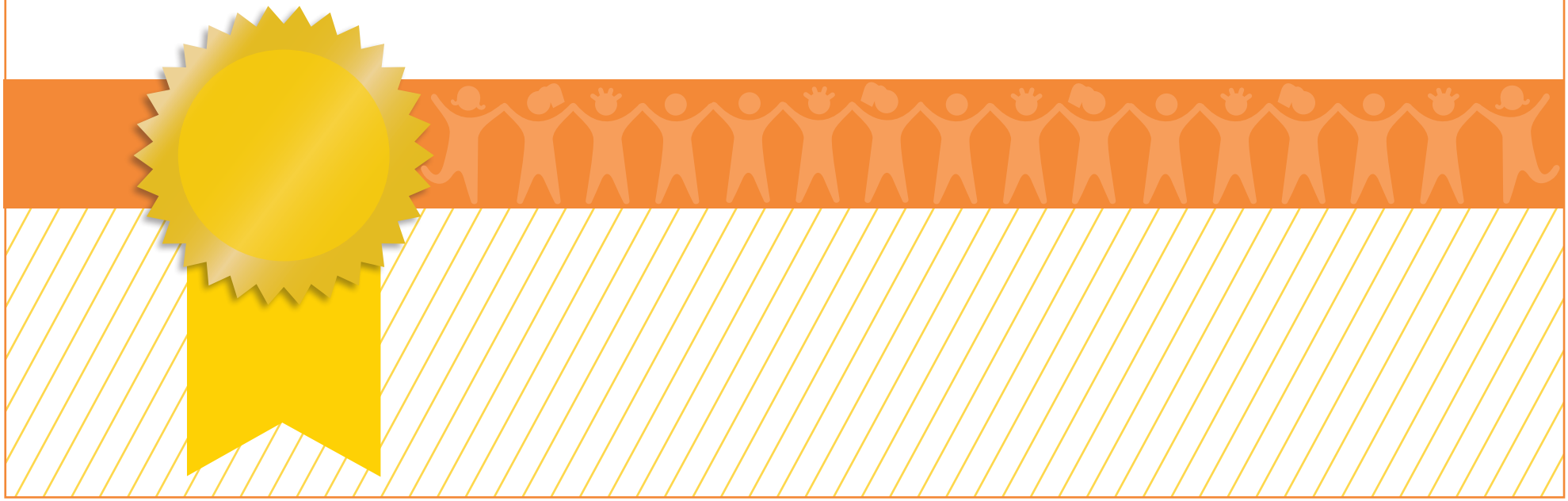
This acknowledges that

.....

has successfully completed the

MENTORING TRAINING WORKSHOP

SIGNED (name and title) .....



If you have any questions about this facilitator's guide, please contact Jacqui Stevenson from ATHENA Network, at **stevenson.jacqui@gmail.com**

For more information about Link Up, ATHENA Network, GYCA or the International HIV/AIDS Alliance, visit their websites:

www.link-up.org

www.athenanetwork.org

www.gyca.org

www.aidsalliance.org