ATHENA

International HIV/AIDS Alliance
Together to end AIDS

gyca

LINKUP

STEP UP, LINK UP, SPEAK UP

A tool to support 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 was an ambitious five-country project that ran from 2013-2016, to improve the sexual and reproductive health and rights (SRHR) of one million 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 aims to strengthen the integration of HIV and SRHR programmes and service delivery. Link Up distinctively works 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 seeks to amplify the voices of these young people through community mobilisation and advocacy in national and global forums, particularly those informing the post-2015 development framework.

LINKUP

Link Up aims to improve the sexual and reproductive health and rights (SRHR) of young people affected by HIV across five countries in Africa and Asia. The project is being 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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ARS Community Health Alliance Uganda International HIV/AIDS Alliance in Myanmar FIGHT AIDS TOGETHER (OSSA)

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Introduction to the Link Up mentoring programme

Why we developed the 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 that 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, as 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 and 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 from each other's knowledge, experience, and perception.

Who is this tool for?

This tool was developed to provide support, guidance and real-life experience to young people interested in developing their advocacy skills through mentoring (as a mentor–mentee pair or as a larger group establishing a mentoring programme). The tool is designed to be used by youth advocates

interested in mentoring, whether they are new to advocacy and interested in developing their skills, or they are experienced in advocacy and want to share their skills and experiences with others by becoming a mentor.

The tool can also be used to assist in training for a mentoring programme to build background knowledge, skills, and capacity for participants and facilitators. A complementary resource, *Step up, link up, speak up: a facilitator's guide for a workshop on mentoring for youth advocacy* is also available. The tool can also be used by organisations developing a mentoring programme, or alone for anyone interested in mentoring for advocacy. Think of it as a resource of best practices in mentoring, to guide you through the building blocks of creating a strong, informed mentoring relationship that is mutually beneficial for mentors and mentees. It includes key concepts, important points to consider, sample activity pages, and probing questions that address different perspectives on issues and inspire further thought.

Many of the activities in this tool can be used independently and are useful for people at all stages of mentoring. The tool was developed and shaped through two pilot workshops that took place in 2015 in Kampala, Uganda (in partnership with Uganda Network of Young People Living With HIV (UNYPA), Uganda Youth Coalition on Adolescent SRHR and HIV (CYSRA – Uganda)) and in Yangon, Myanmar (in partnership with the International HIV/AIDS Alliance Myanmar and Myanmar Youth Stars). Much of the content was developed by youth advocates themselves during and after these workshops. The two workshops used *Step up, link up, speak up: a facilitator's guide for a workshop on mentoring for youth advocacy*, which was shaped by the experiences of the pilot workshops and inputs of all 58 youth advocates who participated.

Setting up a mentoring programme

For facilitators

Mentoring programmes require preparation and planning ahead. They should be structured in a way that builds the capacity of both mentors and mentees, strengthens networks, builds confidence and establishes sustainable relationships. It is important to consider how power dynamics in your community, or other social factors such as gender, age, income level and sexual identity might affect the way that mentors and mentees engage with each other. An effective mentoring programme should create a safe and enabling space that's mindful of each participant's personal lives and centered upon mutual respect and support.

If you are the facilitator of a mentoring workshop, or are about to set up a mentoring programme, you will want to consider a timeline that makes sense with participants' schedules. Be practical and realistic in the expectations for how often and when mentors and mentees will work together, especially if there people live far apart from each other. It's also useful to consider participants' skill level to ensure there is a balance of experience. A mentor with a strong background in sexual and reproductive health and rights may not be as beneficial to a mentee seeking to work in environmental issues, for example. Mentoring has no right or wrong formula – sometimes groups will be matched based on the topic, based on age, based on shared values, or many other factors. Ultimately, it should be up to the mentors and mentees to decide who they would like to work with, as long as those relationships

will be beneficial to both parties (more information on matching mentors and mentees is in the next section).

Finally, as the facilitator of a mentoring programme, it is important to be aware of opportunities for engagement. Depending on the level of advocacy you hope to achieve, whether it is local, national, regional or international, it will be helpful to identify upcoming events or potential spaces (e.g. working groups, advisory committees, project activities) for mentors and mentees to put the mentorship into action

For mentors and mentees

When you are setting up a mentoring relationship, as a mentor or mentee you should think about what is important to you in choosing a mentor or mentee to work with. There is no one right way to set up a mentoring relationship. If you are a mentee, think about what skills you would like to build, the knowledge you would like to gain and what you would like to achieve. As a mentor, think about your skills, strengths, knowledge and experiences and who might benefit from these as your mentee.

You might feel more comfortable working with someone of a similar age, or who shares your gender identity or sexual orientation. You should also think about your goals and objectives for mentoring, and personal qualities such as skills, values, or willingness to be challenged; knowledge of the advocacy topic; or other priorities that you may have.

You should first think about the values that are important for you to have a healthy, successful experience, and then about the shared objectives of your relationship. Some examples of shared values might be transparency, empowerment, ownership, support, trust, energy, commitment, safety, representation, inclusion and participation. Shared objectives might be to improve skills, build confidence or change a particular policy. For more examples see Box 1.

BOX 1: MATCHING MENTORS AND MENTEES[1]

SHARED VALUES	OBJECTIVES OF THE MENTOR	OBJECTIVES OF THE MENTEE
• Transparency • Approachability • Flexibility • Confidentiality • Innovation • Emotional support • Focus on results • Non-discrimination • Equality • Integrity • Team work • Accountability • Commitment	• Build confidence • Develop leadership and management skills • Provide psychosocial support and guidance • Create something that can be replicated • Identify, create and enable a good environment for opportunities • Mutual support for active and meaningful participation • Become a better role model	• Improve advocacy skills • Improve self-esteem • Acquire public speaking skills • Become a mentor in the future • Active participation and involvement in issues of young people • Mutual support for active and meaningful participation • Improve evidence-based programmes • Improve research skills • Become a better role model

1. Summary by youth participants in Uganda and Myanmar workshops.

Key mentoring concepts

Mentoring is supporting people to be active, building confidence and skills, bringing in diverse voices, establishing a shared sense of ownership, and providing support to build self-esteem. There are many different objectives to mentoring, some of which are listed in Box 2 below. In this tool, we use mentoring as a tool for advocacy, which is different from peer support.

- **Peer support** is about providing emotional support, information and guidance for practical application or behaviour change (e.g. taking medicine, attending a clinic, how and when to disclose private information).
- **Mentoring for advocacy** is about developing the confidence and skills to be an advocate (e.g. practicing public speaking, develop writing skills, creating advocacy opportunities).

BOX 2: OBJECTIVES OF MENTORING

- Build confidence and capabilities
- Build knowledge of issues relevant to mentors and mentees
- Help impart young people with skills and knowledge
- Enable people to participate in issues affecting them
- Guiding someone in their advocacy rather than teaching
- Improve representation and involvement of young people from your community
- Build the next generation of young advocates
- Provide psychosocial support: for young people facing challenges, stigma and discrimination
- Provide motivation and inspiration, prevent isolation
- Build self-esteem – supporting someone to learn from best practices and strategies
- Create an open relationship and good rapport between mentors and mentees
- Inspire others and build trust

6 Key mentoring concepts

Mentoring can be useful in both personal and professional lives, and might take many different forms. It can be a structured, formal programme; managed externally by a group or leader; informal personal arrangements that develop organically through existing relationships; peer-to-peer or based on age and experience; or for educational or business purposes. Mentoring can be extremely beneficial to anyone as a tool to build confidence, knowledge or skills with no other agenda.

Mentoring is an important process because it allows mentors to pass on experiences and skills, as well as motivation and inspiration to their mentees. It creates a collaborative environment of mutual respect, understanding, encouragement and guidance for people to address the issues that are affecting them. It provides moral support and reduces isolation among young people who may feel marginalised or left out because of age, social status, sexual orientation or gender identity, or other reasons. It brings out the strengths and capabilities of mentors and mentees, and increases awareness of other systems of support. It creates spaces for people most affected by an issue to have a strong voice and meaningful participation, and builds a new generation of advocates to carry issues forward (see Box 3 below).

BOX 3: HOW CAN MENTORING BENEFIT YOU?

- Support you to be more active as an advocate
- Give you a stronger emotional and psychosocial support system
- Provide opportunities to make a meaningful change in your community
- Help you to build confidence, skills, and knowledge

A mentor is a person or friend who guides and supports a less experienced person by building trust, modelling them with positive behaviours or attitudes, and sharing opportunities. An effective mentor understands that their role is to be dependable, engaged, authentic and tuned into the needs of the mentee.

Mentors play an important role guiding the development and capacity of mentees through established spaces and networks. Although a mentor is seen as a role model and someone to provide guidance, it's very important to remember that mentors also need support to continue building their skills and balance the needs of the mentee with their own.

A mentee is a person who wants to gain more experience in the field of advocacy, build their confidence and knowledge, learn new skills, or expand their network of support. They can also bring diverse perspectives and fresh approaches to the mentoring relationship. A mentoring relationship works best when the mentee is committed to their cause – when they are willing to work hard and able to receive constructive advice to strengthen their abilities. For more information on what to expect from mentors and mentees and how to support each other, see Box 4.

In any mentoring relationship self-care is the most important thing to maintain. If someone is pushing the boundaries of what their mentor or mentee is comfortable with, they must be able to say so. Clear and defined

BOX 4: WHAT TO EXPECT FROM MENTORS AND MENTEES[2]

WHAT CAN WE EXPECT FROM A MENTOR?	HOW CAN WE SUPPORT MENTORS?	WHAT CAN WE EXPECT FROM A MENTEE?	HOW CAN WE SUPPORT MENTEES?
• Knowledgeable and experienced • Approachable • Exemplary • Good listener and supportive • Courageous • Confident • Decisive • Good communicator • Flexible • Dependable • Able to receive constructive feedback	• Listen carefully and take their advice seriously • Give them correct information and updates • Be an active and hardworking mentee • Give them space and opportunities to practice their skills and build their confidence	• Willing to learn • Attentive and respectful • Hard working • Good listener and trustworthy • Able to model positive behaviours • Able to teach or share with others • Organised • Willing to make mistakes and receive constructive feedback	• Don't talk down to them – show respect • Provide care and emotional support • Provide opportunities to practice their skills and build their confidence • Expand their knowledge

boundaries should be set from the beginning of a mentoring relationship, so that both parties know what to expect and who to turn to if things go wrong. Activism can take a toll, emotionally and physically, and mentors and mentees should discuss a plan to deal with these issues before they arise. If a relationship goes bad or a challenge arises, mentors and mentees must have the resources and support to manage it.

What is advocacy?

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. It's a process of supporting and enabling young people to express their concerns, access information and services, and defend and promote their rights and responsibilities. Advocacy seeks to ensure that people, particularly those who are most vulnerable in society, are able to:

- have their voice heard on issues that are important to them
- defend and safeguard their rights
- have their views and wishes genuinely considered when decisions are being made about their lives.

Advocacy can occur at different levels and for different targets. For example, you may advocate within your local community for services to be more inclusive of young people, or advocate at the national level with government.

2. Summary by youth participants in Uganda and Myanmar workshops.

Policy makers may include national, state or local level stakeholders; ministry or city council members; or international bodies such as United Nations (UN), World Health Organization (WHO) or Global Fund to Fight AIDS, Tuberculosis and Malaria. Community members may include healthcare workers, teachers or civil society organisations. Advocacy at all levels is important because it reflects the first-hand experiences and knowledge that are so essential to creating policies representative and inclusive of all people.

What is participation?

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. Participation is important so that many and different voices, perspectives and experiences are brought to the table to create stronger advocacy and to ensure that the interests of everyone are represented, not just a few.

What does participation look like?

Just because someone is participating, does not mean that they are meaningfully involved. There are varying levels of participation, all of which work differently and lead to different results. The level of participation should meet the objectives of the mentoring programme, and more importantly it must meet the needs of the young people involved. Some deciding factors in level of participation include:

- Level of training or experience
- Available time
- If the effort to participate is paid or resourced
- Available funds
- Level of investment of adults

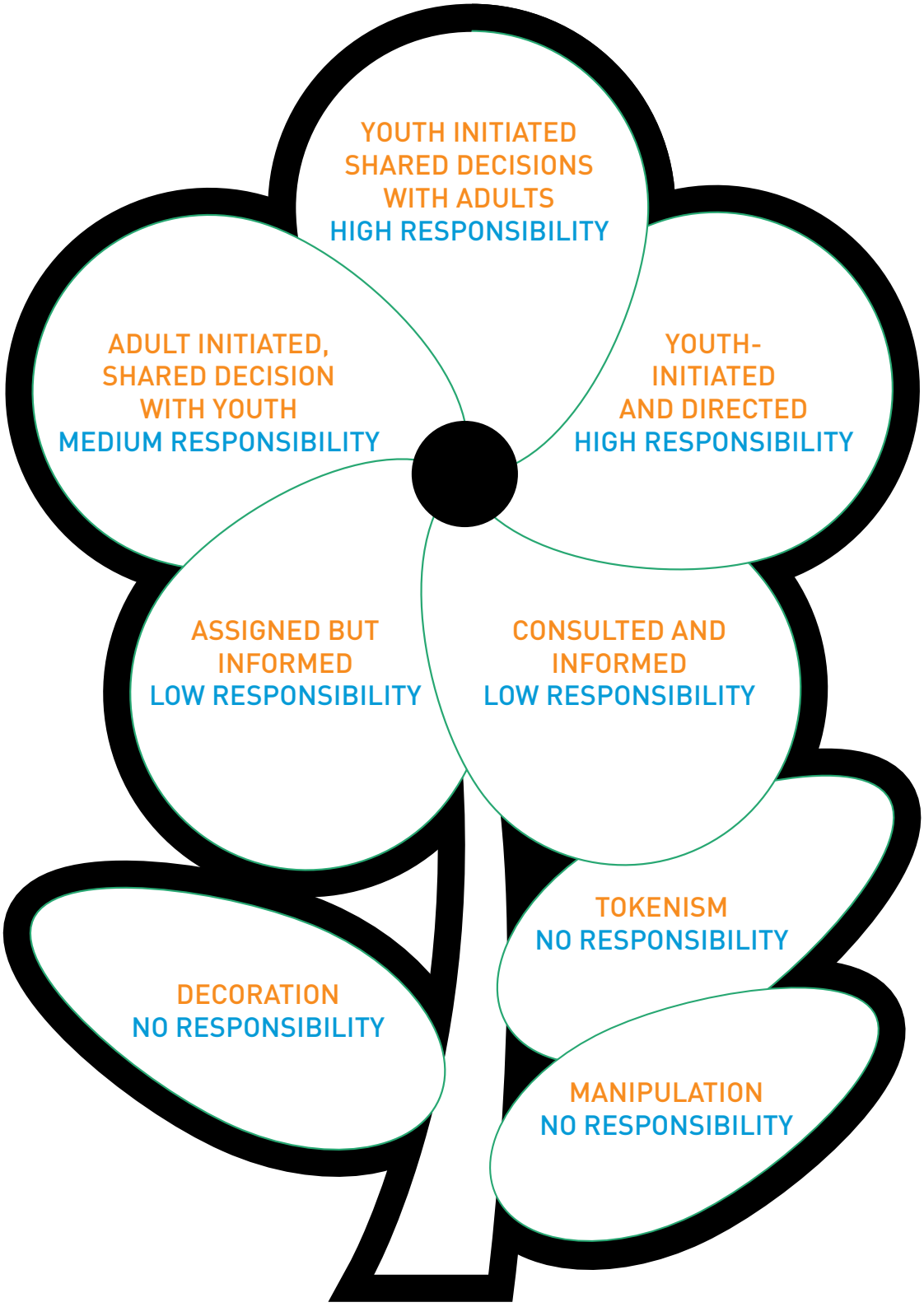
The Flower of Participation on page 9 illustrates what this looks like. The leaves on the stem of the flower (tokenism, manipulation and decoration) are the lowest form of participation because these cannot be described as meaningful. They can be harmful and exploitative or result in a situation where the participant is not representing their own voice and opinions. The five flower petals represent the different variations of responsibility that young people can have or take, but all are based on equality.

Levels of participation

Manipulation (no responsibility): Being trained on what to say or having a script of other people's priorities and words, so that young people aren't able to speak their own mind. An example of this might be a young woman living with HIV being asked to give a speech about living with HIV that was written for her.

Tokenism (no responsibility): Being singled out to represent a group (e.g. women, LGBTI, men who have sex with men (MSM), person who uses drugs, people living with HIV, etc.) but not having the opportunity or space to meaningfully engage and participate in a process. Tokenism means that young people appear to have a voice, but in reality they have little to no

Flower of Participation



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

choice in what they do or how they get involved. An example of this might be a young MSM being invited to a panel to represent his community, but not being given time or resources to engage or consult with his community to understand their views.

Decoration (no responsibility): Being brought in to support a cause, and to create the appearance that young people are involved, but in fact they are only there to be seen, not to be heard. An example of this might be a young woman who does sex work being included in the publicity for a meeting and featured in the photos, but not being given a chance to speak or be heard.

Assigned but informed (low responsibility): This is where a young person is assigned or told what to do, but is informed about the wider programme. An example of this might a young women who uses drugs being informed about programme decisions and given a role in enacting the decisions, but no say in making them.

Consulted and informed (low responsibility): Being asked to provide advice on projects or programmes that are then developed and executed by adults. An example of this might be a young transgender woman being asked to provide feedback on an HIV prevention programme that is being developed, but ultimately adults will decide whether or how her feedback is acted on.

Adult initiated, shared decision with youth (medium responsibility): Being asked to share decisions with adults on projects or programmes that are initiated by adults. An example of this might be a young man living with HIV helping to design and make decisions about an HIV peer support programme that was created by an adult.

Youth-initiated, shared decision with adults (high responsibility): Initiating and executing a programme or project as a young person, while sharing decisions with adults. An example of this might be a young woman living with HIV implementing a condom distribution project in her community that she designed in collaboration and with support from adults.

Youth-initiated and directed (high responsibility): Initiating and executing a programme or project as a young person, with adults in a strictly supporting role. An example of this might be a young woman living with HIV implementing a condom distribution project in her community that she designed and is completely responsible for.

Barriers to participation

In order to achieve the highest level of participation, think about what is needed or must be in place structurally, emotionally or physically. Cultural norms, gender inequalities, economic factors or issues of confidence and self-esteem may be preventing young people from achieving meaningful participation. Young people should always seek the highest level so they can initiate and lead actions, are consulted and represented, and have an equal place at the table but this isn't always possible. Physical, emotional or structural barriers may restrict young peoples' participation.

Mentoring can be a very effective way to overcome some of these barriers. See Box 5 for recommendations to overcome common barriers to participation through mentoring.

BOX 5: OVERCOMING BARRIERS[3]	
BARRIER	**HOW MENTORING CAN HELP**
Sexual orientation and other identities making it difficult to participate	Providing sensitisation to issues, support community understanding that people all have value, increase mentee's confidence
Low self-esteem	Build self-esteem, skills and confidence
Lack of information, might prevent people feeling able to attend or speak out	Support consultation and access with key people, support to learn and access information and updates on issues
Lack of funds or resources (e.g. a laptop) to support participation	Can advocate for funds or supported involvement
Feeling others can speak better – even your own mentor	Process of building trust in mentoring relationship, create opportunities and support mentee to take them, encouragement, support mentee to build confidence and trust themselves
Language barriers and literacy	Provide interpretation, practise speech or input in advance, support to read through information, support to improve language or literacy skills
Fear of audience	Help to prepare, practise without audience, support to develop confidence in what you are saying, create opportunities to attend and speak at different meetings to practise public speaking, talk about what you know, support to research topic, use tricks (e.g. focusing on one person)
Disclosure	Mentor should discuss their own status and experiences of disclosure, address fear of consequences and prepare for how to respond, teach assertiveness and communication, 'how, where, when, why and to whom'
Fear of authority (e.g. legal repercussions)	Help to prepare and understand safety and security context, be present to provide support
Age – feeling less confident than other people	Support to recognise value of your own voice and that you are best-placed to speak to the experiences of young people, support to speak as yourself

3. Summary by youth participants in Uganda and Myanmar workshops.

Steps in building a mentoring relationship

Step 1: Starting from our strengths: 'Head, Hands and Heart' activity

Before you can create a mentoring plan, you must first start by identifying the assets you and your mentoring partner already have to understand the skills and strengths each individual is bringing to the mentoring relationship. These include the knowledge, skills and passions that you possess. Below is an example template for reference, and space for you to fill in your own answers (this activity corresponds to Session 9 in *Step up, link up, speak up: a facilitator's guide for a workshop on mentoring for youth advocacy*).

What knowledge do you have? ('head')

(Example: I have knowledge on advocacy at different levels (e.g. community, national and regional), community mobilisation and sensitisation, how to raise awareness, social support and counselling, research and the law.)

Your answer .....

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What skills do you have? ('hands')

(Example: I have skills in data collection, communicating, writing, persuasion and negotiation, public speaking, art, record keeping, computers and technology, listening.)

Your answer .....

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What are you passionate about? ('heart')

(Example: I am passionate about advocacy in human rights and public health for people most-at-risk of HIV and other vulnerabilities; creating an enabling environment for young key populations to access youth-friendly services, providing psychosocial support to vulnerable children.)

Your answer .....

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Step 2: Setting up a mentoring relationship

To ensure mentor and mentees are working towards shared objectives, it is helpful to develop a Mentorship Plan (this activity corresponds to Session 10 in *Step up, link up, speak up: a facilitator's guide for a workshop on mentoring for youth advocacy*). This will provide the foundation for the mentoring relationship, including where and how you will work together, your shared goals, advocacy objectives, and concrete steps to take to achieve those objectives. Below is an example **Mentoring action plan** – it gives examples of how to fill it in and space for you to fill it in yourself.

Mentoring action plan

The name of your mentoring pair or group: (Example: Team Work) .....

Mentor: (Example: Beatrice) .....

Mentee(s): (Example: Betty) .....

How long will the mentoring relationship last? (Example: 12 months) .....

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

(Example: We will talk by phone once a week, and will try to meet in person at upcoming events)

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Recording our progress

MENTORING LOG-BOOK		
	Example	Your answer
Date	5 January, 2016	
Subject or advocacy activity	International HIV conference	
Problems and challenges discussed	Betty is speaking at a panel event on youth-driven advocacy, and she does not feel confident speaking in front of a large group	
Strategies identified for helping overcome the challenges and strengthen the advocacy	Beatrice to help Betty identify smaller spaces and opportunities in the months leading up to the conference to practice her public speaking skills and gain confidence	
Follow up actions agreed	Betty to practice speaking at smaller events	

Step 3: Developing a mentorship plan

Setting personal mentorship goals is extremely important in a mentoring relationship, so that you can identify the skills, experiences and knowledge you would like to gain through the experience (this activity corresponds to Sessions 10 and 11 in *Step up, link up, speak up: a facilitator's guide for a workshop on mentoring for youth advocacy*). Having a plan will help you identify and measure success for each goal. When thinking about success, keep in mind that quality should always be prioritised over quantity. Below is a template for setting personal goals, showing examples and with space for you to fill it in yourself.

Setting personal mentorship goals

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.	(Example: Communication skills)	(Example: Feel confident in communicating with others, leading dialogues)
2.	(Example: Experience at one national conference)	(Example: Invited to another conference)
3.	(Example: Knowledge of resources for young key populations)	(Example: Able to identify organisations, people and documents supporting young key populations)

Setting advocacy objectives

Next, think about your advocacy objectives. What are the big policy areas you want to change or processes you want to influence? When setting these objectives it's important to make sure they are SMART: specific, measurable, attainable, relevant and time-based. This helps to make sure your objectives can really be achieved, and helps you to measure your progress. See the example below, then fill in your own advocacy objectives.

My advocacy objectives (Example)

Specific	**S**	To raise visibility of organisations working on issues of sexual and reproductive health and rights, and sexual orientation and gender identity among young key populations
Measurable	**M**	Create a map of organisational allies on these issues in our district
Attainable	**A**	I will spend five hours a week in the community to learn what each organisation does
Relevant	**R**	To be a resource for young key populations in our district
Time-based	**T**	In one month

My advocacy objectives

Specific **S**

Measurable **M**

Attainable **A**

Relevant **R**

Time-based **T**

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

(Example) By building my communication skills, I will feel more confident to work in my district to identify organisations addressing these issues and find out what they are doing. If I have knowledge of some resources, it will be easier to create a district map.

Your answer .....

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

(Example) Opportunities: I will meet people working in the sexual and reproductive health field. I will be able to support other young people from key populations in my community with the knowledge and skills I gain. Challenges: funds, resources for travel, time restrictions.

Your answer .....

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

(Example) Beatrice will share her knowledge of organisations and the resources that already exist, and connect me with others in the community. She will help me overcome my challenges by working to create a schedule.

Your answer .....

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16 Steps in building a mentoring relationship

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. (Example: Making an organisational map of my district)	(Example: Networking, support to other young key populations)	(Example: Time, funding, resources for travel)	(Example: Creating a schedule, researching opportunities for support and funding)	(Example: February 5, 2016
2.				
3.				

Carrying it forward: mentoring in action

Once a mentoring relationship has been established, and both mentor and mentee clearly understand what is expected of them and what their responsibilities are, it is time to put mentoring into action. Below are 10 tips for successful mentoring that draw on the experience of the workshops in Uganda and Myanmar and contributed to the creation of this mentoring tool. It is by no means a comprehensive or exhaustive list, but a guide for anyone looking to carry out what we have covered in this tool.

1. Give each other space and share decision making.
2. Agree on ways in which you will communicate – two-way communication is essential.
3. Be united in shared goals – this will help build trust.
4. Be an active participant in the mentoring relationship for continuous learning.
5. Decide on the skills, knowledge, values and attitudes that a mentor is going to impart to a mentee.
6. Set goals and objectives – be clear on what you have achieved and be ready to learn from experience.
7. Provide one another with detailed and regular feedback to track progress.
8. Identify opportunities for mentee involvement – especially where positive change can be made to policies and activities.
9. As a mentor, regularly reflect on whether you are responding to the needs of the mentee and whether you are being dependable, reliable, authentic, non-judgmental and supportive.
10. As a mentee, regularly reflect on whether you are ready to learn and put what you learn into practice.

If you have any questions about this facilitation pack, 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