

LINKUP



ATHENA



Link Up Mentoring Programme

WORKSHOP REPORT: KAMPALA 25TH-27TH JUNE 2015



Jacqui Stevenson

ATHENA NETWORK

CONTENTS

Executive summary	2
workshop planning.....	4
workshop programme	5
day 1: Thursday 25 th June.....	5
Session 1: Welcome and introduction.....	5
Session 2: Setting shared objectives.....	5
Session 3: Advocacy and participation	6
Session 4: Theory and key concepts of mentoring	8
Session 5: Who can be a mentor?	11
Session 6: Summary and plan for day 2	13
Day 2: Friday 26 th June.....	13
Session 7: Welcome to day 2	13
Session 8: Matching mentors and mentees	14
Session 9: Starting from our strengths.....	15
Session 10: Setting shared objectives	0
Session 11: Setting our work plan.....	0
Session 12: Self-care and setting boundaries.....	0
Session 13: Summary and plan for day 3	0
Day 3: Saturday 27 th June	1
Session 14: Welcome to day 3	1
Session 15: Exercise: mentoring in action.....	1
Session 16: 10 tips for successful mentoring	0
Session 17: Review and close	1

*We need mentoring because
"it is really important we
have a multiplier effect for
youth advocates."*

*"I felt wings on my shoulders.
It brought out things in me I
didn't know I could do."*

*"My ambition is to be a great
mentor. I came into this
workshop as a mentee but am
now inspired I can be a
mentor."*

*Why is youth mentoring
important? "You have to trust
yourself, as a young person
you are in the best position to
speak for young people."*

EXECUTIVE SUMMARY

INTRODUCTION

The Link Up project, launched by a consortium of global and national partners in early 2013, is an ambitious three-year initiative that seeks to advance the sexual and reproductive health and rights of more than one million young people in five countries (Bangladesh, Burundi, Ethiopia, Myanmar and Uganda). 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 do sex work, 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 mobilization and advocacy in national and global forums, particularly those informing the post-2015 development framework.

As policy partners in the consortium implementing Link Up, ATHENA Network and Global Youth Coalition on HIV/AIDS (GYCA) work with national partners to implement national and global policy activities, and prioritise working with youth advocates to support and ensure meaningful youth participation in policy and advocacy. As part of this work, the mentorship programme was developed to support and enable more young people to participate in advocacy. The impetus for the programme came from UNYPA and CYSRA-Uganda, two networks of young people living with HIV in Uganda and partners in Link Up.

BACKGROUND INFORMATION AND RATIONALE FOR 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 sex workers, young men who have sex with men, young transgender people, and young people who use drugs – typically are unable to access and utilize comprehensive health services which meet both their HIV prevention and treatment needs as well as their sexual reproductive health needs.

In addition, young people affected by HIV are often not welcome to participate in policy and program 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.

The purpose of 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 the realization of their sexual and reproductive health and rights. In addition, mentors and mentees can benefit laterally from each other's knowledge, experience, and perception.

GOAL OF MENTORSHIP PROGRAMME

A team of approximately 30 young people per country in two countries (one in Africa and one in Asia) will be trained as mentors and mentees, and will receive technical support from Link Up policy partners to develop a formal mentorship programme. They will then test out the program for possible replication in other countries.

ABOUT THE WORKSHOP

The first pilot workshop was held over 2.5 days, at the Fairway Hotel, Kampala, Uganda, from 25th-27th June 2015. Thirty young people participated. This report presents the proceedings of that workshop.

The workshop was facilitated by Jacqui Stevenson from the ATHENA Network and Jacquelyne Alesi from UNYPA.

It included sessions on:

- Setting objectives for the mentorship programme
- Advocacy and meaningful participation
- Building the mentor-mentee relationship
- Defining the qualities needed in mentors and mentees
- Matching mentors and mentees
- Asset mapping
- Developing a mentoring work plan
- 10 tips for successful mentoring

NEXT STEPS

The training pack will be further refined based on the outcomes of the Kampala workshop, and then piloted again in Myanmar in August 2015. Subsequently, the training pack will be finalised, and a mentoring 'tool' developed as a resource to support mentorship in youth advocacy.

KEY RECOMMENDATIONS

- The workshop had a very high level of participation, demonstrating the value young people place on mentoring and skills development. This suggests a positive opportunity to roll out the programme further.
- The workshop pilots will occur in two out of five Link Up countries, so the remaining Link Up countries should consider opportunities to implement the programme.
- The desk review conducted prior to developing the training highlighted a real lack of similar mentoring programmes, especially ones which support peer-to-peer mentoring and which focus on advocacy. This mentorship programme is unique and there are significant opportunities to expand and develop it further.
- The workshop training guide and mentorship tool should be accessible, easy to use and made freely available to support networks and organisations to implement mentoring widely.

WORKSHOP PLANNING

LOGISTICS

The International HIV/AIDS Alliance facilitated funding for the training as part of the wider mentorship programme, through the Link Up project. ATHENA coordinated the organisation of the Kampala programme, and UNYPA led on the conference logistics. Due to delays in finalising the budget, the logistics were only able to be planned one week in advance of the training. Despite this tight timeframe, UNYPA succeeded in finding an excellent meeting venue that was also able to provide accommodation to the facilitator, and half of the participants who travelled from outside Kampala to attend. The accommodation was of a very high standard, and securing one venue able to provide for the full workshop needs allowed for an effective programme with good participation.

RECRUITING

UNYPA and CYSRA led on recruiting participants for the workshop, who were identified through their existing work streams and outreach. Some participants were existing members of these two networks while others were recruited from ICWEA and other groups. Recruitment targeted both mentors – those with advocacy experience, and mentees – including a broad mix with some having some related experience and others completely new to this sort of activity.

Participants including two young gay men, five young sex workers, people from fishing communities and the rest young people living with HIV, including young mothers. All efforts were made to secure broad representation and involvement, including facilitating one young woman to attend with her baby.

CONTENT PLANNING

The workshop content was developed by Jacqui Stevenson from ATHENA Network, with support and input from colleagues at ATHENA Network, GYCA and the International HIV/AIDS Alliance. The workshop design and content reflecting key themes developed by this partnership as the mentorship programme was shaped. The draft content was shared with UNYPA and CYSRA for their further shaping and input. In addition, Gillian Dolce of GYCA conducted a desk review of existing mentorship programmes, drawing together key ideas, themes and content that were used to shape this workshop.

REPORTING

Kyomya Macklean was recruited to document the workshop, including note taking in all sections and capturing flipchart notes and all group work. In addition, each session was audio recorded.

WORKSHOP PROGRAMME

DAY 1: THURSDAY 25TH JUNE

SESSION 1: WELCOME AND INTRODUCTION

Objective: Introduce facilitator and participants, icebreaker, outline agenda and set ground rules.

Presentation: Jacqui and Jacquelyne introduced themselves and the purpose of the training. Practical information on expenses, hotel accommodation, and the venue was also shared. Jacquelyne led participants in an ice-breaking activity, finding out from each other, in pairs: preferred name, age, surprising fact about yourself, likes and dislikes, expectations from the workshop and whether you are a mentor or a mentee.

The group then agreed ground rules to adhere to during the training, and Jacqui presented an overview of the agenda and what to expect during the work shop.

Ground rules

- Phones in silent mode
- Avoid unnecessary movement
- Participation by every one
- Audibility
- Time management
- Respect to each other

SESSION 2: SETTING SHARED OBJECTIVES

Why is mentoring important?

- Inspires others
- Builds confidence
- Brings awareness
- Help impart young people with skills and knowledge
- Enables people to participate on issues affecting them
- Brings out one's capabilities
- Not teaching
- Key populations – representation and diversity
- Age – bringing through younger advocates
- Provides psychosocial support – for YKP and young people, challenges, stigma and discrimination, takes a long time to get change, motivation and inspiration from mentor, avoid isolation
- Helps build self-esteem – supporting someone to learn from your best practices and strategies, for someone lacking confidence that can be supportive
- Can create good rapport between mentor and mentee – truly open relationship
- Builds trust

Objective: Participants to outline their objectives for the training, through sharing their own experiences of mentoring.

Presentation: Jacqui invited the group to think about why mentoring matters, and what their own experiences of mentoring had been, before defining agreed objectives for the workshop. Lots of mentoring experiences were shared, with a number of women participants identifying gender as a barrier to speaking up and participating, and the role of mentoring in developing the ability to do so.

Outcome: Participants suggested ideas why mentoring is important, as shown in the box. They were then invited to share their own experiences of mentoring.

They also shared a number of objectives for the mentoring training, which were edited by the group to a final set of agreed objectives, as below.

-
- *To improve our knowledge of mentoring, including: the difference between mentors and mentees, what makes a good mentor, when to start mentoring, whom to mentor and where to mentor, the possible challenges faced by mentees and mentors and the roles and responsibilities of mentors and mentees.*
 - *To gain skills and build capacity so we can take part in mentoring, including public speaking, and understanding of different concepts.*
 - *To understand the difference between advocacy and mentoring, and how mentoring can support people to become or improve as advocates.*
 - *To identify mentors and mentees and create a working relationship, establish trust and confidentiality, and start developing our work plan.*
 - *To develop a mentoring tool to be a guideline for other young people and create a draft mentorship programme.*
-

SESSION 3: ADVOCACY AND PARTICIPATION

Objective: Introduction to key concepts on advocacy and participation.

Presentation: Jacqui presented an overview of advocacy and what it means and involves, with the group suggesting definitions including: to speak up for the voiceless; making one's voice heard; action directed to making change; and standing in as a voice for others. Jacqui suggested that advocacy is a process of supporting and enabling people to:

- Express their views and concerns.
- Access information and services.
- Defend and promote their rights and responsibilities.

Advocacy in all its forms 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.

The group then worked in pairs to think about a time they had been prevented from making a decision or taking a course of action, and what the barriers were that led to this. After feeding back from this exercise, Jacqui presented the Ladder of Participation (which was shared as a handout) and explained what is meant by meaningful participation, emphasising that as youth

advocates they should seek higher levels of participation where as young people they initiate and lead actions, are consulted and represented and have an equal place at the table.

Finally the group considered the barriers to meaningful youth participation, and how mentorship can help overcome these, suggesting the following barriers and mentoring solutions.

What are the barriers to meaningful youth participation, and how can mentorship help?	
Barrier	How mentoring can help
Sexual orientation and other identities making it difficult to participate especially for MSM	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 access information, reading and keeping updated
Lack of funds or resources (e.g. laptop) to support participation	Can advocate for funds or YKP 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 to build confidence, tricks e.g. focussing on one person, support to develop confidence in what you are saying, create opportunities to attend and speak at different meetings to practise, talk about what you know, support public speaking skills, support to research topic
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

Outcome: Participants were informed about advocacy, participation, and where mentorship fits in supporting these activities. This laid the groundwork for subsequent exercises forming a clear mentoring plan.

SESSION 4: THEORY AND KEY CONCEPTS OF MENTORING

Objective: Establishing a grounding in mentoring to underpin the training and ensure a shared starting point.

Presentation: the session opened with a discussion about what mentorship is, with the participants developing the following definition:

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

Jacqui outlined the different forms mentorship can take, including formal programmes, managed externally, and informal personal arrangements, for leadership development, capacity building, or behaviour change.

FORMING MENTORSHIP GROUPS

At this stage, the workshop participants were invited to form their mentoring groups. Mentees were asked to identify the mentor they would like to work with, on the basis of their objectives and the experience and skills of the mentor. The decision-making process lay with the mentors and mentees, with some mentees already having a clear idea of their preferred mentor, while others spoke to possible mentors to determine who the best fit was for them. The participants were given as much time as they needed to talk to each other and make a decision, with Jacquelyne offering suggestions and advice based on her own knowledge about the skills and experiences each mentor had to offer.



Once formed, the mentoring groups were set an exercise to get to know each other better, and to name their groups, as well as answering:

- 1) What are your shared values of mentorship?
- 2) What are the objectives of the mentor?
- 3) What are the objectives of the mentee?

Group name	Shared values	Objectives of the mentor	Objectives of the mentee
CRANES	Friendship Confidentiality Empathetic Experience Trust Reliable Good listener Exemplary/role model Friendly Confidentiality Knowledgeable	Leadership skills To learn advocacy skills and policies that can help to become a mentor To gain experience in various fields To acquire knowledge about new things Capacity building to build capacity of YKPs To create hope in YKPs	Gain experience about working with YKPs Acquire knowledge and skills of SRHR Learn leadership skills
VIBRANT Team	Committed Self esteem Exemplary Approachable Listening and communication skills Trust worthy Patience Willing to learn	Creation of a team work environment Attain positive results from the mentee To exercise the key concepts and theory of mentoring	Acquire more advocacy skills and participation Acquire more public speaking skills To get mentorship skills
BMP	Considerate Trust worthy/ Honesty Experienced Supportive/ Committed Friendly Live by example Good listener Not judgmental	To provide psychosocial support To provide guidance to the mentees Learn from the different experience of people	To improve one's self esteem To improve on public speaking skills To improve leadership and management skills To improve on the interpersonal skills
The Triple Group	To builds one's self esteem To empower YP to utilize their talents To encourage young people into resourceful activities To relieve some ones burden	To change the youths bad attitudes into positive To create hope among YP To widen the thinking capacity of the YP	To be relieved for the burdens To find the true way Acquiring knowledge

	<ul style="list-style-type: none"> To channel someone to the right thinking To make someone aware of his or her rights To understand the do's and don'ts To be able to achieve your goal 	To see the YP engaged in resourceful activities	
Focus Group	<ul style="list-style-type: none"> Good communication skills Knowledgeable Leadership skills Respect Exemplary Non discrimination Confidentiality Self esteem Creativity 	<ul style="list-style-type: none"> To build capacity To promote relationships To gain confidence 	<ul style="list-style-type: none"> Communication skills To gain knowledge To be responsible/empowerment Behaviour change
Choice for Mentorship Uganda (CMU)	<ul style="list-style-type: none"> Encouraging Leadership skills Transparency Knowledgeable Respectful Supportive Build self esteem 	<ul style="list-style-type: none"> Develop personal leadership skills Builds confidence 	<ul style="list-style-type: none"> To improve on advocacy and lobbying skills To establish a trust worthy relationship with responsibility
We Never Lose Hope	<ul style="list-style-type: none"> Transparency Supportive Build self esteem Dependable 	<ul style="list-style-type: none"> Communication skills 	<ul style="list-style-type: none"> Build confidence Build self esteem
ALMO Group	<ul style="list-style-type: none"> Transparency Committed/Determined Approachable Exemplary Flexibility Confidentiality Innovative Supportive Must have results Non discriminatory Equality Integrity Team work Accountability Self-motivated 	<ul style="list-style-type: none"> Building confidence Leave behind a legacy (Replication) Identify, create and enable a good environment for opportunities Mutual support for active participation Becoming a better role model 	<ul style="list-style-type: none"> Improve advocacy skills Acquire public speaking skills Become mentor in future Active participation and involvement in issues of YP Mutual support for active participation Improving evidence based participation Improving our research skills Become better role models.
Minds Up Group	<ul style="list-style-type: none"> Trust worthy Inclusion/open minded Hard working Integrity Patience 	<ul style="list-style-type: none"> To realize a group of YP vibrant, healthy, informed and ready to cause change in their society 	<ul style="list-style-type: none"> How to set and achieve goals Acquire/Improve on public speaking skills How to prepare and organized presentation

SESSION 5: WHO CAN BE A MENTOR?

NB: this session was actually held first thing in the morning of day 2, as some sessions had day 1 over ran. It is included here so the report follows the structure of the agenda.

Objective: Setting out the roles and expectations of mentors and mentees

Presentation: Jacqui highlighted the vital role both mentors and mentees play in the mentoring relationship, and that both should be gaining and developing skills, experience and confidence from it.

Exercise: in their mentoring groups, participants were asked to consider what qualities we look for and what we expect from a mentor, how mentors can be supported, and what we expect from a mentee. For this session, some groups worked together, due to the temporary absence of some participants.

Group name	What do we expect from a good mentor?	How can we support mentors	What is the role of a mentee?	What qualities does a mentee need to have?
CRANES	Knowledgeable, friendly, exemplary, and good listener, Courageous, Confident, Decisive, and Experienced,	Listening carefully and putting into action of everything that he / she had heard Giving a correct information to a mentor Being active and hard working He / she should be supportive to the mentor	Giving them information, giving him / her resources, listening to them, accepting her / his idea and caring for them.	Good listener, trustworthy Able to learn, able to have positive behaviours and able to teach or share with others.
VIBRANT Team	Confidentiality, exemplary, communication skills, approachable, friendly, flexible, non-judgmental, supportive and self-esteemed.	Funds (money), create platforms for mentors, provision of adequate and right information, more trainings, psychosocial support and more research work.	To be supportive, approachable, reliable, keep secrets	Be organized Passionate and willing to learn Able to give feedback Obedient Hard working
The Triple Group	To be supportive, leadership skills, creative, understanding , helpful,	Regular workshops for training more skills e.g. allowing one to stand and give a speech to make ones courage	Be attentive to the mentor, trust a mentor, put in practice the mentor's advice and to ask questions.	A good listener, trustworthy, committed and hopeful

	dependable, approachable, responsible, exemplary, knowledgeable, hopeful, punctual and honest.	Financing their movements to meet different people in different areas e.g. schools, hospitals, stations etc. Organizing talk shows through media , making reports e.g. monthly report By appreciating their previous work e.g. awarding certificates Supervision of young key population network , be friendly and available		
Focus Group-	Non judgmental Good listener Good advisor Good researcher Knowledgeable Supportive Well disciplined Creative	Providing them with social support Training and skills Practical work Facilitation and coordination Innovation	Practical Creative and active Role model Listener	Good listener Creative and active Punctual
Choice for Mentorship Uganda (CMU)	Being: Supportive Reliable Approachable Motivating and encouraging Knowledgeable and informed Exemplary	Being: Open or disclosing Friendly to the mentor being good listener Being available Creative and active Communicative	Should be: Available Committed Friendly Willing to learn Motivated and inspired Active and creative to participate	Being: Inquisitive Passionate Available Committed Friendly Willing to learn Motivated and inspired Active and creative to participating
ALMO Group	Self-awareness Living by a good example Public speaking skills Report writing skills	Equip with information Adding them to support groups Availability Alert meetings		Listening Approachable Non judgmental Supportive Reliable Innovative

	Communication skills Abstract writing skills/concept Advocacy skills Computer skills			Welcoming Knowledgeable
Minds Up Group	Supportive Guidance (advice) not dictatorship Motivation /courage Knowledgeable Confidence Approachable Dependable Trust worthy Hard working Exemplary Understanding Patient Provide opportunities Knowledgeable	Following up a program that is established Carrying out research Addressing the needs to a mentor	Communicative Building a good r/ship Flexibility Available Readiness to learn	Setting goals objectives (deliverables, realistic) Hard working Communication Submissive Ready to learn Flexibility Stick on the work plan

SESSION 6: SUMMARY AND PLAN FOR DAY 2

Objective: Review learning, address car park issues and plan for day 2

In this closing session, Jacquelyne reviewed the learning from the day, and detailed the agenda and schedule for day 2. Issues which had been noted in the ‘car park’ were raised and addressed.

DAY 2: FRIDAY 26TH JUNE

SESSION 7: WELCOME TO DAY 2

Objective: Review day 1, any questions, and outline agenda for day 2.

Presentation: the day opened with participants sharing their personal experiences and what inspired them to participate in the mentoring workshop. The session was suggested by a participant, who said it would help the group to learn from and understand each other. This same participant shared first, describing the challenges she had experienced as a young mother living with HIV, including family pressure from her family to breastfeed, when she had chosen not to – and how she gained the confidence to resist this pressure through her experiences of working with other women living with HIV who inspired her to stand her ground.

A second participant shared her experiences as a sex worker who stood up publicly and engaged with the media to share her story, and the social stigma that she experienced as a result. She described how opportunities to engage with other sex worker activists inspired her to speak out

proudly about her experiences, and how she has now established her own advocacy work to fight for the interests of women doing sex work.

The co-facilitators then provided an overview of the day's agenda, and addressed practical and logistical questions from participants.



SESSION 8: MATCHING MENTORS AND MENTEES

Objective: How mentors and mentees should be matched

Discussion: the whole group participated in a discussion about how best to match mentors with mentees. Jacqui suggested some ideas, such as location, gender, shared characteristics, or personal relationships, then invited the group to consider what they had prioritised the previous day when forming their groups, which led to the following ideas:

- All different – personal choice key
- Chose randomly – but then took time to get to know them and their objectives, important to share these
- Admire the mentor's achievements and career
- Skills and expertise of mentor, and matching objectives
- Share goals, objectives, values and skills
- Drive, passion, courage – personal qualities
- As mentee – mentor looks for willingness
- Chose because share sexual orientation – knows more about me and my identity
- Job mentor does links to my own
- How we can follow up – communication, opportunities
- Free to share and express yourselves
- Professional relationship, not too personal
- Knowledge mentor has
- Welcoming, following up, keeping updated, social, approachable
- Hardworking, improving their situation – seeking to do the same
- Caring, loving
- Matching age
- For mentor – seeking mentees that are willing to learn, challenges they face

SESSION 9: STARTING FROM OUR STRENGTHS

Objective: Asset mapping using Head, Hands and Heart exercise

Exercise: this session used the asset mapping tool ‘Head, Hands and Heart’ to create a positive, asset-based grounding for building the mentoring relationship, looking at strengths before assessing for gaps. Each mentoring team was asked to respond to three asset mapping questions: What knowledge do you have? (‘head’); What skills do you have? (‘hands’); What are you passionate about? (‘heart’).

Group name	Head: What knowledge do you have?	Hands: What skills do you have?	Heart: What are you passionate about?
VIBRANT Team	Knowledge on SRHR, SOGI issues, advocacy and the law	Computer skill, writing skills, Art skill, Record keeping skills, creative skills	Passion of music dance and drama, reading, adventuring, team spirit/work and solidarity
BMP (teamed up with CMU)	Knowledge on advocacy at different level e.g. community, national and regional Community mobilization and sensitization Communication and raising awareness Social support and counselling Knowledge about the law	Skills in Data collection Communication and writing skills Persuasive and negotiation skills Public skills Computer skills	Advocacy in human rights and public health for people most at risk of HIV and other vulnerabilities Creating an enabling environment for YKPs to access friendly services Providing psychosocial support to the vulnerable children
The Triple Group	Knowledge about STDs, HIV/ AIDS, young mothers, sex workers, young people, knowledge on leadership skills, customer care skills.	Counselling skills, speaking skills, listening skills, writing skills, advocacy skills	Passionate on advocating for people living with HIV and sex workers
Focus Group-	Knowledge in social work, gender and equality, counselling, listening, working with communities and mobilization.	Report writing, research, mobilizations, social work skills, counselling and data entering	Passion: working with young people, listening to mentors, working with communities, delivering services to the needy, advocacy for equality and making friendship.

ALMO Group	HIV/AIDS, EMTCT, SMC, Ethical conduct, SRH, PHDP customer care, leadership, mental health, advocacy, human rights, human resource and project management.	Computer skills, research skills, counselling, writing, customer care, communication, data collection, leadership, public speaking, advocacy, innovative skills	Leadership, working with young people, kids, networking, social media, restoring people's hopes, adventure, reading new materials and learning new material
Minds Up Group	Knowledge on concepts/theory about advocacy, knowledge on communication skills, how to prepare a presentation, guidance and counselling	Public speaking skills, communication skills, computer skills, counselling skills, legal-research skills, advocacy, influencing skills	Passionate about: realizing a change that we are part of, social media, advocacy, delivering at best, enjoy listening to wonderful presentations.

Participants were then asked to share one outcome/ambition from each group and shared the following goals:

-
- *To build self-esteem*
 - *Helping others by being their face*
 - *Ensure productive livelihoods for YKPs*
 - *Build the capacity of fisher folks with knowledge on SRHR and empower them to share their experiences*
 - *Build the capacity of YKPs and create an enabling environment for young people*
 - *Provide psychosocial support to YKPs and children living with HIV.*
 - *Networking among YKPs in relation to HIV and take it to the national level.*
 - *Empower YKPs living with HIV, raising the needs of young people living with HIV both at national and regional level, advocacy in policy change targeting young people,*
 - *I want to become a great mentor to someone and a public speaker.*
 - *I want to become a good advocate and mentor and start an organisation in Nakasongola*
 - *To support and empower my fellow peers in Luwero.*
-

SESSION 10: SETTING SHARED OBJECTIVES

Objective: Setting goals about the purpose of the mentorship, skills necessary, how goals will be met and how to measure and track success, how the mentor and mentee will communicate and how often, and the length of the formal relationship.

Presentation: this session dealt with the practicalities of the mentoring relationship, and how to ensure that it is effective, sustainable, and mutually beneficial. Working in their mentoring teams, the groups addressed a number of key practical questions for the mentorship programme.

Facilitator's note: there was some confusion in this session between the objectives that had previously been discussed for mentoring, and the goals for mentorship that the participants were now asked to define. The facilitator explained that these should be advocacy goals, and describe an activity that they wanted to gain the skills and confidence to carry out through mentoring, but the group work did not completely reflect this. This challenge will be addressed in the revised training pack. Additionally, some of the other questions caused confusion, but this was addressed in the feedback session.

Group name	Setting goals for the mentorship	What is the purpose of the mentorship	How will you meet your goal	How will you measure your success?	How and when will you communicate?	Time frame?
CRANES	To create an environment where all young people get their rights in our community	To make young people know their rights and responsibilities To make young people happy in the community To have a healthy life	Through sensitizing young people and community	No. of young people are sensitized No. of people who are sensitized.	Having community dialogues meeting Having radio talk show. Organizing sports tournament home visits	1st July - 31st Dec 2015
VIBRANT Team	To conduct advocacy on SRHR and S.O.G.I	Improve on communication and listening skills Create transparency, friendship and good networking (good rapport).	Team work, have a good code of conduct, trust and respect of others and have good communication.	Invite other people to evaluate the work we have done Being invited to dialogues to talk about our work By working together as a group	How: Social media, face book, WhatsApp, twitter, phones, text messages and home visits. When: special days of meeting	By setting up memorandum of understanding.

				By collecting data when we have given put questioners about our advocacy.		
BMP teamed up with CMU	To develop a mentorship tool to become our future reference document	It will guide us to achieve our personal goals and ambitions Help us in Networking and for capacity development To equip ourselves with knowledge and skills in leadership and mentorship programs To establish and strengthen the relationship	Team work Conducting communication, consultations Conducting planning and review meetings Collection of data and information to strengthen our case targeting our target group.	No. of meetings held A mentorship tool developed No. of consultative meeting held Data and experience collected documented for evidence Reports Work plan developed.	Phone calls , Email and meetings And on a monthly basis	6 months (Dec 2015)
The Triple Group	To see fundamental counselling system in communities, schools and to be a great leader To strengthen our circle of SWs To inspire young mothers to know their rights	To make young people aware of what they have not been knowing	By advocating and attending more workshops in order to attain skills Forming associations and invite other resourceful personnel to make a speech	When young people are settled on occupations then success shall have sounded	How: Talk shows, drama, dialogues, public speeches, debates etc. When: Every after 3 weeks or a month	9 month
Focus Group-	To reduce the rate of HIV and STI among the fishing	To make my mentees in communities to achieve their goals, mission, dream and	Through sticking on my decision. Being passionate.	Success will be measured when we see our mentees living a good healthy life,	Through meetings , dialogues and community work, workshops,	It will last for life because

	<p>communities especially YKPs To advocate for the rights of YKPs on SRHR To make free use of youth friendly corners accessible during HCTs</p>	<p>objective by living a health life,</p>	<p>By seeking advice on my mentor.</p>	<p>putting in practice what we mentored them and prospering in their lives.</p>	<p>And shall be communicating two times a month</p>	<p>learning does not end.</p>
<p>We Never Lose Hope</p>	<p>To participate and engage in fora where decision are made around SRHR that impact on young people</p>	<p>Understand the best practice achieve the designed goals To understand how best you can achieve a goal.</p>	<p>We should be knowledgeable about the different meetings within the districts on HIV and SRHR. Research on SRHR and HIV among young people to inform my decisions Mobilizing more youth to participate in such meetings.</p>	<p>No. of meetings attended at the district level on HIV and SRHR of young people No. of youth who have participated in the meeting No. of issues presented and considered at the district level by young people</p>	<p>How: Telephone calls, social media (Email face book and what up) Physical meetings at the district level When: It should be monthly When there is an urgent need</p>	<p>One year.</p>
<p>ALMO Group</p>	<p>To help build confidence in the mentees to improve their advocacy and public speaking skills To improve on research skills for better reporting techniques and</p>	<p>The purpose of the mentorship is to enhance ability to analyse and utilize public speaking space so that the mentees become batter mentors and improve an advocacy skills</p>	<p>Constant communication in regards to progress Mentor will support to identify places for public speaking. Choosing an advocacy topic Electronic research constantly by both the mentor and mentee Team work</p>	<p>Submitting of abstracts in any national conference or meeting will be a success. Mentee being able to present in front of big crowds would be a success Choosing an advocacy topic and achieving of</p>	<p>Using face book as much as possible Phone calls once a month Meeting up every after three months</p>	<p>One year and half.</p>

	evidence based participants. To identify, create opportunities for the mentee to enable them express their attained skills		Mentor will support to teach on abstract writing and paper presentation Interacting with already existing allies for better support.	most its activities would be a success. Replication of the mentor's ability through successful scholarship application will be a success.		
Minds Up Group	A society where young people living with HIV can meaningfully engage and participate in all programs designed for their benefits.	To ensure that young people are equipped with adequate information to engage in different foras To equip young people with skills that are required for them to meaningfully participate (different skill; public speaking, self-representation). To create opportunities for young people (Mentees) and develop their capacity and abilities at deferent foras	By encouraging constant practice e.g. public speaking. Constant external consultations and research on different SRHR issues, public speaking etc. Having preparation meeting and debrief sessions to evaluate our sessions and get feed. Constant follow-ups and supervision by the mentor on the progress of the mentees Sourcing opportunities for the mentees to meaningfully practice and build their skills	Increased level of information and knowledge of the mentees on SRHR, public speaking etc. Increased level of participation of the young people (mentees) in meeting, conferences on both local and international level.	How: Telephone call and Skype calls, use of social media (creating a what's up group, face book and When: When need arise Once in the week. Emails etc.)	4 months

SESSION 11: SETTING OUR WORK PLAN

Objective: Each mentor/mentee group to develop a work plan

Exercise: the co-facilitator's shared a template work plan with each mentoring group, which asked them to identify SMART objectives, actions steps and the resources needed to complete them, who was responsible and when they would be completed. Jacqui explained that SMART objectives are Specific, Measurable, Attainable, Relevant and Time Based, and



the group discussed examples of objectives that fit these criteria. The work plans were completed during session 15, and are included under that sub-heading in this report.

SESSION 12: SELF-CARE AND SETTING BOUNDARIES

Objective: Addressing safe boundaries, and what to do if mentoring goes wrong

Presentation: this session addressed the importance of setting clear boundaries in a mentoring relationship, and Jacqui particularly highlighted the need for mentors to seek support from the Link Up team, UNYPA, CSYRA or Community Health Alliance Uganda (CHAU) if anything goes wrong. Participants discussed how they would plan for and manage the end of the mentoring relationship, and what to do if the relationship ran into challenges – discuss it with each other, and seek help, ending the relationship if it could not be resolved. Jacqui also highlighted the importance as an activist of taking care of yourself, recognising the emotional and physical toll activism can take and setting personal boundaries, through a discussion about the Audre Lorde quote: “caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.”

SESSION 13: SUMMARY AND PLAN FOR DAY 3

Objective: Review learning, address car park issues and plan for day 3

Discussion: the co-facilitators offered a recap of day 1 and 2, and reiterated the key point from the day's sessions. Car park issues were addressed, including a recap on what is meant by advocacy.

One participant had earlier shared that she overheard a use of homophobic and stigmatising language being used. A young gay man participating in the workshop requested an open space where people could ask him questions about MSM – as he felt that discriminatory language and attitudes stemmed from ignorance. This led to an important, open and powerful discussion. Questions including what the term MSM means, what sexual attraction is like for gay men, how the community they live responds to them and how gay men know (or ‘decide’) that they are gay. The opportunity to ask these questions led to a noticeable change in attitudes amongst some participants.

DAY 3: SATURDAY 27TH JUNE

SESSION 14: WELCOME TO DAY 3

Objective: Review of training so far, any outstanding queries or objectives not yet met, overview of agenda.

Presentation: Participants were welcomed to the final day, and invited to share any outstanding issues or questions that had arisen but not yet been addressed. The agenda for the day was explained and then participants were invited to return to their mentoring groups.



SESSION 15: EXERCISE: MENTORING IN ACTION

Objective: Using the advocacy opportunity in the work plan, identify mentoring opportunities and where it can have influence

Presentation: Jacqui highlighted the need to focus the work plans on advocacy and ensure that the mentoring is built into gaining and putting into practice advocacy skills. Participants were then given time to complete their work plans, and then present it to the whole group.

Facilitator's note: the work plan template shared with participants was a little confusing in practice, and will be updated for the next pilot workshop. In particular the 'resources' column caused some confusion, though in the feedback session this led to an interesting discussion on the need to be creative about seeking and using funds, and explore ways of working that require less financial support.

Group name	Objective	Action steps	Resources or support needed	By whom	By when
CRANES	To advocate for the rights of YKPs in Nakasongola District, Kakooge town council	Visiting Chairman LC1	Fuel and stationery	David	Aug 2015
		Visiting town council to talk with Chairman LC3,CDO and other committees	Fuel, flip charts, markers and masking.	Joyce	Sept 2015
		Organizing community leaders dialogue meeting	Stationary, fuel, lunch and transport refunds	David and Joyce	Sept 2015
		Visiting district official and their IPS partners	Fuel, SDA and stationery	Stephen and Suzan	Oct 2015
		Carrying out home visit			
		Carrying out radio talk shows	Fuel, airtime and lunch	Joyce and Suzan	Nov 2015
		Organizing sports and tournaments	Radio payments, fuel and airtime	Suzan and David	Dec 2015
		Training young people about their rights	Sports uniform, balls, trophies and transport refunds	Joyce, David, Suzan and Stephen	July 2015
		Organizing music dance and drama	Hall hire, facilitators' allowance, meals, stationery and per day allowance.	Joyce, David and Suzan	July 2015
		Monitoring and evaluation	Hall hire , fuel and allowance for drama groups	David Joyce and Suzan	July 2015
		Fuel, stationery, airtime and safari day alliance.	Stephen, Joyce, ATHENA and UNYPA	August 2015	

VIBRANT Team	To raise awareness on SRHR and SOGI issues among YKPs by 2015	Getting Board Members	Advertising for membership Linkup	Mentor	Two weeks in June 2015
		Do the mapping of the allies	Enough information about Key population and Funds	Both Mentor and mentee	Last weeks in June 2015
		Look for donors and sponsors	Proposal writing and Internet/Google	Board Members	One Month July
		Do consultative dialogues	Allies, IEC Materials, Funds and Mentorship tools	Allies	One Month Aug 2015
		Develop an advocacy charter	Allies and Board Members	All group members	1st two weeks in Sept 2015
		Allocating resources	Board Members and mentors	Board team	Last two weeks in Sept
		Implementing	Allies, Board members, mentors and mentee. M&E officer	Both the team and allies	Two months Oct and Nov 15
		Monitoring and evaluation		Monitoring and evaluation officers	2 first weeks in December
		Feedback/reports	Board members	Board members and M &E Manager	

BMP	To promote meaningful involvement and engagement of YKPs in activities and programs that are targeting them by 2017	Baseline assessment on the existing youth programs and YKPs level of participation	Funds and human resources	ATHENA, UNYPA and YKPs	Sept 2015
		Building capacity of young people in programming which includes: planning, advocacy and M7E in implementation	Funds to carry out trainings and IEC Material	ATHENA, UNYPA and CYSRA	Nov 2015
		Sending young key population representatives to attend international and regional conferences.	Funds and scholarships	ATHENA and GYCA	Dec 2015
		Carrying out leadership and performance trainings to the YKPs	Funds and IEC Material	ATHENA, GYCA and ACA (African Capacity Alliance)	Jan 2016
		Taking young people through a series of mentorship programmes	Funds, mentorship tools and guidance	ATHENA	Feb 2016
		Development of key advocacy issues for the young key population.	Funds, IEC materials and advocacy tool kits	YKPs, UNYPA, ATHENA and SYCRA	May 2016
		Development of a tracking tool system to evaluate the work towards improvement of youth participation	M&E tracking tools and report format	ATHENA, UNYPA and SYCRA	Aug 2016

The Triple Group	Empowering others to become mentors by 2015	Community meetings with young Key populations living with HIV (YKPs)	A public system, transport refund Manilas and Markers.	Link Up and Triple Group	5th July 2015
	Advocate for people's rights by 2016	Condom distribution to the YKPs	Condoms (male and female) Dildos, flipcharts, markers, refreshment and transport	CYSRA	5 Aug 2015
		Workshops with the key leaders from different categories of people in different communities or sub counties	ICE Materials, lunch, accommodation and transport refund	Triple group and CYSRA	5-7 Sept 2015
		Door to Door teaching to young people of different categories	Questionnaires	Link Up and Triple group	5 Oct 2015
		Radio talk shows about human rights to the public.	Facilitation, transport for the presenters, making magazines and news papers	Franco, Mariam and ICWEA	5th Nov 2015
		Blood testing for HIV-testing at least in 5 sub counties in a district	Health workers, refreshments, space for the meetings, public address system, transporting systems, rewarding health workers	CHAU and Triple group	5th -9th Dec 15
		Counselling young YKPs with living with HIV	Knowledge room, mobile SMS, refreshments, Transport and condoms after counselling	Triple group	5th-9th Jan 16

		Visiting schools to talk about SRHR	Transport, Magazine, rewards like books, T-shirts, bags, address system and a project	Mariam, Jasnta, Franco and CYSRA	5-9th Feb 16
		Meetings with the health workers at the district	Note books, pens, chats , markers, projector, transport refund and the facilitators	CYSRA and Triple group	5 Mar 2016
Focus Group-	To reduce on the rate of HIV and STI among young people in fishing communities in Ntejuru sub county in Mukono district	<p>Conducting HCT and STI outreaches at landing sites</p> <p>By doing community sensitization on HIV and STI signs and symptoms</p> <p>By conducting health education in fishing communities</p> <p>Through health film shows about HIV and STIs</p> <p>Formation of Mentees (peer educators) support groups</p> <p>Distribution of condoms, information, education and communication materials.</p>	<p>HIV testing kits, STIs/STDs, treatment and funds</p> <p>Public speaker, media and dialogue meetings by peer educators</p> <p>Village health team , district health educator</p> <p>Film Van from the Ministry of Health (MoH)</p> <p>Facilitation e.g. transport and accommodation, Peer educators and counsellor</p> <p>T-shirts, brochure and newspapers</p>	<p>ATHENA and Link Up</p> <p>Mentors</p> <p>Mentors and Mentees</p> <p>MoH</p> <p>ATHENA</p> <p>Public health Facilities and MoH and Mentors</p>	2015-16 throughout
Choice for Mentorship Uganda (CMU)	To develop a mentorship tool so as to increase mentorship knowledge and skills	Mapping of YKPs with an aim of engaging them into the process of developing the tool	Internet and on discussion platform discussion	CMU (Mentor and Mentees,	July 2015

	among young key population in Uganda by 2015	To conduct the first consultative meeting to gather information	Funds for the first face to face meeting, internet/email and airtime	Mentees	Aug 2015
		Draft and develop the tool and share it with the beneficiaries (YKP) for input	Internet/Email	Mentor	Sept 2015
		Edit and prepare the final report and share it for technical review /support	Internet/Email	Mentor and ATHENA	Oct -Nov 2015
		Launching and printing of the final copy for dissemination	Funds for launching	CMU and other Stake holders	Dec 2015
We Never Lose Hope	To increase the participation and engagement of young people in meetings at district level on issues around SRHR and HIV by end of mid 2016	Share information of SRHR and HIV with the mobilized people. Improve on the skills of mentor and mentee Mobilizing of young people	IEC Materials: posters, Bangles and condoms Organizing training sessions about SRHR and funds and books Financial support (transport and air time etc.	Job and Vicente/Mentor and mentees Job and Vicente/Mentor and mentees Job and Vicente/Mentor and mentees	Sept 2015

ALMO Group	To advocate for increased access and receptivity of knowledge on gender based violence of young key population in Bugiri district by 2017	Writing abstracts on GBV in YKPs for presentation on National level meeting/ conference.	Guidance, Information on current conferences, focus group discussion for evidence based abstracts and facilitation	ALMO Team and link Up team through out	2016
		Carrying out electronic research on specific figures of GBV in YKPs within Bugiri	Smart gadgets and internet		Dec 2015
		Identifying places that can be supportive in cases of GBV in regards to YKPs.	Transport, airtime and letter of introduction and stationery	Dec 2015	
		Referring the YKPs who have faced GBV to places where they can get help/assistance	Mapping of the nearest support centres	2017	
		Presenting at workshop trainings and conferences on issues regarding GBV in YKPs	Papers for presentation, Knowledge about the evidence, facilitation and writing application for the scholarship.	2017	
		Sharing access stories by former victims of GBVs who are YKPs in communities	Publication and social media	Link Up	2017
Minds Up Group	To equip young people living with HIV in our community with information on SRHR and HIV to	Compressive reading of information, reports, IEC materials on SRHR/issues to equip ourselves well.	Information on where and how to access information e.g. websites, links, literature and reports etc.	Mentor (Nicholas), Shadia and Sharifah	Aug 2015

	enable them advocate for their SRHR and HIV services in their communities by 2016	Consult different stakeholders (more experience) about SRHR and HIV issues and information	Introduction to some identified mentor (seniors) in SRHR	Mentor	Nov 2015
		Practicing in communication skills for instance starting with empty audiences, and then participating in small meetings.	Tips on building confidence and how reduce nervous	Mentor	Dec 2015
		Mapping of some groups of young people living with HIV in our community	Mobilization skills	Nicholas, Shadia and Sharifah	Feb 2016
		Conduct dialogue meetings with community members.	Public speaking skills and communication skills	Mentor	June 2016
		Organizing school debates, quizzes about SRHR and HIV and dissemination of IEC materials		Sharifah and Shadia	

SESSION 16: 10 TIPS FOR SUCCESSFUL MENTORING

Objective: Working together to develop 10 tips for successful mentoring to headline the mentoring tool.

Presentation: The group were asked to develop their 10 tips or key messages on mentoring, to be shared with the workshop group in Myanmar, and included in the mentoring tool for youth advocates all over the world. Individuals suggested key messages, which Jacqui then compiled, combining repetitions, and presented back to the group, who collectively edited, wordsmithed and finalised their 10 tips.

Our ten tips for successful mentoring

Developed by participants at the Kampala mentoring workshop, 27/6/15

1. Mentoring is a process of imparting skills, knowledge, values and attitudes in a mentee by a mentor.
2. Mentoring is a collaborative process where the mentor guides the mentee into positive behavioural change and to develop skills and abilities.
3. Mentoring is the process of supporting people to take part in making positive change to policies and activities.
4. A mentor is a more experienced person or friend who helps a less experienced person to have trust and confidence, and motivates positive behaviour.
5. A mentor should be tuned to the needs of the mentee, and be dependable, reliable, authentic, non-judgmental and supportive.
6. In mentorship you should set goals and objectives, be clear on what you have achieved and be ready to learn from experience. Both parties should give clear and regular feedback to track progress.
7. 7. Mentorship is supporting someone to be true to themselves, to become an advocate and be the person they truly are.
8. A mentee should be ready to learn and to put what they learn into practice, flexible, passionate about learning, active, creative, determined, knowledgeable, willing to learn and research for themselves, have good communication skills and trust their mentor.
9. Mentorship is important to reach and empower more young people with skills and knowledge to become advocates.
10. Mentors and mentees should be matched by shared goals, objectives and values – you should build a trusting and mutual relationship based on these. Matching can also be on shared characteristics such as gender and sexual orientation, or being in the same location, depending on your own priorities as mentors and mentees. You should also think about how you will communicate and about your time commitment.

SESSION 17: REVIEW AND CLOSE

Objective: Review, close and thanks. Agreeing next steps to sustain mentoring. Post-training questionnaire.

In closing, each group was tasked with making 3 concrete commitments they would promise to implement to put mentoring into action in the immediate follow up the workshop. These commitments were:

Group name	Commitments of both the mentors and mentees
CRANES	<ul style="list-style-type: none"> Organizing mentoring meetings with young people to talk about SRHR and HIV Counselling young people in the villages Training young key populations on their needs in order to have a better future Carrying home visits to discuss and talk to the youth about mentoring Visiting the churches to talk to the youth about mentoring.
VIBRANT Team	<ul style="list-style-type: none"> Create a what's up group or a face book account Participation in relevant conferences and workshops in mentoring Making visitation to further follow ups.
BMP	<ul style="list-style-type: none"> Community dialogues with young people aimed at improving on their attitudes. On line mentorship site, accessible by young people that is to say face book and what's Up groups Quarterly review meetings to revise on the progress in the mentorship programs.
The Triple Group	<ul style="list-style-type: none"> Frequent monitoring by our mentors i.e. CYSRA, Link Up and CHAU etc. Making inquiries within and out of our group Time managing during our work.
Focus Group-	<ul style="list-style-type: none"> Having monthly meeting with mentees and mentors Making follow ups to the mentees in our respective communities of work. Advocating for the SRHR of young people through sensitization and mobilization of YKPs of Forming groups of mentees and mentors for sustainability.
Choice for Mentorship Uganda CMU	<ul style="list-style-type: none"> Advocating for the rights of young key populations (YKPs) for example MSM, SWs, young people living with HIV. And this will be indicated by advocating against the violations of SRHR of YKPs. Bringing closure to individual mentoring connection Sharing and communicating different mentorship issues on social media e.g. face book and building our group flexibility
We Never Lose Hope	<ul style="list-style-type: none"> Keep communicating with our mentor to strengthen the relationship and seek support where needed. Mobilizing the young key populations to identify their potential issues that need to be addressed. To establish a good relationship with the district people including the HIV focal person to support young key populations in participating in the scheduled meetings on HIV and SRHR for young people to participate.
ALMO Group	<ul style="list-style-type: none"> Communicating every 27th of every month to review our monthly progress through monthly reports

	<ul style="list-style-type: none"> • We must read new research on gender based violation (GBV) developed around the world every month. • Creating goggle group, face books group and a WhatsApp sharing and meet every after four months.
Minds Up Group	<ul style="list-style-type: none"> • We commit to effectively and regularly communicate for instance create a WhatsApp group and through phone calls. • We also commit to have capacity building meeting with our mentor. • We commit to find all possible ways of implementing all our action steps in order to achieve our set objectives.

Participants then each completed their post-training questionnaire. Finally participants were presented with a certificate of appreciation, and the workshop closed with a note of thanks.

FEEDBACK FROM PARTICIPANTS

In the closing session on day 2, participants shared the following feedback:

“THERE HAS BEEN LOTS OF WORK BUT IT KEEPS US ENGAGED, NOT SLEEPING LIKE IN OTHER MEETINGS.”

“EVERYONE HAS BEEN GIVEN A PLATFORM TO SHARE WHAT THEY FEEL IS RELEVANT”

“WE HAVE ALWAYS BEEN ABLE TO GET CLARITY WHEN WE NEEDED IT”

“THINKING ABOUT THE POTENTIAL FEARS FOR THE FUTURE, LIKE THE MENTORING NOT WORKING OUT – WILL BE GOOD TO USE THIS TIME TO GET TO KNOW OUR GROUPS BETTER AND MAKE SURE OUR GOALS MATCH”

“THANKS FOR THIS WORKSHOP BECAUSE EVERYONE HAS BEEN GIVEN A PLATFORM TO PARTICIPATE, AND I WOULD LIKE THIS TO HAPPEN AGAIN HERE IN THE SAME WAY.”

“IT IS REALLY IMPORTANT WE HAVE A MULTIPLIER EFFECT FOR YOUTH ADVOCATES”

“WE THANK THE TWO JACQUI'S FOR COMING UP WITH THIS MENTORSHIP IDEA, WHOEVER IS HERE WE ARE BLESSED AND WE SHALL SPREAD THE NEWS TO OTHERS AND ALSO WE SHALL TAKE IT UP AS YOUNG PEOPLE...”

“THE TRAINING WAS INVOLVING AND EVERYONE HAS BEEN PARTICIPATING.”

CASE STUDY: by Nassaka Mariam

“Being involved in the mentoring workshop created a foundation for me as a young advocate. First of all I went as a mentee and came out as a mentor which created a big impact in my life cause now I can advocate for my rights in my community. Through mentoring workshop am now able to mentor others, I learnt how to come up with work plan including goals which are easy to achieve. I was able to understand and differentiate between advocacy and mentorship. I got friends through the workshop hence enabled me to share different ideas with them hence I gained knowledge. Through mentoring workshop guidelines and ideas I am able to mentor people - mostly young key population in my community. Thanks to ATHENA and JACQUI STEVENSON. My thought about the mentoring workshop is to have peer to peer talks if possible after the training so that people can understand each other and different groups of people.”