Link Up Mentoring Programme

WORKSHOP REPORT: YANGON 13TH TO 15TH AUGUST 2015

Report prepared by: Dr Yadanar and Luisa Orza

ATHENA NETWORK

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. 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.

A second pilot workshop was held over 2.5 days, at the Taw Win Garden hotel, Yangon, Myanmar, from 13th to 15th August 2015. Twenty-eight young people participated. This report presents the proceedings of that workshop.

The workshop was facilitated by Luisa Orza from the ATHENA Network and Dr Yadanar from Yangon YWCA, with support from Dr Zaw Zaw Myo from International HIV/AIDS Alliance Myanmar, and Aung Myo Tun and Zin Mar Phyo ("Mazemar"). 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 finalised, following this workshop, and a mentoring 'tool' developed as a resource to support mentorship in youth advocacy.

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 Yangon programme, and the International HIV/AIDS Alliance Myanmar (Alliance Myanmar) led on the conference logistics. Twenty-eight young people participated in the workshop. Approximately half the participants were invited from in and around Yangon, and the other half from other cities in Myanmar. All the participants shared accommodation in Yangon during the workshop, to facilitate bonding and getting to know each other, as well as to avoid those living in Yangon having to travel daily to the workshop venue, as traffic in Yangon can be very slow.

RECRUITING

Alliance Myanmar led on recruiting participants for the workshop, who were identified through their existing work streams and outreach. Some participants were existing members of the Link Up Youth Advocates group coordinated by Alliance Myanmar, while others were recruited from

Link Up implementing partner Myanmar Youth Stars 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. Every effort was made to make sure there was even representation from all of the Link Up key constituencies: young people living with HIV, young people who do sex work, young men who have sex with men, young transgender people, and, young people who use drugs.

CONTENT PLANNING

The workshop content was developed by Jacqui Stevenson from ATHENA Network, with support and input from colleagues at ATHENA, 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. A few changes were made to the original workshop content based on the Burmese context and level of experience of the participants. The final mentoring tool will reflect experiences from both Kampala and Yangon workshops, and be adaptable to the context in which it is being implemented.

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 the workshop guide.

REPORTING

Ei Mon Kyaw was recruited to document the workshop, including note taking in all sections and capturing flipchart notes and all group work. She was supported by ATHENA focal point Chan Aye San.

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 Link Up team should consider opportunities to implement the programme in the remaining three.
- 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.
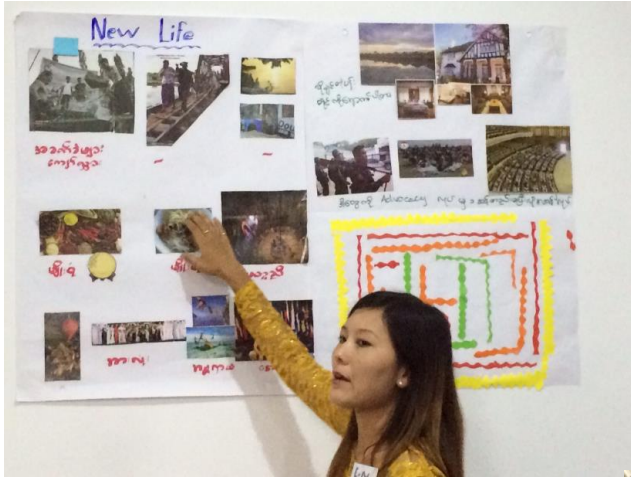
Figure 1: "We can reach our goal by combining our different skills like different ingredients combine to create a dish"

Figure 2: "Mentorship programme plays an important role in strengthening our participation in advocacy"
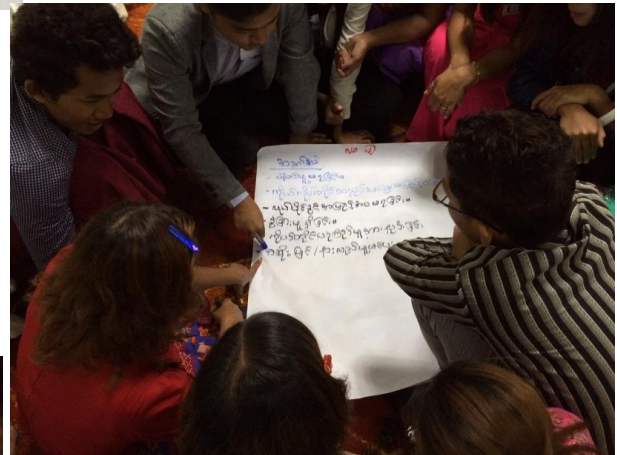

Figure 3: "The more similar the goal of mentor and mentee, the more trust we will have in one another"

Figure 4: Through supporting each other, we can overcome whatever barriers we face"

DAY 1: THURSDAY 14TH AUGUST

1. WELCOME AND INTRODUCTION

Luisa opened the workshop and explained the background of the workshop. She explained that there had been a lot of requests for mentorship among youth advocates within Link Up and so ATHENA and GYCA had developed this workshop, with youth advocates from Uganda. She emphasised that this was a space for Link Up advocates to use in the way they feel will beset meet their needs.

Luisa introduced the facilitation team: Dr Yadanar, Zin Mar Phyo ("Mazemar"), Aung Myo Tun, and Ei Mon Kyaw.

Aung Myo and Mazemar then led an ice-breaker exercise ("Link Up Bingo") and elicited the ground rules. Everyone signed the ground rules to show that they agreed.

Dr Zaw Zaw Myo checked the logistics and explained that we would have dinner on the first evening all together. He also told participants that they would receive a gift at the end of the workshop, a silk lungi, and asked whether participants would prefer a male or female lungi. All the participants seemed very pleased with the idea.

Ground Rules

- Phones on silent
- Respect everyone
- Discuss in a positive manner – agree to disagree
- Respect to the facilitators
- Phonecalls and texts outside the room
- Confidentiality
- Be on time
- Lots of energisers so that we don't go to sleep
- Participate for the full three days

2. SETTING SHARED OBJECTIVES

Luisa invited the participants to discuss why mentoring is important. Participants discussed the difference between peer support and mentorship and shared several experiences of different types of mentorship, including formal and informal experiences of mentorship.

Why is mentoring important?

- Being able to discuss together
- Can ask questions and contribute to the answers
- There will be more transparency, mutual respect and mutual understanding
- Mentors pass on experiences and skills to the mentee – to the next generation

- Young key populations have trauma and depression so they need mentors to encourage them, give them suggestions and guide them to be more confident
- Young key populations face discrimination which cause trauma and depression – having a mentor is good for moral support
- Age is important in a mentoring relationship because young people feel more comfortable to take suggestions from other young people rather than older people giving comment and orders

Objectives for workshop (agreed by the group)

- To learn about the capacities of a mentor
- To strengthen our networks
- Mentees can learn the experiences of mentor and use the learning to build self confidence
- To use the information and knowledge from the workshop in our organization
- To build a relationship between mentor and mentee
- To learn more about M&E

3. ADVOCACY AND PARTICIPATION

The group then discussed what we understand about the concepts of advocacy and participation, and how they are linked. Participants talked about how advocacy occurs at different levels – for example you may have to negotiate among peers before talking an advocacy issue to policy makers. Some participants said that advocacy can also happen within different groups, including within a family. They pointed out the importance of community mobilization – of working together around shared goals to bring about change, and the need to use powerful words to get the attention of policy makers on a specific issue. They also discussed how advocacy takes time – you may need to make the same ask repeatedly before anything changes; that advocacy is not a one-off experience. Three of the key concepts in advocacy were agreed as:

Advocacy:

- Asking for something that we want
- Taking an issue to a policy maker, and looking for change.
- Needs monitoring to see whether change is happening

We then discussed the concept of participation and the relationship between participation and advocacy. Workshop participants said that participation is important to build up the case for advocacy using a range of experiences and stories. It is important to bring many and different voices, perspectives and experiences to the table to create stronger advocacy and to ensure that the interests of everyone are represented, not just a few. Key concepts for participation were:

- Greater participation → better advocacy
- Power in numbers
- Bringing different perspectives / experiences to the table

Ladder of participation

Mazemar and Aung Myo then led a discussion on the Ladder of Participation. Some participants were already familiar with the Ladder of Participation and others weren't. Mazemar introduced the ladder and invited participants to place themselves on it where they felt their participation was currently located. Most participants located themselves on rung 4 or 5 of the ladder. Mazemar and Aung Myo then talked about the different levels in more detail. After discussing the different steps they many participants moved themselves further up the ladder. Three participants gave examples of participation in advocacy experiences that had been very successful and meaningful
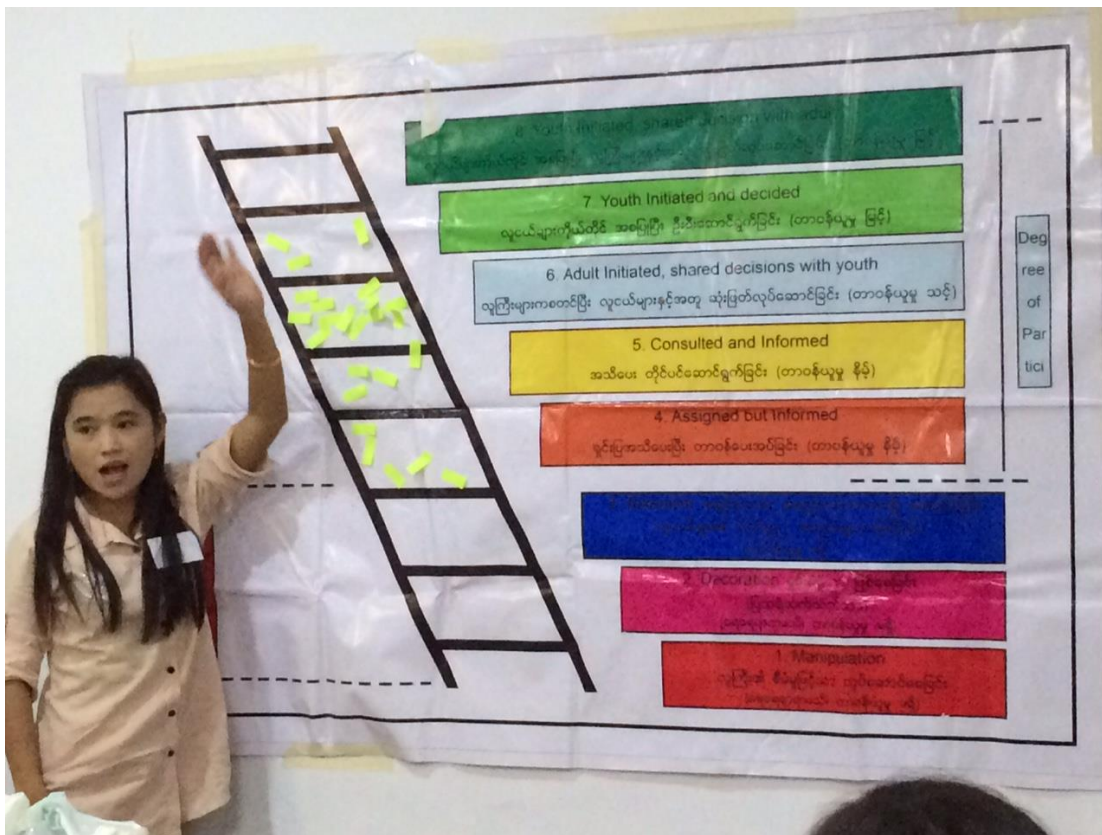
Finally, the group discussed what were the barriers to meaningful participation for young people from key affected populations, and solutions to these barriers. They then looked specifically at how mentorship can help address the same barriers.

4. DEFINING MENTORSHIP

Mentorship = a trusted person giving guidance and support, creating opportunities, and being a role model to another person

The participants reviewed and agreed the definition of mentorship above. They discussed different experiences of mentorship including in professional and personal development. Some had experience of being mentored by a programme manager or colleague to learn skills; others viewed family members (aunt, grandparents) as mentors from whom they had been given guidance and learned behavioural skills / manners, and gained confidence through encouragement.

5. QUALITIES OF A GOOD MENTOR AND MENTEE

The group then discussed the different roles and characteristics of good mentors and mentees, and also looked at how both roles can bring benefits to the individuals involved. In between looking at the qualities needed in mentors and mentees, the group also considered how *mentors* can be supported.

Mentors

Role	Characteristics	Benefits
✓ To give direction to mentee ✓ To support mentee (for a specified duration) ✓ To build trust ✓ To be a friend, and build a transparent relationship ✓ To create shared roles and platforms ✓ To manage the mentor/mentee relationship	▪ Accountable ▪ Responsible ▪ Good communicator/social skills ▪ Experienced ▪ Good networker ▪ Good at public speaking ▪ Sympathy and empathy for mentee ▪ Leadership ▪ Good at decision making ▪ Can give clear explanation ▪ Active listener ▪ Honest ▪ No bias ▪ Does not discriminate mentee because of lack of experience ▪ Critical thinker ▪ Able to tolerate criticism ▪ Good negotiator and coordinator	◆ Gain experience ◆ Gain trust of mentee ◆ Motivation to learn ◆ Build capacity as mentor ◆ Build network ◆ Increase social skills ◆ Gain confidence and respect ◆ Gain self-worth/value ◆ Can become a better advocate

How to support mentors (we are expecting a lot from them):

▪ Provide training to build their capacity
▪ Provide funding / resources
▪ Network / peers
▪ The mentor's experiences also provide him/her with support
▪ Technical support from organization/partnership
▪ The mentee can also be a source of support
▪ Mentor should be empowered with the freedom to make decisions in the mentorship
▪ Boundaries (specified duration/goals – not expected to give everything to the mentee)

Mentees

Role	Characteristics	Benefits
✓ Continuous learning ✓ To respect role of mentor ✓ To help the mentor/ be dutiful ✓ To know/identify own needs ✓ To have interest in being in a mentor/mentee relationship ✓ Clear knowledge of 'job description' of mentee ✓ To apply learning in real life and practice	▪ Passionate to learn continually so they can pass on learning to others ▪ Dutiful ▪ Dedicated – finish assignment ▪ Give suggestions back to mentor ▪ Discern mistakes of mentor ▪ Give feedback / report backs from events accurately (to mentor) ▪ Committed ▪ Brave ▪ Motivated ▪ Active listener ▪ Articulate ▪ Willing to learn ▪ Engaged / participatory ▪ Ready/alert ▪ Honest ▪ Have vision and mission	◆ Will become young leader and mentor others ◆ Will gain trust from mentor and from community ◆ Build confidence ◆ Gain knowledge and experience ◆ Gain capacity (including as mentor) ◆ Develop good communication skills

DAY 2: FRIDAY 15TH AUGUST

6. DEFINITIONS FOR MENTORS AND MENTEES

The day began with a recap of the previous day. Everyone spoke about what was memorable for them on Day 1. Mazemar asked for definitions of mentor and mentee. One of the participants suggested that a mentor was a more experienced person who can pass on their experience, but not like a teacher. They give guidance and counselling with sympathy. The mentee should treat the mentor with respect and be ready to learn. Mazemar said that the mentor-mentee relationship was more of an exchange – both have things that they can learn from each other.

7. FORMING MENTORSHIP PAIRS

The group discussed some of the factors that are important in choosing a mentor. The group made the following suggestions:

◆ Same age / peer (others felt that the age didn't matter)
◆ Same goal
◆ Mutual respect
◆ Mutual understanding
◆ Same sex / gender (others felt that this doesn't matter)

- Trust
- Willingness to learn from each other
- Shared interest
- Being non-judgemental and non discriminatory (for example, the mentor mustn't see the mentee as a "YKP person" but rather just as a young person just like any other)
- Peer mentorship as in belonging to the same YKP group (eg both are people living with HIV) can lead to a better understanding of issues.

The group talked about how mentorship can be more spontaneous and emerge from shared interests and a good feeling between two people rather than through formal processes. All agreed about this, at the same time this programme has established a more formal process so we need to see how we can work within this. The group divided into two groups – those from Yangon among whom the mentor-mentee arrangements were less clear, and those from other cities who had come as pairs. Both groups discussed how they wanted to work, and who among these groups they saw as mentors, whether they had been 'assigned' as such or not. Among the youth advocates from Yangon it was clear that several of the mentees saw more than one person as a mentor. This is the messy reality of mentorship, but for the purposes of the programme there needs to be some more structure, so everyone agreed to the original pairings, while acknowledging that they have many role models and sources of support.

8. ASSET ASSESSMENT

In mentor pairs, each participant carried out an asset assessment of their knowledge, skills and passions, using the "Heads, Hands and Hearts" worksheet to create a positive foundation on which to build their mentorship. Groups were asked to give a name to their pair and to identify a shared passion to feed back to the whole group.

Group Name	Shared passion
Ocean	To have equal rights for MSM, sex workers, people living with HIV and people who use drugs
Bay Dar	Equal rights for young people from key populations
Golden Shelduck	Equal rights for MSM and no discrimination
Fighting Dahlia	To strengthen 'hidden peers' to become empowered
Dreams	To motivate young people to become responsible citizens
Hope	Stop discrimination against MSM; bring about equality
Min Htin Ag	Human rights and equality
Future Star	Reduce stigma on HIV especially in schools
New Life	Reduce stigma against young key populations
Powerful Pyu Prince	Equal rights for people who use drugs, and young people from key populations to fulfil Getting to Zero
Light	No discrimination against sex workers, and greater participation of young people from key populations
Blue sky	Young people from key populations have better job opportunities and stop discrimination
Human Being	Reduce stigma against young people from key populations

On the afternoon of Day 2, the participants took part in an International Youth Day celebration to raise awareness around issues affecting young people from key populations.

9. CONSOLIDATION: WHAT WE HAVE LEARNED SO FAR

At the end of day 2, it was felt that the participants had discussed a lot of different things, but that it wasn't completely clear how all of these things linked together. Day 3 therefore started with a consolidation of what they had learned to help show the interlinkages between mentoring, participation and advocacy. The facilitators developed a series of flipcharts to show the logical progression between the different topics, using the meanings and realities that the participants had identified in previous sessions.

1. Definitions of advocacy, participation and mentorship
2. Ladder of participation
3. Barriers to participation
4. How mentoring can help overcome barriers
5. Values in mentorship
6. Advocacy goals

Advocacy = Asking for what we want to bring about policy change

↑　　　　↑　　　　↑

Participation = Ensuring that individuals are meaningfully involved in all decision making that affects their lives (key words are: voice, experience, perspective, power)

↑　　　　↑　　　　↑

Mentorship = a trusted person giving guidance and support, creating opportunities, and being a role model to another person
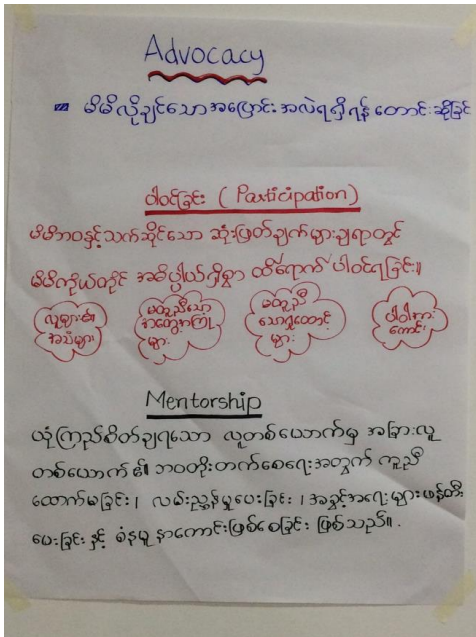
The **ladder of participation** shows that everyone here has reached a high level of meaningful participation, but without constant advocacy and vigilance we can easily find ourselves sliding back down the ladder. Until this level of participation becomes the 'norm' we must continue to address the barriers that were identified on day 1.

Barriers to meaningful participation included individual knowledge and capacity; structural barriers including gender inequality, stigma and discrimination against people living with HIV, and marginalisation of key affected populations; and, cultural barriers such as lack of trust in young people and lack of intergenerational dialogue.

Mentorship can help address those barriers by:

- Strengthening YKP networks and leadership
- Building self worth
- Developing skills and capacity
- Creating opportunities for new voices to be heard
- Building confidence
- Building the trust of the community
- Supporting advocacy for greater participation
- Sharing information, knowledge and experience

The mentoring values identified by participants are:

- Commitment to mentorship
- Mutual respect and understanding
- Transparency
- Honesty
- Accountability
- Non discrimination
- Two-way learning / sharing

The passions identified by the group (our ultimate advocacy goals) are to have human rights and equality for all key populations (sex workers, transgender persons, MSM, people who use drugs and people living with HIV); to empower young people from key populations; to have zero stigma and discrimination; to have greater participation of young people from key populations, and to fulfil the "getting to Zero" targets. Ultimately, these are the goals our mentorship programme seeks to support through strengthening the participation of young people from key populations in advocacy to advance these issues.

During the discussion participants said that this really helped them to understand more clearly how the three areas of advocacy, participation and mentorship were linked.

10. DEVELOPING WORKPLANS

The participants worked in mentoring pairs to develop work plans. They were invited to think about:

- What upcoming advocacy activities they would be involved in over the next 3 to 6 months?
- How these activities moved them towards their overall advocacy goals?
- What they find difficult or challenging about these activities, or what were the potential barriers to meaningful participation in these activities? And
- How mentoring could help them to overcome these challenges and strengthen their meaningful participation?

Group Name	Advocacy activities	How activities advance advocacy goals	Challenges and barriers	How can mentoring can help overcome the difficulties
Bay Dar	Participating in Link Up advocacy activities Organize celebration with Link Up and partners	Participate together with YKP with same goal Community people accept more about YKP NGO / INGO / UN and gov organizations accept more about YKP	Participation Time Management Budget	Sharing information; given a space to participate; explaining about the process
Future Star	WAD 2016	Community has more awareness about HIV and hence there will be less discrimination Community have more knowledge about STI so that they can protect themselves	Difficulty to negotiate Misunderstanding from the community Difficult to mobilise young people	To help to organize more meetings with young people in the community Help to give health education with more young people
Dreams	Having meetings with local authorities	Local authority recognise our role in health services and we	Hard to talk to local authorities (they don't know them);	Network with local authority

	concerning health services	are included in the negotiation	Hard to find a place to have meetings	
Blue sky	International Youth Day,World AIDS Day, IDHO meeting; Candlelight celebration	YKP youth will gain more healt knowledge, and also about their rights Community also has awareness about HIV so that there will be less discrimination	Do not have sufficient health knowledge; When participating in meetings with gov, their suggestions are often neglected because they are YKP	Sharing more health information and data Giving suggestion about what to wear and how to behave when meeting with gov delegates Help to prepare the points for presentation
Hope	YKP meetings WAD 2016 Praying ceremony on November 10th for YKP who have died	Community will know more about YKP and accept more Network with other social organizations	Diffciult to invite the stakeholders Less participation of young people	Help to organize frequent small meetings with young people and stakeholders to strengthen the participation of stakeholders
Min Htin Aung	MYS monthly meeting WAD MYS CEC meeting	Community will know more about YKP and accept more	To mobilise young people Budget	Shrin information about advocacy Giving decision making role Helping to mobilise young people
Ocean	YA meetings Booth show Sensitisation meeting Joint advocacy meeting WAD	Young people will have more knowledge Older people will recognise the strength of young people Less discrimination YKP young people will	Afraid that proposal won't be accepted And that not all the young advocates will participate	Ask project officer to accept proposal Help to have regular communications with youth advocates to encourage them to participate

		participate more actively		
Golden Shelduck	YKP consultation meeting Advocacy meetings Sensitisation meeting for AIDS, SRHR, Violence, human rights and youth WAD	More participation of young people through the sensitisation and advocacy meeting The issues we are working on will be better known to the organizations we are working with and the community For WAD the community – urban, rural young and older people will have more knowledge, can protect themselves more	Communication To get permit to organize the meetings Public speaking Etiquette (what to wear, how to talk to officials, etc) Lack of confidence	Sharing experiences and helping to have strategies to overcome the barriers
Human Being	Youth advocates meeting Condom health education Sharing Link Up mobile software	The app can help to share the evidence base fact and data to the community	YKP being discriminated by community and gov organizations because of being YKP	The more experienced person sharing their advocacy experiences and give guidance
Powerful Pyu Prince	ICAAP WAD campaign Booth show MPG coordination meeting with stakeholders	YKP rights and needs are included in HIV guidelines Get special attention from UN and gov organisations Community know more about	Worried about ICAAP because first experience To have creative activities for young people Preparing presentations	Explaining about ICAAP Sharing information and teaching about GF Sharing experiences about booth show and campaign

		organization services and value	Weak knowledge about GF strategies and ways of working	
	GF stakeholders sensitisation meeting Participation in NSP working groups Sensitisation at community mobilisation events, such as SRHR campaign Joint advocacy meeting	Community accept YKP and LGBTI rights		
Fighting Dahlia	SRHR training Dealing with clients Myanmar health forum WAD Campaign in Mandalay Advocacy meetings	General youth and YKP have more knowledge about HIV and SRHR More referral services for clients	Dealing with local authorities	Heloing to organize SRHR training Teaching about communication skills and etiquette when dealing with doctors
Light / New Life	Sexual transmission working group meeting Sensitisation meeting SW community advocacy meeting	Information participation practice events	Language barrier Community do not trust YKP Weak network Lack of confidence	Sharing information Solving the problem about language barrier Helping to develop more network Capacity building to have self confidence

	Key stakeholder meeting SRHR campaign International Youth Day Link UP booth show in Mandalay YA monthly meetings WAD			Helping to change bad habits and behaviour

11. MONITORING AND EVALUATION (M&E)

The group discussed how there could be some confusion between monitoring and evaluating the participants' advocacy per se, their participation in advocacy activities, or the mentoring process. All three are important and it would be easy for them to be tangled up together.

For monitoring their mentoring activities, the participants were asked to use the following call log (suggested by one of the group), and it was recommended that they use a small notebook, or staple a number of sheets of paper together to keep all their notes in the same place for reference. (Note, both mentors and mentees should keep a call log, and note their follow up actions – as well as whether these were put into practice)

M&E Mentoring Log-book page

Date:

Subject / advocacy activity:

Problems/challenges discussed:

Strategies identified for helping overcome the challenges and strengthen the advocacy:

Follow up actions agreed:

Participants also suggested using some numerical indicators for measuring their success, but the mentorship process is very much concerned with quality rather than quantity, so it was suggested that if they used quantitative indicators, they should also pay attention to quality. Luisa offered to find an M&E tool for measuring the quality of participation.

12. BRINGING IT ALL TOGETHER: THE POSTERS

The participants were given the task of creating a poster to summarise their learning and ideas about mentoring over the 3 days. They then presented their posters and voted for the one they liked best.

The posters presented the participants' ideas that reflect:

- The difficulties in doing advocacy
- The need for role models as mentors in advocacy processes
- The need of different strategies to reach our advocacy goal
- The importance of data collection and true stories in advocacy
- The important role of monitoring and evaluation
- The importance of participation and the strength to go on though the journey is rough and difficult
- If we do not give up, we will reach the our advocacy goal finally, and
- The importance of mentoring at each step of the above-mentioned areas

13. TOP TIPS FOR SUCCESSFUL MENTORING

The participants worked in groups to develop their top tips for mentoring. Each group offered one tip, and those with similar tips made suggestions for how it could be developed. The tips were put on a slide so that the whole group could wordsmith them together and agree on the final language.

Our Top Tips for Successful Mentorship

1. Respect, mutual understanding, and learning from each other are ingredients of good mentorship

2. Through participation, we can build a better life for everyone

3. The more united we are in our goals, the more trust we can build

4. Be honest and transparent

5. Both mentor and mentee are dutiful and accountable

6. Give space to each other and share decision making

7. Give good suggestions to each other in a positive way

8. Good two-way communication is important

9. Make time for each other

10. Be an active participant in the mentorship, for continuous learning

14. SELF CARE

The facilitator gave her own tip: if you don't care for yourself, you can't care for other people. We then had a discussion about self care, and the participants gave suggestions for what they can do to look after themselves. They suggested, taking a short trip, singing, going for a swim, resting at the weekend, talking to a trusted friend, and taking a break when they feel stressed. The group agreed it was important to set boundaries, and to enjoy the moment and have fun.

Note: in the Myanmar context it did not seem appropriate to discuss the Audrey Lorde quote: *"Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare."* The phrase "an act of political warfare" was difficult to translate in a way that would be clear to the participants what exactly was meant by this. There was concern about creating confusion and anxiety among participants at this late stage in the workshop, and in an environment where discussing politics can be challenging and potentially dangerous.

To finish, the participants all completed a post-test evaluation. They then thanked the organizers and facilitators, and received their certificates and gifts.

POST TEST EVALUATION RECOMMENDATIONS
- ✓ HAVE MORE TRAININGS
- ✓ INCLUDE MORE GROUP DISCUSSIONS JUST LIKE THIS WORKSHOP
- ✓ CONTINUOUSLY GIVE TECHNICAL SUPPORT TO REACH ADVOCACY GOAL
- ✓ HAVE EVERYONE STAYING IN THE SAME HOTEL AS THE CONFERENCE ROOM
- ✓ HAVE BURMESE FOOD AT LUNCH AND BREAKS