Understanding Mentorship for Adolescent Girls & Young Women

Consolidated Findings from PEPFAR and the Global Fund

17 September 2021

ACRONYMS

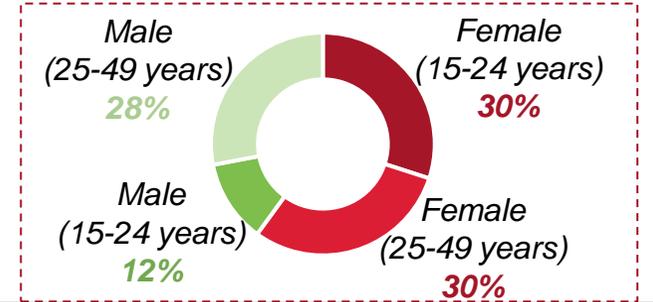|			
AGYW	Adolescent Girls and Young Women	PGTs	Peer Group Trainers
AIDS	Acquired Immunodeficiency Syndrome	DSSS	District School Support Supervisor
ART	Antiretroviral Therapy	CSC	Care Support Champion/Coordinator
CCW	Community Care Worker	GBV	Gender Based Violence
CV	Curriculum Vitae	B&MGF	Bill and Malinda Gates Foundation
DREAMS	Determined, Resilient, Empowered, AIDS-Free Mentored, and Safe	PRs	Principal recipients
EGPAF	Elizabeth Glaser Pediatric AIDS Foundation	M&E	Monitoring and Evaluation
FGDs	Focus Group Discussions	STIs	Sexually Transmitted Infections
GF	Global Fund	NACOSA	Networking HIV and AIDS Community of South Africa
HIV	Human Immunodeficiency Virus	SA	South Africa
IDI	In-depth Interview		
IPs	Implementing partners		
JD	Job Description		
KII	Key Informant Interview		
LGA	Local Government Authority		
OVC	Orphans and vulnerable children		
PEPFAR	President's Emergency Plan for AIDS Relief		
PrEP	Pre-exposure prophylaxis		
SRH	Sexual Reproductive Health		
SRs	Sub-recipients		
TOC	Theory of Change		
WEO	Ward Executive Officer		

Photo credit: Access to Medicine Foundation

① BACKGROUND

AGYW PROGRAMS AIM to reduce rates of HIV infection among AGYW in the highest HIV burden countries

EASTERN AND SOUTHERN AFRICA (2019)

- **20.7 million** people living with HIV
- **6.7% adult** HIV prevalence (ages 15-49)
- **730 000** new infections

- **60%** of adults living with HIV are women
- **30%** of new infections are among AGYW

Male (25-49 years) **28%**
Female (15-24 years) **30%**
Male (15-24 years) **12%**
Female (25-49 years) **30%**

Source: UNAIDS 2020

DREAMS CORE PACKAGE OF SERVICES

- Community Mobilization & Norms Change
- Mobilize **Communities** for change
- School and Community-Based HIV and Violence Prevention
- VMMC (Other PEPFAR Programming)
- **Reduce Risk of Sex Partners**
- Empower **Girls & Young Women** and reduce risk
- **Strengthen Families**
- Parenting/Caregiver Programs
- HTS and Tx for Men (Other PEPFAR Programming)
- Characterization of Male Partners to Target Highly Effective Interventions (ART, VMMC)
- Social Protection (Education Subsidies, Combination Socio-Economic Approaches)
- Youth-friendly Sexual and Reproductive Health Care (Condoms, HTS, PrEP, Contraceptive Mix, Post-Violence Care)
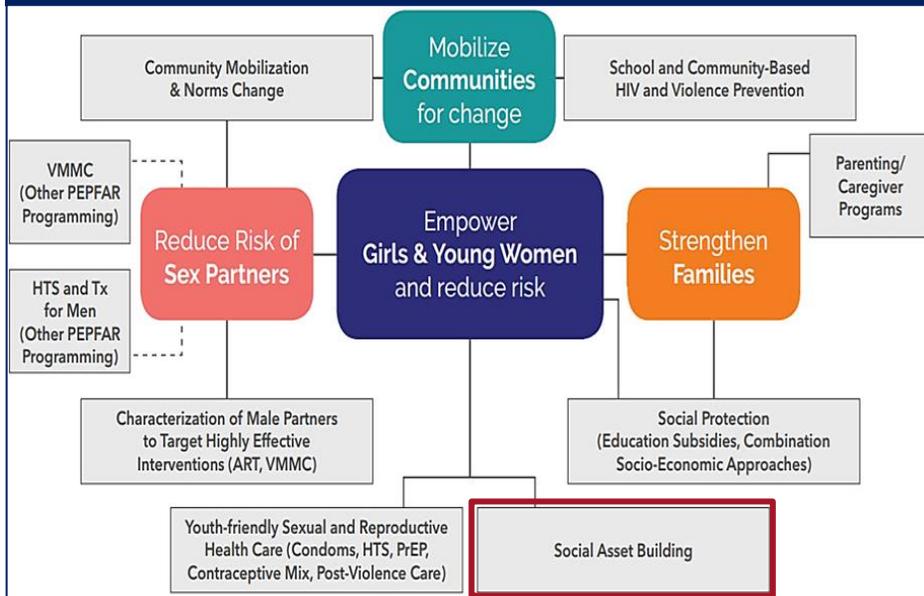- Social Asset Building

Figure 1: DREAMS core package diagram

THE GLOBAL FUND AGYW PROGRAM IS BASED ON SEVERAL GUIDING PRINCIPLES TAILORED TO THE CONTEXT IN EACH COUNTRY

AGYW centered	Gender-responsive and rights-based	Country-led and community-driven	Partnership-based with strong national coordination	Evidence-informed and accountable	Sustainable
Placing AGYW in the lead to design and deliver programs that are relevant for their health and well-being	Including clear measures to address gender-related inequities and barriers and protect and promote human rights	Strongly anchored with national programs and guidance documents with the meaningful engagement of beneficiary communities	Multi-sectoral partnership-based with strong national coordination to ensure harmonization and complementary of efforts	Informed by sound situation analyses that optimize the use of resources to achieve maximum impact, with mechanisms for accountability	Sustaining program gains with a long-term view by building on national strategies and systems

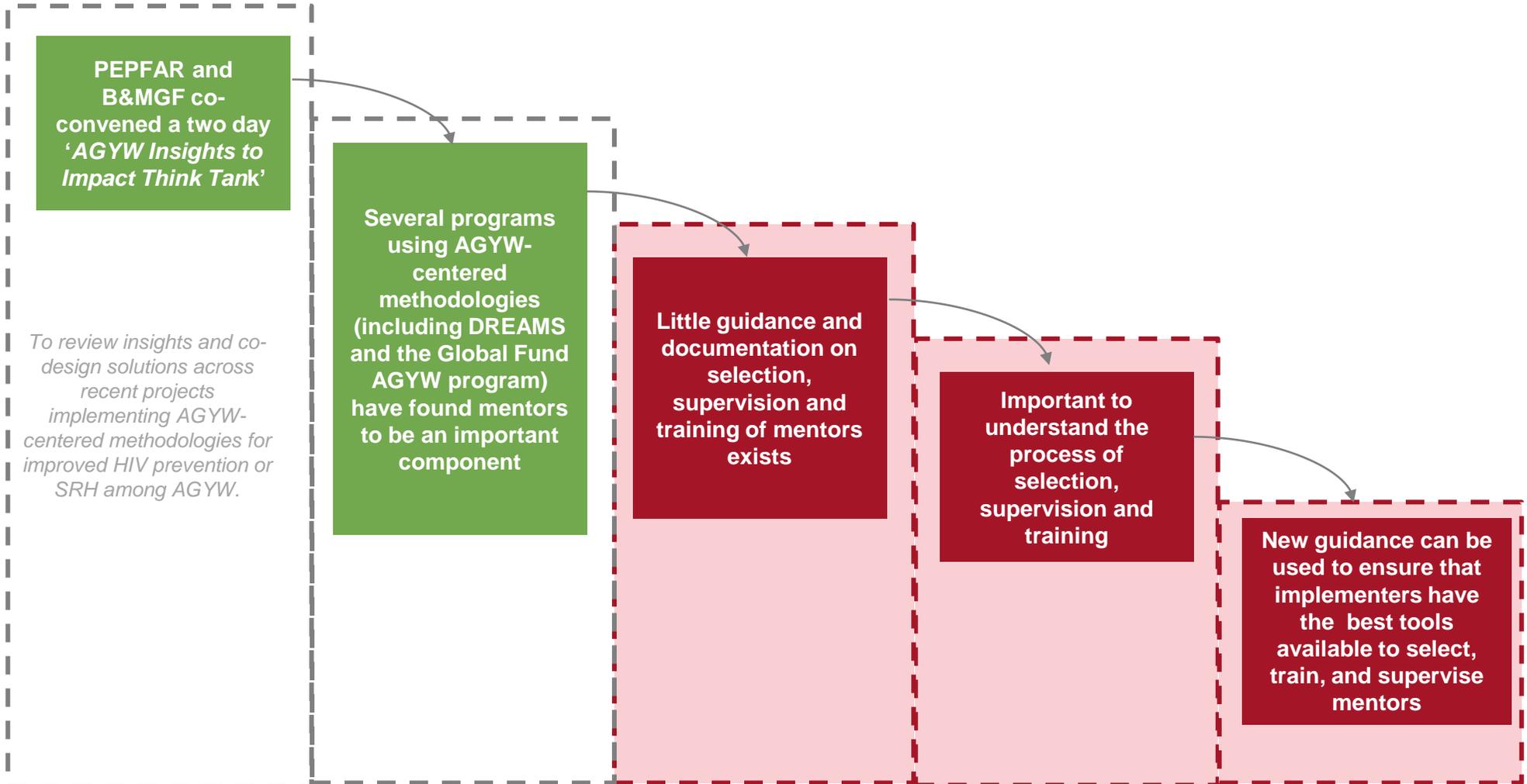*Figure 2: Guiding principles for effective AGYW programs, GF technical brief*

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② AIMS AND OBJECTIVES

THERE IS ONLY PARTIAL UNDERSTANDING OF THE WAY MENTORING IS IMPLEMENTED AND LIMITED GUIDANCE ON RECRUITING, TRAINING AND SUPERVISING MENTORS EXISTS

PEPFAR and B&MGF co-convened a two day 'AGYW Insights to Impact Think Tank'

To review insights and co-design solutions across recent projects implementing AGYW-centered methodologies for improved HIV prevention or SRH among AGYW.

Several programs using AGYW-centered methodologies (including DREAMS and the Global Fund AGYW program) have found mentors to be an important component

Little guidance and documentation on selection, supervision and training of mentors exists

Important to understand the process of selection, supervision and training

New guidance can be used to ensure that implementers have the best tools available to select, train, and supervise mentors

WE CONDUCTED AN ENVIRONMENTAL SCAN OF AGYW MENTORING PROGRAMS

AIM

The aim of this environmental scan is to understand and document the best practices that exist in AGYW mentorship programs **by reviewing the DREAMS and Global Fund mentoring program component of their AGYW HIV prevention program**

OBJECTIVES

1. To determine what is **meant** by mentoring
2. To determine the general **characteristics** of mentors
3. To understand how mentors are **selected** and **recruited**
4. To describe **training** that mentors receive and **how** training is implemented
5. To understand the **job responsibilities** of mentors as well as the **curricula** used
6. To describe how mentors are **supervised**
7. To understand how mentors are **compensated**
8. To determine if mentors are **tracked** and understand how they are supported in their **career progression**
9. To identify **best practices** and **challenges** in mentoring programing
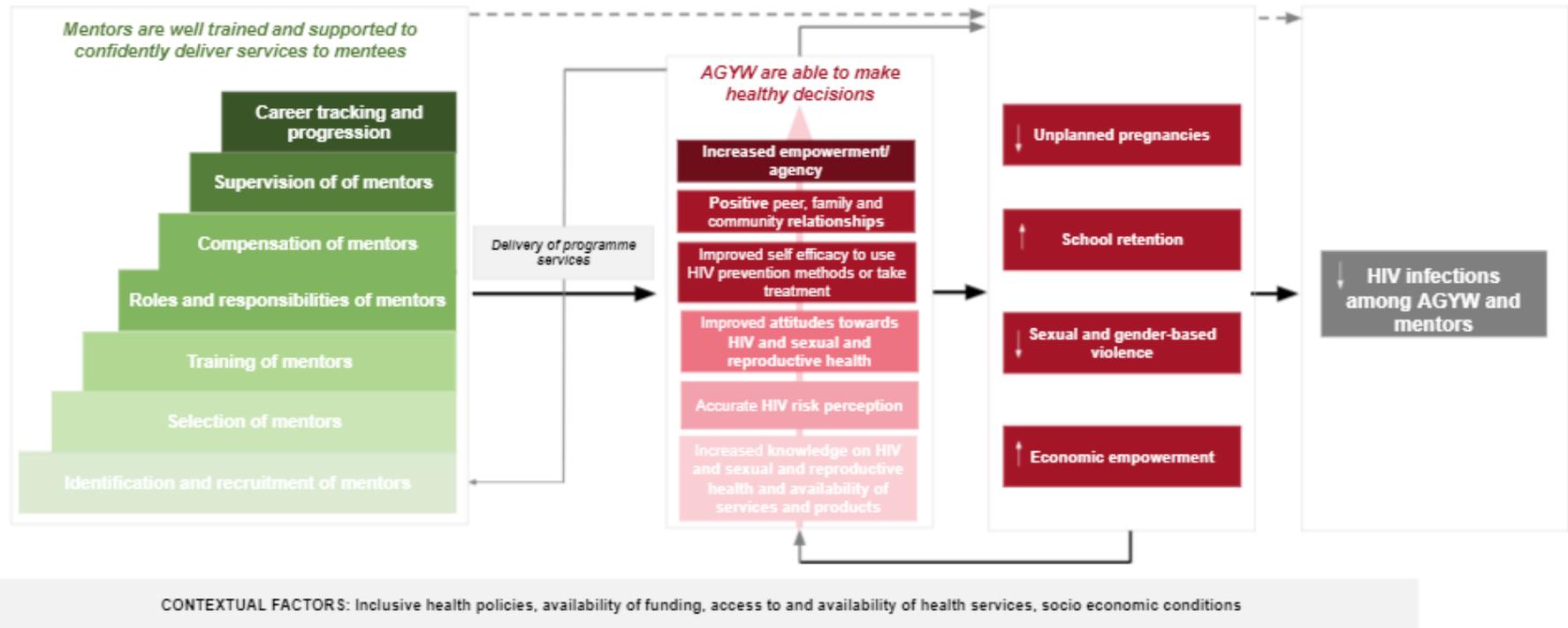10. To understand the **overall experiences** of mentors and mentees in the program

③ **METHODS**

OUR FIRST STEP TO GUIDE THIS ENVIRONMENTAL SCAN WAS TO DEVELOP A DRAFT THEORY OF CHANGE WHICH ILLUSTRATES HOW MENTORING AIMS TO SUPPORT DREAMS AND GLOBAL FUND AGYW HIV PREVNTION PROGRAM OBJECTIVES

This draft TOC suggests that when mentors are well trained and supported to effectively engage AGYW in programs, then AGYW are more likely to take-up in services and make healthy decisions that lead to a reduction in HIV infections. It also shows that mentors themselves, by exposure to the curricula and opportunities afforded by the program are more likely to make healthy decisions and less likely to contract HIV.

Mentors are well trained and supported to confidently deliver services to mentees

- Career tracking and progression
- Supervision of of mentors
- Compensation of mentors
- Roles and responsibilities of mentors
- Training of mentors
- Selection of mentors
- Identification and recruitment of mentors

Delivery of programme services

AGYW are able to make healthy decisions

- Increased empowerment/ agency
- Positive peer, family and community relationships
- Improved self efficacy to use HIV prevention methods or take treatment
- Improved attitudes towards HIV and sexual and reproductive health
- Accurate HIV risk perception
- Increased knowledge on HIV and sexual and reproductive health and availability of services and products

- Unplanned pregnancies
- School retention
- Sexual and gender-based violence
- Economic empowerment

HIV infections among AGYW and mentors

CONTEXTUAL FACTORS: Inclusive health policies, availability of funding, access to and availability of health services, socio economic conditions

We then developed tools (quantitative and qualitative) to answer each objective and to measure each domain depicted, shown in the TOC (above).

THIS ENVIRONMENTAL SCAN COMPRISED A LITERATURE REVIEW, A 16-COUNTRY SURVEY, DEEP DIVES WITH 10 DREAMS IPS AND 8 GLOBAL FUND SRS ACROSS SIX COUNTRIES AND TWO INTERVIEWS WITH GLOBAL DREAMS TEAM MEMBERS

Objectives	Literature Review	Survey	PEPFAR KII	Country team KII	Program staff KII	Mentor IDI	Mentee FGD
1. To determine what is meant by mentoring	✓	✓	✓	✓	✓	✓	
2. To determine the general characteristics of mentors	✓	✓	✓	✓	✓	✓	✓
3. To understand how mentors are selected and recruited	✓	✓	✓		✓	✓	
4. To understand the job responsibilities of mentors as well as the content and curricula that is used	✓	✓	✓	✓	✓	✓	✓
5. To describe training that mentors receive and how training is implemented	✓	✓			✓	✓	
6. To describe how mentors are supervised	✓	✓			✓	✓	
7. To understand how mentors are compensated		✓		✓	✓	✓	
8. To determine if mentors are tracked and understand how they are supported in their career progression				✓	✓	✓	
9. To identify best practices and challenges in the mentoring programming		✓	✓	✓	✓	✓	
10. To understand the overall experiences of mentors and mentees in the program			✓			✓	✓

Ethical approval to conduct the scan in South Africa was granted by the University of the Witwatersrand Human Research Ethics Committee (Reference no: H20/07/36 Magni, S (Ms))

G:

WE CONDUCTED DEEP DIVES WITH INTERVIEWEES FROM TWO DREAMS IPS AND TWO GLOBAL FUND SRS PER COUNTRY, WITH A TOTAL SAMPLE SIZE OF 36 KIIS AND 4 FGDS

Country teams provided us with list of DREAMS Ips/Global Fund PRs/SRs/SSRs per country. We randomly selected two Ips/SRs per country, trying to ensure representation between: urban and rural; school and non-school; and sites with best practice and those still developing capacity

	Country team level KII	DREAMS IP / GF SR		Program staff KII	Mentor cadre IDI	Mentee/Beneficiary FGD
Mozambique	1	DREAMS / The Global Fund	FHI 360 / EGPAF	4	4	
			FDC / Progresso	4	4	
Namibia	1	DREAMS	Unique Girls	2	2	
			Destruction Girls	2	2	
South Africa	0	DREAMS / The Global Fund	HIVSA / TB HIV Care	4	4	2
			MIET Africa / Lifeline Northwest	4	4	2
Tanzania	1	DREAMS	HJF	2	2	
			ICAP	2	2	
Zambia	1	DREAMS / The Global Fund	Nchanga DREAMS Centre / Mchini A	4	4	
			CIDRZ / RICAP	4	4	
Zimbabwe	0	The Global Fund	NAC	2	2	
			Planned international	2	2	

4 country level KIIs   *10 DREAMS Ips, 8 GF SRs*   *36 Programmatic staff KIIs*   *36 Mentor IDIs*   *32 mentees*

DATA WERE ANALYZED IN LINE WITH THE FRAMEWORK USING DEDOOSE

1

All KIIs, FGDs and IDIs were recorded and transcribed

2

All those conducted in Portuguese (Mozambique) and Kiswahili (Tanzania) were translated to English

3

Transcripts, together with supporting documentation such as examples of job descriptions and the quantitative survey findings, were uploaded onto Dedoose

4

dedoose
Great Research Made Easy

Data were analyzed using thematic content analysis using a coding framework developed for this environmental scan

Photo credit: PEPFAR 2018 report

(4) FINDINGS AND CONSIDERATIONS

WHAT IS MEANT BY MENTORING?

Although there is no universally accepted definition of the term mentoring, it IS used in several settings, including HIV prevention programming

Although there is no consensus on a comprehensive and definitive definition of mentoring, several principles are key:

- Experience
- Guidance
- Trust

*Mentoring has been defined as "an **experienced** person who **advises and helps** somebody with less experience over a period of time" (Oxford, 2020).*

*" Mentoring is a process in which a person who is **experienced, wise, and trusted** guides an inexperienced individual" (Short, 2002)*

*"Mentoring is "first, someone with greater **experience or wisdom** than the mentee. Second, the mentor offers **guidance or instruction** that is intended to facilitate the growth and development of the mentee. Third, there is an **emotional bond** between mentor and mentee, a hallmark of which is a sense of trust"* (Freedman, 1992).

PEPFAR definition of a mentor :" In the DREAMS program, a mentor is defined as: " a mentor is an aspirational, female near-peer who represents the community in which she works. Sheis critical to the overall program objectives by developing trusted relationships with her mentees, providing ongoing education, skills development and advice guidance; supporting informed decision-making and positive behaviour change; delivering evidence-based curricula and linking AGYW to clinical and community-basedhealth and social services. She is selected by an implementing partner, often in consultation with the community. She provides ongoing feedback and input into the program through consultation with AGYW and advocates for AGYW in their communities "

WHAT IS MEANT BY MENTORING?

However, relatively few interviewees could articulate <u>how</u> mentoring supported the DREAMS and GF AGYW HIV prevention program in reaching its objectives

"The mentoring within the DREAMS project, from my point of view, is to **equip** adolescent and young women. I see the main role being that of providing them with the necessary skills they need, in order to manage in the environment in which they live in. This includes providing them with our **protective assets**, because of the impact, you know, that HIV is giving when adolescent girls and young women. So they need to know those assets I mean, to protect themselves. And by that, I mean building social networks, whereby mentors, share ideas, and also within our program, the focus really is on building their self esteem. So that they can be an asset, that we build their self esteem, we also help them to become self sufficient in terms of not depending on other people for information."

DREAMS, Program staff, South Africa

DREAMS
WORKING TOGETHER FOR
AN AIDS-FREE FUTURE
FOR GIRLS & WOMEN

"I believe it was a well crafted program given the gap that was seen in the marginalized communities so I believe the package is a good package **we want girls to have access to services, enough to be able to claim their rights**. We go into those marginalized communities to access these girls so that they are able to access services and then be able to provide services to them. It was a very good program especially with the limited resources that we had and the short timeline that we had to implement the program. The idea of trying to keep girls in school and the impact that it has had in communities. **We have managed to retain a handful of girls in school. And they get to make positive decisions on their sexuality and health.** If it were to be continued it would actually yield more results… more people would get to realise the importance of the program. By having them engaged in the process it actually presents more opportunities and outcomes."

Global Fund, Program Staff, Zimbabwe

WHAT IS MEANT BY MENTORING IN THE DREAMS PROGRAM?

Across the countries, different terms are used to describe cadres performing the mentoring function (or parts thereof) within the DREAMS program

MOZAMBIQUE

- **Mentors**: Responsible for delivering the DREAMS curricula and linking girls to health services.

- **Economic strengthening facilitators**: Are volunteers that play a role in economic strengthening of AGYW.

- **DREAMS Ambassadors**: Current role is largely advocacy but not clearly defined. There is a move toward to creating ambassadors who will be responsible for coordination of activities, supervision and technical guidance.

TANZANIA

- **Community Outreach Volunteers:** Responsible for delivering the DREAMS curricula and linking girls to health services. Are sometimes referred to as facilitators.

- **Peer educator :** Are volunteers in the program, provide girls with information, and encourage them to join program. Sometimes carry out mentors responsibilities.

- **DREAMS Ambassadors:** Mentors girls in a personal way, not seen as a staff member. Aspirational type role as well as connecting vulnerable girls to the program.

SOUTH AFRICA

- **Facilitators/Community Care Workers**: Are a part of the structural program and are responsible for delivering the DREAMS curricula and linking girls to health services.

- **Peer educators**: Are a part of their PrEP program and are responsible for supporting AGYW that initiate PrEP.

- **DREAMS Ambassadors**: Volunteers that play an advocacy role within the communities. There is a move towards dissolving this role and adding these duties to facilitators and peer educators.

ZAMBIA

- **Mentors**: Responsible for delivering the DREAMS curricula and linking girls to health services
- **Peer educators**: Responsible for delivering information and raising awareness. This can be school-based.

NAMIBIA

- **(Community) Care Workers:** Responsible for delivering the DREAMS curricula and linking girls to health services.
- **Facilitator:** Gives parental guidance and curriculum to parents of AGYW

WHAT IS MEANT BY MENTORING IN GF AGYW PROGRAMS?

Across the countries, different terms are used to describe cadres performing the mentoring function (or parts thereof) of the GF AGYW HIV prevention program

MOZAMBIQUE

- **Mentors**: Provide AGYW with information through sessions on curricula which typically happens at the Safe Spaces. Also responsible for referring AGYW.
- **Activista:** Activista work directly with girls in the community.
- **Assistants:** Attends the sessions given by the Mentors.
- **Promoter:** A promoter is a member of the community identified and chosen by the locals who disseminates and promotes the community health information.

SOUTH AFRICA

- **Facilitators:** Provide AGYW with information through sessions on curricula which typically happens at the Safe Spaces. Also responsible for referring AGYW.
- **Peer group trainer** : Near in age individual who offers advice/support to AGYW. Recruits AGYW unto the program when in field.
- **Community based counsellor:** Will get AGYW referrals from PGT and then link them to the correct service providers.

ZIMBABWE

- **Community Based Volunteers:** The community has identified the people that have played key roles in various capacities before and they are free to work with AGYW.
- **Teachers :** Cover more of a role model "role", providing advice and guidance.
- **Mentors:** At the community level they are seen as facilitators. They provide AGYW with information through sessions on curricula which typically happens at the Safe Spaces. Also responsible for referring AGYW.

ZAMBIA

- **Peer educators/Mentor:** Provides/shares information with AGYW and links them to services. They are role models among peers and are promoting or creating demand for services that are beyond facilities for the adolescent.

WHAT IS MEANT BY MENTORING?

Mentor cadre play a diverse role from sharing information, forming a trusted relationship, and linking AGYW to services

SHARING INFORMATION

"The peer educators are supposed to go in the field and cascade information on sexual reproductive health and rights. And once they are doing that, they should also be able to inform the adolescents and the youth on the need for them to access various services, the various facilities within their communities.– **Global Fund,** *Program Staff, Zambia*

"My job is to teach the girls who are in the groups we call them DREAMS girls, we mentor them and give them the various education that we provide in this program." - **DREAMS**, *Mentor, Tanzania*

LINKING AGYW TO SERVICES

"If they encounter a teenage mother, they can refer them to ChildLine for HTS. They must mention these things you know we have ChildLine that I can refer you to and that is how we are working together the same with ChildLine they tell them there is PrEP so, LifeLine is doing it so let me refer you for HIV testing there - can we highlight on your referral form that they must talk to you about PrEP. " – **Global Fund**, *Program Staff, South Africa*

"When they need help, for example, a girl who has experienced GBV, I need to link the girl to the nurse and the CBO." – **DREAMS,** *Mentor, Namibia*

MONITORING AGYW

"I'm a part of that life changing process, where you feel like really I have to ensure that this girl gets information. I have to make sure that I see behavior change in this girl. And even when you see it you continue trying to support them by going there doing home visits, and things like that".- **DREAMS**, *Mentor, Tanzania*

OTHER, INCL: ADVOCACY, HOMEWORK SUPPORT & HOME VISITS

"For me she would help me with studying and remembering what I was studying. My mind was scattered I couldn't concentrate. She was able to help me focus and find a study method that suits me and how I learn. And ensured that I take breaks between studying…She knew I was struggling she would come and check up on me and that is where she would pick up that I am struggling with this." - **Global Fund,** *Beneficiaries, South Africa*

"The promoters pay home visits to the girls daily, so the girls feel comfortable to talk about their lives, what happens at home, report violence cases. They practically become family."– **Global Fund**, *Staff, Mozambique*

WHAT IS MEANT BY MENTORING?

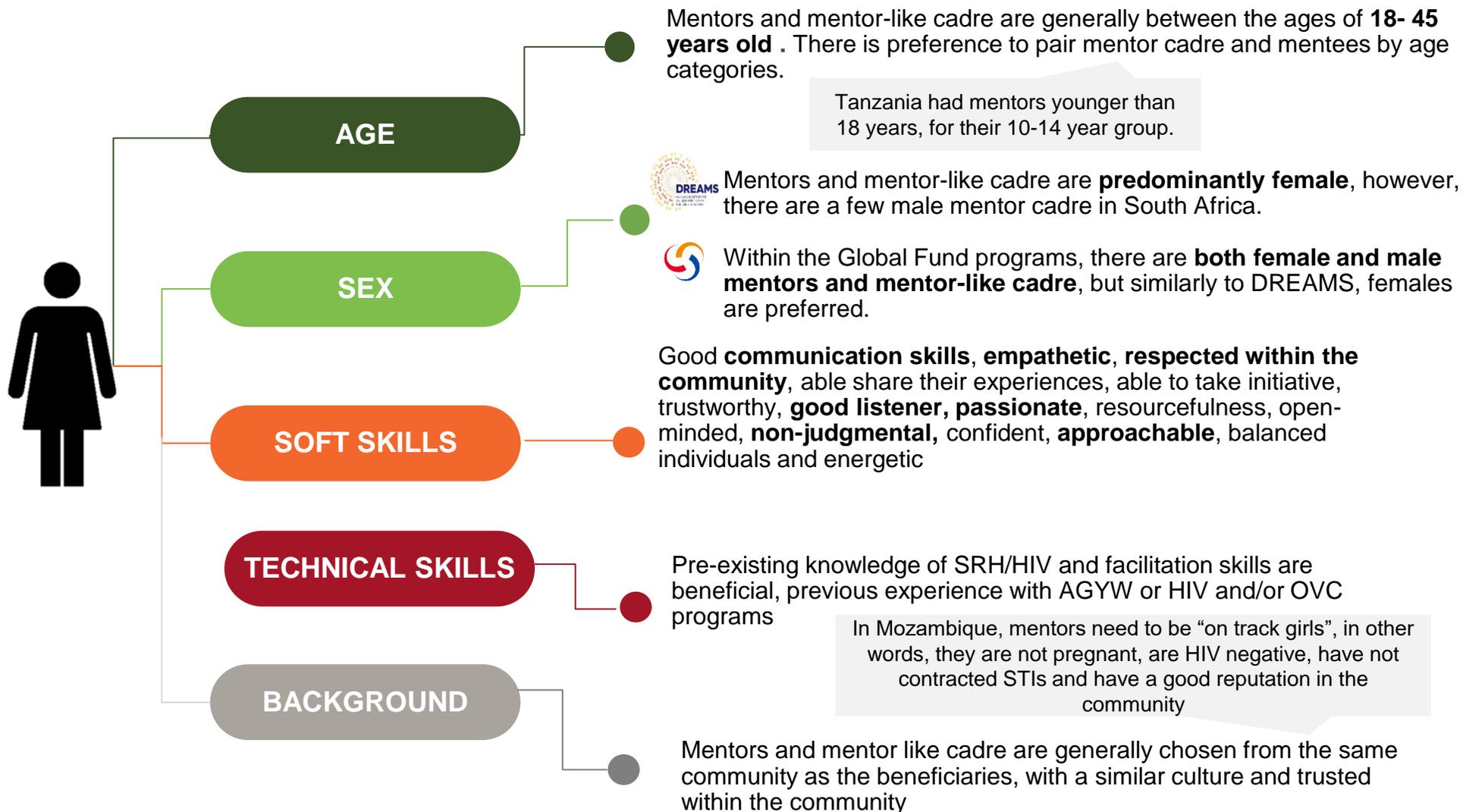## Similarities between DREAMS and Global Fund AGYW Programs

- Both DREAMS and Global Fund staff struggled to articulate the <u>how</u> mentoring supported the DREAMS and GF AGYW HIV prevention program in reaching its objectives.
- Instead both organisations' staff described what mentors and mentor-like cadre do and some impacts the program has had so far.
- Different terms were used to define cadre performing the role of the mentor for both the DREAMS and the Global Fund AGYW HIV prevention program.
- In some instances the typical role of the mentor overlapped with the role of another cadre, for example a facilitator or peer educator. This was the case for both the Global Fund AGYW HIV prevention program and DREAMS program.
- Both PEPFAR and Global Fund staff, mentor-like cadre and beneficiaries defined the role of the mentor as : (i) sharing information, (ii) linking beneficiaries to services, (iii) monitoring AGYW and other (iv) additional adhoc tasks.

Differences between DREAMS and Global Fund AGYW Programs

- In South Africa, under DREAMS, mentors are referred to as : *Facilitators, Community Care Workers, Peer Educators, and DREAMS ambassadors*. Whereas under the GF AGYW HIV prevention program in South Africa, the mentor-like cadre are referred to as *Peer Group Trainers* and *Community Care Counsellors*.
- Overall, there were more mentor-like cadre under the Global Fund AGYW HIV prevention program compared to the DREAMS program.
- The roles that the different cadre play differed across both programs, i.e. a Peer Educator under the DREAMS program did not perform the same role as a Peer Educator under the Global Fund AGYW HIV prevention program. There was also more nuances in the role played by different mentor like cadre in the DREAMS program when compared the Global Fund AGYW HIV prevention program (where there was more overlapping duties across the different cadre).

WHAT ARE THE GENERAL CHARACTERISTICS OF MENTOR-LIKE CADRE?

Mentor cadre are predominantly females who are > 18 years and are from the same communities as the beneficiaries of the program

AGE

Mentors and mentor-like cadre are generally between the ages of **18- 45 years old .** There is preference to pair mentor cadre and mentees by age categories.

> Tanzania had mentors younger than 18 years, for their 10-14 year group.

SEX

Mentors and mentor-like cadre are **predominantly female**, however, there are a few male mentor cadre in South Africa.

Within the Global Fund programs, there are **both female and male mentors and mentor-like cadre**, but similarly to DREAMS, females are preferred.

SOFT SKILLS

Good **communication skills**, **empathetic**, **respected within the community**, able share their experiences, able to take initiative, trustworthy, **good listener, passionate**, resourcefulness, open-minded, **non-judgmental,** confident, **approachable**, balanced individuals and energetic

TECHNICAL SKILLS

Pre-existing knowledge of SRH/HIV and facilitation skills are beneficial, previous experience with AGYW or HIV and/or OVC programs

> In Mozambique, mentors need to be "on track girls", in other words, they are not pregnant, are HIV negative, have not contracted STIs and have a good reputation in the community

BACKGROUND

Mentors and mentor like cadre are generally chosen from the same community as the beneficiaries, with a similar culture and trusted within the community

WHAT ARE THE GENERAL CHARACTERISTICS OF MENTOR-LIKE CADRE?

Mentors and mentor-like cadre should be near peers* but this does not always appear to be the case

*Mentors and mentor-like cadre, who are *near peers,** should be young enough to be able to relate to mentees, but old enough to be seen as role models, usually between the ages of 18-30 (Population Council, 2019).*

This matching of slightly older peers to younger ones facilitates the type of development that leads to greater community cohesion as well as social organization and positive youth development and in most mentor programs a minimum of a two-year age gap between mentor and mentee seems to be a critical aspect of the change mechanisms driven by mentor-mentee interactions (Kupersmidt, 2020)

"I think mine was thirty-five, I think mine is fifty it has been a while I haven't seen, it's just that she looks young but she's old. I think my one is forty-five maybe… I think mine is early thirties… like thirty-three." – **DREAMS**, *Mentees, South Africa*

"We also have the issue of age if we are working with older people the young ones could feel intimidated and they even say it when I look at you, I see my mom and I wont be able to give you the full story."– **Global Fund**, *Program Staff, South Africa*

Does the age of your mentor make a difference for you?
"Sometimes it does I don't feel comfortable around elders." – **DREAMS**, *Mentee, South Africa*

This difference in age was cited as older mentor and mentor-like cadre having more experience and being more trustworthy.
"When I talk to my mentor, I know she is old and has a daughter my age and I know she will be giving me good advice because the advice that she is giving me means that she is giving the same advice to her child. Which is why I prefer older people." – **DREAMS** Mentee, South Africa

In addition, **older mentors and mentor-like cadre often said they would put aside their own biases when dealing with mentees and try to be as relatable as possible.**
"For me my mentor said I am not a thirty-year-old or a twenty-year-old I am here to be your friend and meet you at your level because most of us like talking to our friends about things." - **DREAMS** Mentee, South Africa

WHAT ARE THE GENERAL CHARACTERISTICS OF MENTOR-LIKE CADRE?

Mentors and mentor-like cadre appear to represent the AGYW with whom they interact, but in some countries there is a tension between relatability and role modelling

Besides location or residence of mentor, other factors can be important in determining whether or not someone will be a successful mentor-like cadre such as their relatability in terms of representation, age, educational background, experiences and other demographic factors (Plourde, 2017)

ROLE MODEL
Mentors are " role models and provide their experience for those girls who are **off-track** or likely to become off-track if they do not receive mentoring/ coaching by those who are identified as Mentors and influencers, good and role models in the community. "- **DREAMS**, *Program staff, Mozambique*

REAL PEERS
"Do you feel you have a lot in common with the AGYW? Mentors: Yes." – **Global Fund**, *Mentor, Zambia*

RELATABLE & ROLE MODEL
The first thing that makes a mentor more successful is the one who is accepted in the concerned community. She should be a **resident of the same areas but she should live by example of what she preaches**. – **DREAMS,** *Program staff, Tanzania*

"In order for you to really understand how we are interchangeably using the word mentor and peer educator in the context of our discussion. A **peer educator** according to this program that we are doing - these adolescents, young men, young girls, coming from the **same age groups**. **Similar characteristics and background. They are role models among peers** and are promoting or creating demand for services that are beyond facilities for the adolescent." – **Global Fund**, *Program Staff, Zambia*

"On track girl "
"Mentors for us are the girls who have reached the age of 18 without pregnancy, STI/HIV infection and without marrying. They are managing to continue their studies after their 18 years old and, in some cases, getting a job and other opportunities to make their life in the community. - *Program staff, Mozambique*

WHAT ARE THE GENERAL CHARACTERISTICS OF MENTOR-LIKE CADRE?

The benefits of mentors and mentor-like cadre extend beyond the mentees to the mentors themselves

"In fact, **the program does not only benefit adolescents and young people, we also are part of the program and benefit from the knowledge and self-support**. So, most of the mentors who left the program went on with their lives, others are doing business, others have studied, have their jobs and so on.– **DREAMS**, *Mentor, Mozambique*

"I have also been able to **support myself and gain a better understanding of economic empowerment** by using these sessions that I teach, so personally apart from continuing to teach, there are small businesses that I continue to do for economic growth, so it has helped me a lot.." –**DREAMS**, *Mentor, Tanzania*

"Through the program I have seen changes. **Even for us we acquire more knowledge.** " – **Global Fund,** *Mentor, Zambia*

"I was confused when I first started and **my supervisor taught me and I learned things quickly.** My supervisor is very proud of me about that. I **used to be very shy** in the discussions and doing this helped a lot with my confidence." – **Global Fund,** *Mentor, Mozambique*

"For me I think I have enjoyed it because what I do here, **I can also take back home because I am a mother also my child is almost teenager so it helps me also.** What these children are facing also my child will be facing one day. It becomes easier because you know it is going to happen, you're expecting it to happen. At least you know the basics of this is how you should go about it."
– **DREAMS**, *Mentor, South Africa*

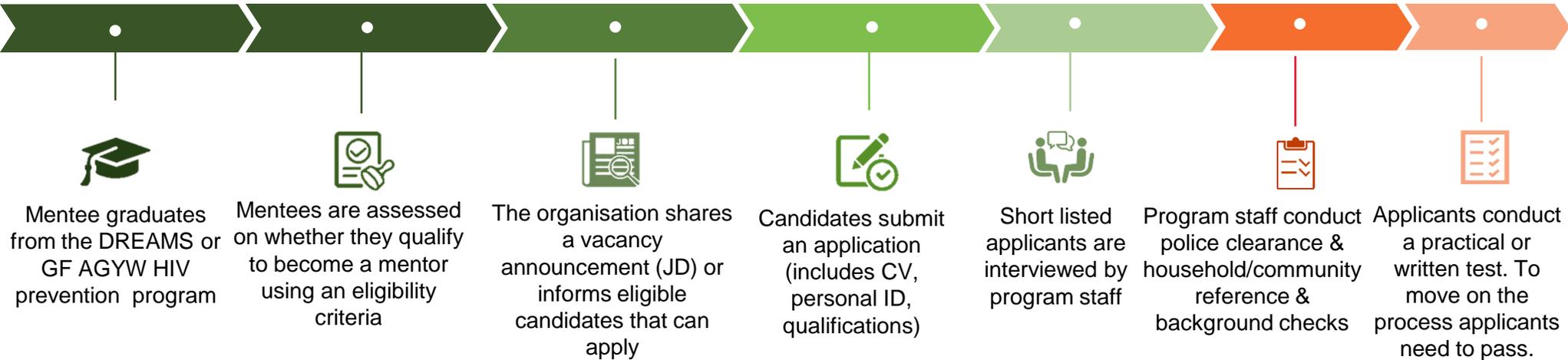## Similarities between DREAMS and Global Fund AGYW Programs

- Mentors and mentor-like cadre from both the DREAMS program and GF AGYW HIV prevention program are generally over 18 years old, and live in the same community in which they work.
- Mentors and mentor-like cadre across both programs generally have the following soft skills: Good communication skills, empathetic, respected within the community, able share their experiences, able to take initiative, trustworthy, etc.
- And the following technical skills: Pre-existing knowledge of SRH/HIV and facilitation skills are beneficial, previous experience with AGYW or HIV and/or OVC programs.
- Both programs have mentors and mentor-like cadre who are slightly older , however understand the need to have mentors who are near peers to the AGYW.
- Mentors and mentor-like cadre from both the DREAMS and GF AGYW HIV prevention program reported the value they derived from the program for themselves, beyond helping and motivating AGYW.

Differences between DREAMS and Global Fund AGYW Programs

- All Global Fund country programs have both male and female mentor like cadre, whereas in all DREAMS country programs the mentors are female except in South Africa, that has a small proportion of male mentors.

3

Mentors and mentor-like cadre can be recruited from within the program OR from outside of the program with the assistance of community members and organisations

Mentee graduates from the DREAMS or GF AGYW HIV prevention program	Mentees are assessed on whether they qualify to become a mentor using an eligibility criteria	The organisation shares a vacancy announcement (JD) or informs eligible candidates that can apply	Candidates submit an application (includes CV, personal ID, qualifications)	Short listed applicants are interviewed by program staff	Program staff conduct police clearance & household/community reference & background checks	Applicants conduct a practical or written test. To move on the process applicants need to pass.

Similarities between DREAMS and Global Fund AGYW Programs

- The recruitment process outlined above is the same for both the Global Fund AGYW HIV prevention program and DREAMS programs.

WHAT ARE THE RESPONSIBILITIES OF MENTOR-LIKE CADRE?

Identify new mentees and conduct an **eligibility assessment**

Organize a safe space for group and one on one sessions

Contact mentees and ensure they are aware of the date, venue and time of a session

Conduct a **needs assessment** at the first session to identify if and what additional services the mentee may require or if individual sessions are more appropriate

Deliver the appropriate curricula

Use the layering tool and input data

If the mentee requires additional health or social services **link her to the appropriate service**

Record keeping

Additional duties mentioned include: Conducting home visits to provide OVC services; providing condoms, sanitary pads and school supplies, supporting mentees with homework, encourage and engage with parents/caregivers to allow AGYW to join the program, WhatsApp digital mentor sessions and thematic discussions, savings groups and entrepreneurial skills training including hairdressing, cooking, tailoring and sewing

Similarities between DREAMS and Global Fund AGYW Programs

- The core responsibilities outlined above is the same for both the Global Fund AGYW HIV prevention program and DREAMS programs.

WHAT TRAINING DO DREAMS MENTORS RECIEVE?

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While the training curricula used varies considerably across countries there is consistency in terms of objectives, length and frequency

	MOZAMBIQUE	NAMIBIA	SOUTH AFRICA	TANZANIA	ZAMBIA
TYPE OF TRAINING	Content training: Go Girls and Violence Prevention curricula	Content training: Window of Hope, My Future My Choice, Shuga, Applied Youth and IMPower	Content training: Healthy Choice 1 & 2, Stepping Stones (TB HIV Care), Vutshilo, Financial Capabilities and Lets Talk (HIVSA)	Content training: Key population identification, HIV/Aids, TB, GBV and FP. Worth Plus, SBCC	Content training: Stepping Stones, Enterprise for Life and mapping of health services delivered in the area
	Skills training: • Layering tool • Economic Strengthening	Skills training: • Communication and facilitation	Skills training: • Communication and facilitation • Sensitisation to work with AGYW • Case management	Skill training • Managing the group	Skills training: • Communication and facilitation • Case management
FREQUENCY	~2 weeks	~3 weeks	~2 weeks intensive/2 months	~2 weeks	~ 2 weeks
	Training generally done on an annual basis with a large intake or when a new mentor joins.	Training is conducted once at the beginning and then a refresher training is provided after 6 months. There are also assistant coaches.	Training is generally done once a new mentor joins and then a refresher training is conducted on a yearly basis.	Training is conducted in the beginning after recruitment. And there is refresher training.	Annual and refresher trainings are provided.
FEEDBACK		Mentors complete feedback forms after the training and provide feedback to their supervisors.	Mentors complete feedback forms after training and provide feedback to supervisors. This related to the training or additional support they require.	Daily evaluation after training which is used to identify the training needs and to identify the gaps.	Mentors provide feedback on training at a meeting with their supervisor.

WHAT TRAINING DO GF MENTOR-LIKE CADRE RECIEVE?

The training curricula across the countries is usually the Comprehensive Sexuality Education or parts thereof, skills training is similar, however duration of training differs

	MOZAMBIQUE	SOUTH AFRICA	ZIMBABWE	ZAMBIA
TYPE OF TRAINING	Content training: on the CSE program and training on new packages.	Content training: Generally on HIV, STIs, GBV. Get an online certificate on PrEP	Content training: SRH, reproductive system, HIV and AIDS and relationships	Content training : program and CSE curricula
	There is no particular skills training conducted.	Skills training: • Case management • Communication training • Confidentiality of information	Skill training: • Communication • Enrollment of AGY • Risk assessment and M&E tools	Skills training: • Communication • Facilitation skills
FREQUENCY	~3 months	1-4 weeks	~1 week	~ 7-10 days
	Training generally done on an annual basis with refresher training.	Refresher training is done on a quarterly basis. Training happens initially in the beginning of the year.	Training occurs in the beginning of the program. Informal refreshers are done.	Training occurs once in the beginning of the program. Program is still new but will have future refresher trainings.
FEEDBACK	Follow up sessions- they point out the skills they need to work on. The supervisor is part of these follow up sessions. The focal points and some people from government are also involved.	Feedback is provided after the training.	Hold quarterly review meetings – where capacity building and correction of mentor duties is done. There are also support visits by the district office coordinator monthly.	Feedback is provided at supervisor check-ins with the mentor.

Similarities between DREAMS and Global Fund AGYW Programs

- Skills training across the Global Fund AGYW HIV prevention program and the DREAMS program is broadly the same including: (i) Case management, (ii) Communication training, (iii) Facilitation training and (iv) training in confidentiality of information.
- Both the Global Fund AGYW HIV prevention program and the DREAMS program have follow up training sessions where they receive feedback from supervisors.

Differences between DREAMS and Global Fund AGYW Programs

- The curricula training for DREAMS mentors differs across all the countries according to their program specific curricula. Whereas Global Fund mentor-like cadre tend to generally be trained in the standard CSE curricula.
- The duration of Global Fund training seems to vary a lot between countries (from 10 days to 3 months) compared to DREAMS training which is on average two weeks long across all countries.
- In the DREAMS program across the countries mentors give feedback on the training at the end of the training – this does not seem to be the case with the Global Fund AGYW HIV prevention programming, where the focus is on mentors receiving feedback from their supervisors only.

HOW ARE MENTORS & MENTOR-LIKE CADRE SUPERVISED ?

Supervision of mentors and mentor-like cadre usually takes place on a weekly or monthly basis using a specified supervision tool

COUNTRY	NAME OF TOOL	FREQUENCY OF SUPERVISION	SUPERVISOR	HOW MANY MENTORS PER SUPERVISOR?
Mozambique	Mentoring Evaluation Form	Every week	Mentor supervisors	10 mentors
Namibia	DREAMS Layering Table/Mentor Log sheet	Every week and Quarterly (individual)	Site coordinator and Assistant Coach (at site).	12-14 mentors
South Africa	Supervisor Observation Sheet compiled by PEPFAR, USAID and HIVSA	Once a month/ Once a week for groups Individual – quarterly	Structural Program Coordinator, Social auxiliary worker	10 mentors (individual and group supervision)
Zambia	Safe Space Observational tool	Twice a week	Connector	6 mentors
Tanzania	DREAMS monitoring checklist	3-5 times a month	Field officer	30 mentors
Mozambique	Works off Activist/Mentor workplan	Every month	Program Manager	~15 Activistas & Mentor-like cadre
South Africa	MIET SA has supervision tool	Daily phone reports, spot visits to site & monthly one-on-one sessions	Program Coordinators	~10 Mentor like cadre
Zambia	Unknown	Weekly reports and quarterly check-ins	Assistant Project Coordinators & Project Managers	Unknown
Zimbabwe	M&E tool from Sister-to-Sister program	Monthly support meetings and spot visits to site	Headmasters for in-school & Youth Officers or Program Managers for out of school	10 Mentor-like cadre per district

HOW ARE MENTORS & MENTOR-LIKE CADRE SUPERVISED ?

Similarities between DREAMS and Global Fund AGYW Programs

- Supervisors differed across countries within both the DREAMS and Global Fund AGYW HIV prevention programs.
- Most of the countries for both the DREAMS program and the Global Fund AGYW HIV prevention program made use of a tool to conduct supervision.

Differences between DREAMS and Global Fund AGYW Programs

- The tools used for the supervision process differed across all countries for both the Global Fund AGYW HIV prevention program and the DREAMS program.
- Across the Global Fund AYW HIV prevention country programs supervision generally takes place on a weekly and monthly or quarterly basis. For the DREAMS program supervision takes place more frequently – i.e. weekly.
- The ratio of mentor-like cadre to supervisor varied across DREAMS country's program (6-30 mentors per supervisor) and was more consistent at 10-15 mentors per supervisor under the Global Fund AGYW HIV prevention program.

HOW ARE MENTORS COMPENSATED?

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Compensation of mentors is country specific and varies widely, some mentors receive a stipend others a salary , with and sometimes without additional benefits such as a transport or cell phone allowance

COUNTRY	STAFF MEMBER OR VOLUNTEER	SALARY OR STIPEND	OTHER BENEFITS
(Mozambique)	Staff member	Salary: 2200 Meticals ($30 a day)	Airtime and transport allowances
(Namibia)	Staff member	Salary	Communication allowance, and transport allowance, housing allowance
(South Africa)	Staff member	Salary: 7000 Rand ($450 per month)	Transport and airtime allowance in some instances
(Zambia)	Volunteers	Stipend: 900-1000 Kwatcha ($50 per month)	Reimbursed for transport costs if training is far
(Tanzania)	Volunteers	Allowance – 160 000 shillings ($ 69.12 per month)	Transport allowance, bicycles, In-field testing paid ($ 6.48) per day, community health insurance

A salary is defined as a fixed regular payment, typically paid on a **monthly basis** but **often expressed as an annual sum, made by an employer to an employee**

A stipend is defined as a fixed regular sum paid as an allowance to a volunteer. It is generally lower in value compared to a salary.

Use a performance based approach:
a) If mentors are forming more than 5 clubs and managing to complete the *Go Girls Sessions,* they get a bonus.
b) Mentors exceeding their targets get a bonus.

"Like I said these mentors are doing a lot of the job but the office - we thought it was about time that they got a salary instead of allowance because they are doing a lot. We are planning for them to do even things that the staff do. So that's why we thought maybe they should get a salary." – *Program Staff, Tanzania*

COVs are given a bonus after 3 months if they have good performance ($51.84)

HOW ARE MENTOR-LIKE CADRE COMPENSATED?

Compensation of mentor-like cadre is country specific and varies widely, some mentor cadre receive a stipend; others a salary , with and sometimes without additional benefits such as a transport or cell phone allowance

- Programs understand that compensation of mentor-like cadre is NEGATIVELY correlated to levels of accountability and retention of mentor cadre in the program. It was however, noted that compensation need not be monetary and mentors found value in other compensation, such as certificates.

COUNTRY	STAFF MEMBER OR VOLUNTEER	SALARY OR STIPEND	OTHER BENEFITS
Mozambique flag	Staff member	Stipend: 6000 Meticals ($80 a month)	Data and transport allowances
South Africa flag	Staff member & Volunteers	Unknown stipend	Unknown
Zambia flag	Volunteers	Unknown stipend	Transport allowances
Zimbabwe flag	Volunteers	Stipend: $15 a month	Transport allowance

Mozambique has teachers give the curriculum for in-school programs and do not receive additional compensation

"We have witnessed cases of people who left the Program to proceed with their studies or because they have found another Project where they have a higher salary. There are other Projects working on the same front but with different salaries, so they leave and join other projects."
– *Program Staff, Mozambique*

HOW ARE MENTORS COMPENSATED?

Similarities between DREAMS and Global Fund AGYW Programs

- Both DREAMS and GF AGYW HIV prevention programs have both volunteers and staff, who receive either a stipend or salary.
- The salaries and stipends differ across the different countries.
- Of the programs that provide mentor-like cadre with an additional allowance – it is either a transport or cell phone allowance in the case of both the DREAMS program or the GF AGYW HIV prevention program.
- Both the DREAMS program interview participants as well as the GF AGYW HIV prevention program interview participants expressed the sentiment that mentors need to be fairly compensated for their time.

Differences between DREAMS and Global Fund AGYW Programs

- There was a differences in the salaries of mentor-like cadre in the same countries across the two programs. However, this was also the case within the same program and across countries as well.

HOW ARE MENTOR-LIKE CADRE SUPPORTED WITH CAREER PROGRESSION?

Mentors and mentor-like cadre want to move up the hierarchy of positions and this progression is supported by the program, however mentor-like cadre noted a lack of a formal career progression program

"Career progression opportunities are availed to them - "My project coordinator sometimes sends adverts yes, they are exposed to us." - *Mentor, Zimbabwe*

"Career progression is possible – "Myself, I entered here as Project Official and passed to Project Manager." – *Program Staff, Mozambique*

"I know we used to have one that was a mentee and became a mentor. I am not actually sure what happened because we were not here."– *Mentor, South Africa*

Generally mentors and mentor-like cadre retention is low, and tracking of mentor cadre once they leave their positions appears to be non-existent

Tracking of mentor-like cadre includes activities such as exit interviews and keeping in contact with mentor-like cadre once they have left their position. The qualitative findings suggest that tracking is non-existent, while the quantitative findings suggest that that more than half of respondents kept in contact with mentor-like cadre after they leave the program.

Retention of mentor-like cadre refers to active strategies put in place to increase retention of mentor-like cadre. None of the countries had such programs in place. When asked about retention, many indicated that **mentor-like cadre leave their position due to (i) marriage, (ii) migration and (iii) finding other employment opportunities.**

BEST PRACTICES, CHALLENGES AND STORIES

We also asked interview participants about the various best practices and challenges that exist in their program

- These were all country and program specific and are further elaborated on in the separate annexures.
- We also documented unique stories from interview and focus group participants , which can also be found in annexures as well.

CAVEATS & LIMITATIONS

- There are several limitations to each component presented in this presentation.
- This environmental scan is not intended to be evaluative nor comprehensive and only represents a small sample of the general population of DREAMS and Global Fund AGYW HIV prevention programs.

Photo credit: Thina Abantu Abasha

⑤ ANNEXURES

BEST PRACTICES FROM DREAMS PROGRAMS

CONSISTENT PAIRING OF MENTORS & MENTEES

Many of the interview respondents noted that the consistent pairing of mentors with mentees has allowed for the establishment of trust and ongoing relationship building in the program.

"We do it to create trust for those mentors and mentees. Once a person is trusted for those AGYW it becomes even easier to open up to her on cases of GBV. So we said let one mentor have specific mentees to build friendships with them, to monitor them and to build a relationship with them." – *Program staff, Tanzania*

COMMUNITY SUPPORT & ENGAGEMENT

"In the beginning it was hard as the community thought the program was trying to encourage AGYW to have sex - lots of misconceptions around program. Over time people and mentors shared the benefits of the project." - *Program staff, Zambia*

ALLOWING MENTORS TO HAVE A VOICE IN THE PLANNING OF PROGRAMS

"They are the ones who know the girls and the project. If she knows what the necessities of the girls' are , things will go well. I am proud of this. To work with a flexible team capable of conveying what the girls need". – *Program staff, Mozambique*

BEST PRACTICES FROM DREAMS PROGRAMS

FLEXIBILITY TO ADAPT PROGRAM OVER TIME & TO COUNTRY CONTEXT

I am proud of this within the team I work with. They are very flexible (of course, they have learnt, they were not always like this). I had to push them because I am always in the field, and they have become very dynamic. I have created a remote working perspective. During the COVID-19 period, I am proud to say that DREAMS continues in Maputo despite all the restrictions." – *Program Staff, Mozambique*

SPLIT ROLE OF MENTOR & PEER EDUCATOR

"It is very important to have peers who are able to identify with AGYW and have experience working in the community. We have seen an increase in retainment by using this approach of splitting the roles of a facilitator and peer, and use of the layering approach. " – *Program Staff, South Africa*

HOME VISITS & ACTIVE REFERALS STRENGTHEN BOND

Interview respondents noted how mentors doing home visits and active referrals strengthen the bond they have with mentees. It shows the mentees that the mentor has a vested interest in their well-being and will be there every step of the way.

BEST PRACTICES FROM DREAMS PROGRAMS

ECONOMIC STRENGTHENING PROGRAMS FOR AGYW TO ENGAGE IN

"Another thing that has been the best practice, is the strength of the *Worth Class* activities. When you ask AGYW why are they interested in joining; the answer is usually that they are interested in DREAMS Program and the *Worth Class*. So my recommendation I would give to improve or to strengthen DREAMS is supporting them with a cash transfer program which provide the AGYW with capital to strengthen their income generating activities." – *Program Staff, Tanzania*

EMPOWERING AGYW WHO HAVE COMPLETED DREAMS TO BECOME MENTORS

"By empowering AGYWs who have completed the DREAMS packages to become mentors is something that is working well because they have been in the same situation before so it is easy for them to mentor others" – *Program Staff, Tanzania*

PROVISION OF REFRESHER TRAINING

Mentors mentioned that they really valued the refresher training as it reminded them of the content for their sessions.

CHALLENGES FROM DREAMS PROGRAMS

SHORTAGE OF SUPPLIES ESPECIALLY DURING COVID-19

"Lack of material (stationary, Safe Space material, registers, t-shirts for CCWs to be identified when they are in the community), long approval process of pictures AGYW want – lengthy protocol, for example a flyer or poster". - *Program Staff*, *Namibia*

"We spend a lot of money around providing laptops especially now with COVID. We may need more resources so that they can have access to a Zoom meeting or Teams meeting, or email." - *Program Staff ,South Africa*

PERCEPTION IN SOME CASES THAT THE MENTOR SALARY IS TOO LOW AND THAT THERE IS INSUFFICIENT PROVISION FOR TRANSPORT

"Need to appreciate mentors more, they need bonuses and trauma counselling, not just in-house training." - *Program Staff, Zambia*

"Lack of transport Money" – *Mentor, Zambia*

CHALLENGES FROM DREAMS PROGRAMS

LACK OF TRAUMA COUNSELLING AT SAFE SPACES

Many AGYW disclose cases of trauma and mentors are not equipped to deal with it in a formalised manner (have not received training).

MENTORS ARE UNCERTAIN OF HOW TO EXPLAIN THE DREAMS PROGRAM OBJECTIVES

"In the beginning girls and community had many misconceptions on the program. Need ways to show benefits of program." - *Program Staff*, Zambia

"Parents don't always cooperate with program."- *Mentor, South Africa*

MENTOR CASELOAD IS NOT ALIGNED WITH CAPACITY

Many interview respondents mentioned that mentors are allocated too much responsibilities given their capacity. In one instance, one mentor was responsible for a **caseload of 300 mentees.**

The quantitative survey showed that the average number of mentees per group was between 12 and 24. During Covid a ratio of 1-15 mentees per mentor was used. These two examples are illustrative of what the mentor mentee ratios generally are in the DREAMS program.

CHALLENGES FROM DREAMS PROGRAMS

MENTOR RETENTION IS LOW AND A MORE FORMALISED CAREER PROGRESSION MODEL IS NEEDED

"We need to take better care of the mentors, because they do so much. There must be a way to think about their future lives and career progression. Financial limitations prevent them from reaching certain goals. Besides becoming ambassadors (only 1-2 per district), when there are 200 mentors per district or more, this one opportunity is too little. There is a model of senior mentors mentoring junior mentors – I really like the model, it is a very good practice for the reasons I mentioned. They have someone to mentor them as well, and also they can get a better relationship with someone they can trust and anytime refer, in case they have problems with mentees rather than IPs." – *Country Team, Mozambique*

LACK OF CAREER PROGRESSION PLAN FOR MENTORS

"But to really make an impact, I think a coordinated effort and understanding among all partners so there is a similar approach, focus on retention and this being a stepping stone, incentivising mentorship as a career. Comments from ministries in planning sessions, was that these programs can pull people out of other government jobs, not specific to mentoring, but all under social work type jobs. The need is huge and we need to keep incentive of a long term career. Potential lost by not focusing on longer term plan for people engaged in really important grass root work." – *Program Staff, Namibia*

REFLECTIONS FROM DREAMS MENTORS

Mentors would like more focus on economic empowerment initiatives in the program

"Most of these AGYW that they are dealing with are from 15-24 years and they have dreams they have plans and most of them those plan were stopped. So that if this program can find a way to support them maybe in tailoring maybe some is interested in tailoring or hair dressing some one is interested with hair dressing or entrepreneurship skills if some one interested with that, if they can support them with that sector it will be very nice."- *Mentor, Tanzania*

Mentors would like more assistance with transport to the sessions

"First is transportation, like motorcycles to help them move from one place to the other". - *Mentors, Zambia*

Mentors suggested that they need further skills training

"If we get entrepreneurship training, for example making these batik, soap, many in rural are unaware, they end up in urban areas, getting those workshops to make things can benefit and be more persuasive in forming groups and see the benefits of being in groups." - *Mentors, Tanzania*

REFLECTIONS FROM DREAMS PROGRAM STAFF

Program staff would like more guidance on mentoring program and tools to improve and adapt the program to needs

"Developing sort of SOPs and these don't have to be extremely, extremely detailed but just providing some guidance on what mentoring is and how it is incorporated into the program. Just providing guidance on the best type of mentors and some things that should be taken into consideration." - *Country Level, Mozambique*

" We really need to come up with a tool on how to monitor these sessions and provide feedback to the program officer to say, these are some of the challenges. This is where I feel you know the facilitators or the peer educators need capacity building."- *Program Staff, South Africa*

Program staff believe mentors require more support

" My recommendation is when ending the sessions there is a need to follow up with them to see how they are coping. We need donor funding to follow up with these girls because without donor funding it's difficult but if we are to really make a difference in SA we need to be able to follow up after the sessions to see how they have managed."- *Program Staff, South Africa*

"It is one thing to have in place and have a good support structure for mentors well-being."- *Country Level, Namibia*

BEST PRACTICES FROM THE GF PROGRAMS

PROGRAM STAFF BELIEVE THE USE OF INCENTIVES INCREASE RETENTION OF AGYW IN PROGRAMS

"We need t-shirts for our mentees, sunhats or anything that shows they are in the program. Also pads and refreshments."-*Mentor, Zimbabwe*

"And **maybe giving those incentives every month**. We can't just give them sanitary pads one month what about the other months."– *Peer Group Trainers, South Africa*

PROGRAM STAFF BELIEVE THAT MENTORS SHOULD BE ENCOURAGED AND CAPACITATED TO SEE THE PROGRAM AS THEIR OWN

"For example **mentors should deliver sessions to mentees and produce reports every month**, they supposed to be able to conduct – sorry, **when they provide the reports they need to suggest things that will improve interaction, plan awareness campaigns, so they innovate and create their own thing**. Then they will start running that project on a zero budget, on our part **we will only help them organise and link them to other government ministries with the technical skills to help them**. So there are extra things to their descriptions not in their contracts."– *Program Staff, Zimbabwe*

And then **the mentors or peer educators must look at these program as their own. We are just facilitating, to ensure continuity of the system and to ensure a bit of the programming continues in the community.**"– *Program Staff, Zambia*

BEST PRACTICES FROM THE GF PROGRAMS

BOTH PROGRAM STAFF AND MENTOR-LIKE CADRE ACKNOWLEDGE THAT THE PROGRAM HAS A POSITIVE IMPACT ON THE GROWTH OF MENTOR-LIKE CADRE

"I was confused when I first started and **my supervisor taught me and I was able to learn things quickly**. My supervisor is very proud of me , as **I was very shy and the discussions that she had with me helped me a lot with that confidence**." – *Activista, Mozambique*

"Before I wasn't able to interact with the youth but now, I am able to hear people's experiences and opinions and what goes on around the community and it gives you a better understanding." - *Peer Educator, Zambia*

"This capacity leadership, of taking action into an emergency cause and the **ability to influence processes is a huge reward.** "– *Program staff, Mozambique*

CAREER PROGRESSION AND SALARY INCREASES ARE GOOD REASONS FOR MENTOR-LIKE CADRE TO IMPROVE THEIR PERFORMANCE

"This process is with Human Resources. They have a classifier that, **within a period of two years, depending on the performance, there is a career progression and a raise of salary.** This **motivates all of us to improve their performance to get promoted**." -*Program Staff, Mozambique*

"**Career progression opportunities are availed to them** - "My project coordinator sometimes sends adverts yes, they are exposed to us." – *Mentor, Zimbabwe*

CHALLENGES FROM THE GF PROGRAMS

MENTORS FEEL SHORT STAFFED

"If you have only one facilitator if that facilitator tells you that there is a funeral at home what is going to happen? Something happens to me - then what? You have to be planned for anything. **For example, when we have training sometimes, we have three trainings on the same day and if you have only one facilitator then you lose two trainings.**" – *Facilitator, Zambia*

DISTANCE BETWEEN SCHOOLS AND AGYW HOMES MAKES IT HARD TO DO HOME AND FOLLOW UP VISITS

"The distance between school and house - it was hard to go do home visits. "- *Teacher, Zambia*

"The problem is beneficiaries live far so you cant follow up easily with these referrals."– *Teacher , Zimbabwe*

"The challenge that we face when we have hotspots is that the **beneficiaries that they enrol don't reside in our region** so it is a challenge to enrol them when we know after six month we won't be able to touch base with them. Also, the **question of safety**." – *Program Staff, South Africa*

CHALLENGES FROM THE GF PROGRAMS

LACK OF STAFF RECRUITED MEANS PROGRAM TARGETS ARE HIGHER PER MENTOR

"For instance, we should have nine Assistants at Mocuba, however, we have 8 and the **monthly goal is six-hundred seventy-five** that we divide by nine and this means that each colleague must have seventy-five girls per month**. But because we are lacking one, we reallocated the goals so that we close the gap of the missing Assistant**."*– Program Staff, Mozambique*

"In my opinion, the recruiting process is going well. But **there is need to increase the number of Activistas because the Activistas for the age range 15-19 they have very small goal while the other age range (20-24) have the double and the salary is the same**." *– Program Staff, Mozambique*

BOTH PROGRAM STAFF AND MENTORS RECOGNISE THAT MENTORS REQUIRE MORE TRAINING

"I do feel it would be ideal that **they should get proper training and a briefing about the program because some of them are fresh from matric and don't know about the program** so maybe if two weeks or a month they are still starting to get to know the program better and in order for them to do the right thing." *– Supervisor, South Africa*

"Is there any other **training you wished you can have?** - **Counselling training**." *– Mentor, South Africa*

CHALLENGES FROM THE GF PROGRAMS

BOTH PROGRAM STAFF AND MENTORS RECOGNISE DIFFICULTIES WITH THE ENROLLMENT PROCESS

"The main complaint is amount of pages in the tool that they are **using. There is an enrolment form with a core package of eleven pages** and this device and a register of the AGYWs that they enroll and they record all the tools that they fill in. For them it **is a lot of paper work together with the device that gives them problems**." – *Peer Group Trainer, South Africa*

"The challenge is that **the device is not working one hundred percent**. It has some issues it doesn't switch on sometimes, sometimes it captures sometimes it doesn't capture the beneficiaries, sometimes when you go back and check the beneficiaries, they are unable to find them."- *Program Staff, South Africa*

AGYW DON'T FIND ALL NURSES TO BE FRIENDLY

"When we go to test we met different types of nurses and **some of them are not friendly and we feel like we can't be open with them because they don't make them feel comfortable**." – *Beneficiaries, South Africa*

CHALLENGES FROM THE GF PROGRAMS

PROGRAM STAFF BELIEVE THAT THEY SHOULD BE BETTER EQUIPPED TO PROVIDE SERVICES SIMILAR TO THOSE OFFERED BY PARTNER ORGANISATIONS

"If you depend on other institutions to carry on, they also have a different mandate, and can't force your mandate unto them. **We also receive help from other partners, especially with SRH, and provision of services done at facility level – if we could incorporate those roles into our team, that would be great**."– *Program Staff, Zambia*

PROGRAM STAFF RECOGNISE DIFFICULTIES IN CONDUCTING SESSIONS OUTSIDE OF SCHOOLS

"It was very easy to conduct sessions with the in school because they would use the classrooms and that would be a safe space. **The challenge would be the out of school because we didn't have access to proper safe spaces in the communities where you could safely conduct the sessions** like most of these sessions are in the rural areas so they would be sitting under a tree. Sometimes there will be cases where parents offer their homes for sessions to take place."– *Program Staff , Zambia*

TUNNEL VISION OF PROGRAM OBJECTIVES HIDE OTHER NEEDS BENEFICIARIES MAY HAVE

"I feel like **we focus only on the indicators we want to achieve and ignore other things** we wouldn't have foreseen when planning our programme. If it allows, **we should give room to be flexible to support them in activities they will be doing**. For example, in the awareness programme, **they struggled to get food to those attending the programme. As NAC, we need to be flexible enough to have a budget for the need of other activities not initially in the programme to be done**." – *Program Staff, Zimbabwe*

REFLECTIONS FROM GF AGYW PROGRAM STAFF

> **Mentor-like cadre want an increased salary and more training which could influence their retention and incentives for doing well in their position**

"They have to improve on salary and the training" – *Mentors, Mozambique*

"For me, we do deserve more than this because we are doing a lot of work.. We do a lot especially in street. In street, it is very difficult working on street, it is very difficult getting the data filling in the form just before you get to the end the person doesn't want to continue. So, **yea I think the stipend for us is too small. I also think that it is too small because they have us doing a lot in a day** sometimes, we will be told to go there and then it changes to somewhere else." – *Peer Group Trainer, South Africa*

> **Program staff believe programs should be well resourced so mentor-like cadre don't have to pay out of their pockets for program implementation activities**

"We have witnessed cases of people who left the Program to **proceed with their studies** or because they **have found another project where they have a higher salary**. For instance, the **Activists spend part of their salaries for the Program activities because the Program itself doesn't provide much for the implementation of the activities**. Sometimes we don't have forms for our data collection, and they use their own money to make copies or for transport purposes and airtime to communicate with the beneficiaries". – *Program Staff, Mozambique*

REFLECTIONS FROM GF AGYW PROGRAM STAFF

Program staff advocate for community based interventions to be a part of the AGYW program

"You have to **change some things to go with the community because communities they are different so we are implementing in region one but I tell you all the communities in region one are so different.** You have to deal with them differently you can't treat them all the same way, you have to look at the community background to know what AGYW you are dealing with. "– *Program Staff, South Africa*

Mentors are encouraged to take ownership of the program

"What we meant by that is to recognize that we know that projects come and go. So for sustainability, we look at what activities will the program continue when it is done. These activities continue in your community, because the community has to see the benefits that they are getting from it. So it must go on. And then **the mentors or peer educators must look at these program as their own. We are just facilitating to ensure continuity, in the system a bit of the programming continues in the community.**"– *Program Staff, Zambia*
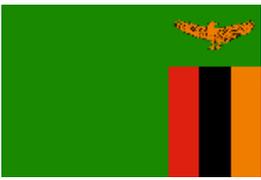
SAMPLE DESCRIPTION OF KEY INFORMANTS – DREAMS

COUNTRY	ROLE TITLE	RESPONSIBILITIES
	Site coordinator	Supervise CCW and make sure they have everything they need to run sessions Supporting all DREAMS regional teams, families matter, village savings loans and the key psychosocial coordinators. Provide support to coordinators of various teams in the program. Having communications with stakeholders, and ensure smooth running of the DREAMS program.
	Program team	Identify organisations to implement the program and have discussions on how volunteers could assist.
	DREAMS Acting coordinator	Mostly assess training mentors receive – but very little involvement with actual mentors.
	Program manager	Oversee all programs within a region.
	PrEP technical lead	Provide technical assistance across those programs. Engages with mentors under the structural programs.
	Quality improvement technical lead	No information
	Program manager	No information
	Project manager for OVCY region D in Soweto	No information
	Official Technician	No information
	Technical Director	No information
	Counsellor	No information
	Nurse	No information
	Combination Prevention of HIV coordinator	Involved in the clinical part and use of the learning tool for the all the partners that are working for CDC. Not much experience with mentors and their training.
	HIV Prevention and Gender Advisor	No information

SAMPLE DESCRIPTION OF KEY INFORMANTS - DREAMS

COUNTRY	ROLE TITLE	RESPONSIBILITIES
(Tanzania flag)	DREAMS coordinator	Oversee all activities of DREAMS, mentoring staff peer educators because we are using peer educators and also we have mentors.
	DREAMS interagency coordinator	No information
	Technical officer	No information
	ICAP HQ	Supervise fieldwork activities, ToTs and training other staff, training COVs.
	Field Manager	Supporting the field in implementation activities, development of rules, conducting monitoring and evaluation, doing supportive supervision and all the activities to ensure DREAMS implementation is progressing well and the targets are achieved as planned.
	DREAMS program advisor	Leading the department of community.
(Zambia flag)	Site coordinator	Coordinate all activities that are being implemented. Ensure that all activities are being conducted with the mentors and connectors. Supervise two connectors. Offer technical support, with partners/stakeholders.
	DREAMS coordinator *2	No information
	DREAMS manager	No information
	HIV Prevention Advisor	Oversees program management from USAID perspective
	Public Health Specialist	No information

KII SAMPLE DESCRIPTION OF KEY INFORMANTS– GLOBAL FUND

COUNTRY	ROLE TITLE	RESPONSIBILITIES
	Health Programs Officer	Responsible for implementing the activities according to our indicators
	Project Manager	Responsible for implementing the activities according to our indicators
	Mentor	Transferring of information to the girls for assistance with HIV prevention of girls at school and to keep the girls in school.
	CSC	Supervises, mentor and support PGTs.
	DSSS	Supervise a team of coordinators and a team of PGTs which I co-supervisor and assist them with training and support them where they as PGTs need support
	Facilitator	Conducting stepping stones sessions and conduct training.
	Peer group trainer	Go to schools, present to the girls and boys about our program we talk about HIV and TB. Fill in forms, conduct a risk assessment. Report back to coordinator
	Project Manager	Oversee administration aspect of project, involved in recruitment of staff and manage budget and reports for funders
	Assistant Project Coordinator	Assist the coordinators their duties
	Program manager	Supervise coordinators and ensure that peer educators are covered
	District coordinator	Supervise all program staff
	Monitoring and evaluation officer	Ensure there is a work plan so that targets and activities are clear
	Youth Officer	Supervise mentors dealing directly with AGYW
	Coordinator	Coordinate activities that are set out in the project
	Mentor	Connect vulnerable girls to the authorities of the program, consultations with their guardians and the welfare of the learners like stationary or uniforms.

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