



USAID
FROM THE AMERICAN PEOPLE

AMBASSADORS GIRLS SCHOLARSHIP PROGRAM

GIRLS' MENTORING RESOURCE GUIDE



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AFRICA EDUCATION INITIATIVE

AMBASSADORS GIRLS SCHOLARSHIP PROGRAM

Girls account for the majority of the 33 million children in Africa who do not attend school because of economic hardship or other adverse circumstances. To address this gap in girls' education, the Africa Education Initiative - AMBASSADORS GIRLS SCHOLARSHIP PROGRAM (AEI-AGSP) was launched to provide scholarships and mentoring to girls in sub-Saharan Africa. AGSP provides necessities such as school fees, books and supplies, and uniforms as well as mentoring in HIV/AIDS and life skills for mostly primary-school children.

The program targets academically motivated girls who are orphaned or otherwise vulnerable, including those from economically disadvantaged families, who are physically disabled, and/or who are adversely affected by HIV/AIDS. Because many boys fall into these categories, scholarships and mentoring for 21,000 boys were added to the program in 2007.

Mentoring activities promote strong academic results, self esteem, and goal-setting. Homework clubs, workshops, field trips, sports, drama, and cultural activities give children opportunities to learn and grow. Mentors serve as positive role models and educate students about preventing the spread of HIV/AIDS. Individual counseling provides the extra support that vulnerable children need to succeed.

The objectives of AGSP are to encourage the enrollment and retention of the most vulnerable children in school, as well as to promote HIV/AIDS awareness and gender-equitable development. The program also strives to build local partner capacity and to increase democratic, transparent participation in education. Forty countries participate in the program and over 300,000 scholarships have already been awarded to scholars in Africa.

The US Agency for International Development (USAID)—Bureau for Africa, Office of Sustainable Development, Education Division—implements AGSP. USAID currently carries out the program through three US-based nonprofit organizations—the Academy for Educational Development (AED), Winrock International, and World Education. These organizations work closely with more than a hundred local partners, maintaining contact and managing the identification, awarding, and tracking of scholarships and mentoring activities for the children. American embassies, USAID missions, and others provide advice on the implementation of the program in the various countries.

Three cross-cutting themes—mentoring, HIV and AIDS, and parent and community participation—are woven into all elements of the program. Where possible, children affected by HIV/AIDS are given special consideration for scholarships. Scholarships and awareness-raising during mentoring increase the understanding of HIV/AIDS and mitigate its impacts. Community participation is strongly encouraged. Community members and parents often participate in local scholarship selection panels and in mentoring programs.

AEI-AGSP scholarships are changing lives. Scholarship recipients are excelling in school and in many cases achieving higher levels than their peers. The focus on education and the visible success of girls are changing attitudes within families and communities. The addition of boys will create a greater consensus on the need for gender-equitable development across the continent.



NOTE TO OUR READERS:

This resource guide is made possible by the support of the American People through the United States Agency for International Development (USAID).

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ACKNOWLEDGMENTS

The creation of this *Girls' Mentoring Resource Guide* could not have been possible without the support of several organizations and individuals dedicated to girls' education and women's leadership development. I would like to thank those who work with us to implement USAID education programs in Africa, our local partners in Africa and the girls and boys for whom the guide is intended. Most importantly, I would like to express profound appreciation to the women and men who mentor children, who inspired this guide and for whom it was compiled. The mentors' ideas and experiences have been woven into the fabric of the *Resource Guide*; their continued work and dedication to girls is priceless.

As a mentor, you have the opportunity to profoundly impact lives. A mentor is someone a girl or boy can look to for advice and support, about school, personal life, or career decisions. Moreover, at a time when HIV/AIDS affects so many communities, mentors can serve as role models who provide guidance that will help young people make healthy choices about their future.

The *Resource Guide* is designed to provide a training tool for adults who mentor pre-adolescent and adolescent children, particularly girls, in Africa. The content is based on experiences working with girls, as well as feedback received from organizations and people who have participated in the AMBASSADORS GIRLS SCHOLARSHIP PROGRAM (AGSP), an Africa Education Initiative program implemented by the US Agency for International Development (USAID). AGSP has provided scholarships and mentoring to thousands of girls throughout sub-Saharan Africa, thanks in great measure to the work of local non-governmental organizations which have helped implement this important program since 1999.

The *Resource Guide* is designed both for adults who have extensive experience mentoring girls and those who are new to their role as mentors. It provides mentors with information and resources about a variety of topics faced by girls. The easy-to-follow outlines for each activity and detailed questions for further discussion will help mentors translate information into fun, interactive, and dynamic exchanges with girls. Mentors are strongly encouraged to adapt these activities to the experiences and culture of girls in their communities, and to adapt them for boys as well.

Being a mentor takes time and energy. At times, it may not be an easy role. We hope that the issues presented here stimulate discussion among



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WINROCK INTERNATIONAL/MASOYI/HOME-BASED CARE

girls, as well as dialogue between girls and their mentors, about the challenges and joys in girls' lives today. As mentors, we believe you are able to provide girls with the support they need to grow up healthy and make sound decisions about their future, and grow to achieve their full potential.

I would like to acknowledge the contributions made to this *Resource Guide* by individuals who help implement AGSP. I would like to start with the staff of Winrock International who developed and field tested the guide: Martha Saldinger, Alison Pflepsen, Julia Miller, Pamela Woodard George, Carol Michaels O'Laughlin, Jaimie Bleck, Isidore Boutchué, Aminata Fall Diaw, Alissa Karg, Maggie Range, and Mary Taylor Hassouna.

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Finally, I would like to express my appreciation to our visionary US Ambassadors who champion girls' education in Africa, and the USAID Mission Directors and Education Officers who work tirelessly to promote educational development across the continent.

Thank you for your commitment to helping Africa's next generation of leaders.

—Dr. Sarah E. Moten
Education Division Chief
USAID Bureau for Africa

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INTRODUCTION TO USING THE *RESOURCE GUIDE*

The Africa Education Initiative - AMBASSADORS GIRLS SCHOLARSHIP PROGRAM (AEI-AGSP) *Girls' Mentoring Resource Guide* was originally conceived to provide activities, information, and ideas to those men and women who provide mentoring to the girls in the program. The *Resource Guide* targets scholarship recipients from ages 10 and older. It was designed to offer these girls the skills, knowledge, and ability to navigate everyday life and to prepare for a healthy adulthood.

In 2007, however, USAID announced the expansion of the program to reach vulnerable boys with scholarships and mentoring. Much of the content in these lessons is equally applicable to boys. For example, boys have just as great a need as girls to understand human reproductive systems, career questions, or how to resist peer pressure. The sessions on topics such as gender and the importance of girls' education can also help boys by enabling them to play a more positive and supportive role in their families and communities.

New supplementary materials are being developed that provide suggestions for adapting these materials for boys. New modules will address some topics not covered in the *Resource Guide* or expand on certain key issues included here. Although the activities in the present *Resource Guide* are certainly adaptable for boys or mixed groups, the original language that refers to participants as girls has been preserved.

Finally, while this book is aimed at mentors, it is also a useful tool for those in organizations who are seeking to train mentors or other youth leaders.

Getting Started

Before you begin facilitating activities in the *Resource Guide*, we recommend the following preparations:

- 1. Familiarize yourself with the *Resource Guide*.** The first thing you should do is read through the *Resource Guide* so that you understand both its content and structure. This will give you a good idea of its overall goal, individual session objectives, and the kinds of activities and discussions you are expected to facilitate.
- 2. Read Module 1.** This module provides an in-depth explanation of a mentor's role. **Organizations can use sessions 1–4 during a workshop for the training of mentors.** If this is not possible, consider gathering other mentors in your area and doing the exercises yourselves as a group. Otherwise, you, the mentor, can read and reflect on the exercises on your own. However, we highly encourage you to do the activities with a group of mentors or other youth leaders, as your discussions will provide insight into your roles as mentors. **Session 5 of this module was designed for the first meeting between mentors and the students or “mentees.”**
- 3. Seek the consent of participants' parents or guardians.** Before you begin any mentoring activities, make sure to inform parents, guardians, teachers, community members, or others involved in girls' education. **Some of the modules contain information on sexuality and HIV/AIDS prevention, so obtaining the consent of parents is extremely important.** You may want to officially “launch” your mentoring program with an introductory session for these individuals. At this session, the facilitator or lead mentor

should explain: the concept and importance of mentoring; the mentoring program; parents', caregivers', and teachers' roles; and the benefits for the girls and their caregivers and teachers. After the initial program launch, the mentors may want to provide periodic updates to this group to ensure their continued support.

- 4. Decide with whom you will meet and when you will hold meetings.** The activities and discussions are designed for girls ages 10 and up. However, you may choose to include other girls based on your program requirements. We recommend that you conduct activities with a **small group of girls** (about 10–30) and that you **meet at least twice a month**, if possible. This will keep the information fresh in girls' minds as you progress from one session to another. You should encourage girls to attend every session. However, girls do not have to attend every session in order to continue participating. Also, be sure to select a location that is safe, accessible, and comfortable; for example, it could be a school, a place of worship, or a community center.

Structure of the Resource Guide

Each topic is presented in a separate module, or chapter, which contains detailed instructions on preparing and facilitating the session. Each session is made up of anywhere from two to six activities.

Module 1 begins by explaining mentors' roles and how they can develop a positive mentoring relationship. Modules 2–4 cover gender and girls' rights, the importance of girls' education and empowerment, and leadership. Modules 5 through 8 focus on a range of adolescent and young-adult issues, including relationships, stress management, reproductive health, and HIV/AIDS. Module 9 addresses jobs and careers, and an optional module found in Annex 8 introduces the subject of computers and internet technology.

At the beginning of each session, you will find the session's objectives, a list of materials necessary for the activities, preparation you should do before the session, and key terms. Each session is written in outline format, with step-by-step instructions for facilitating activities and discussions. At the end of each module, you will find suggestions for additional activities. You may choose to do these at another time depending on girls' interests. Annex 1 also contains resources for each module, including Internet web sites and the names of organizations that may be able to provide information or assistance.

All activities in the *Resource Guide* can be facilitated by one person. However, a co-facilitator is encouraged whenever possible. For mixed groups of girls and boys, it is best to have one male and one female facilitator. For some sessions, you will find that we recommend engaging the assistance of a health professional or another person familiar with that particular topic. You will need to read through the material several times to familiarize yourself with the activities before facilitating a session.

Mentoring Overview

A mentor is a person who serves as a role model and provides guidance, support, and encouragement to another person. An AGSP mentor is a woman or man who is: committed to the education and advancement of young people, a good role model, and willing to invest time and energy in working with students in individual or group settings to encourage, motivate, and support them in their school work and life.

Mentoring has always been important in Africa. Formal mentoring as presented in this *Resource Guide* is particularly necessary now for a variety of reasons. In many African communities, most upper-primary and secondary-school teachers are male. These years are extremely important for the development of girls' self-

identity, self-esteem, and physical, emotional and mental maturity. Having a female mentor can help girls succeed in this phase of their lives.

Mentored girls have the opportunity to develop an open dialogue with someone they can trust. They have opportunities to learn by participating in activities that are interesting and fun. Particularly in the case of orphans, mentoring provides the type of support and encouragement that they may not find at home. Mentored girls gain a role model to provide guidance as they grow, mature, and plan their futures.

While boys may have more role models in the form of male teachers, they may not always be able to establish mentoring relationships with their instructors. Boys need the same guidance, support, and positive role models as girls.

Facilitating Mentoring Sessions

Although the *Resource Guide* was developed for girls ages 10 and older, **mentors should review each session and consider adapting the sessions and activities depending on the students' age, education level, culture, time available, and whether the students are girls, boys, or a mix of both.** Addressing issues of sexuality is best done in single-sex sessions. Some of these topics and the issues they raise may be difficult for young people and their mentors to discuss. Consequently, mentors are advised to seek assistance from other professionals and community leaders as needed. The manual should be viewed as a dynamic rather than static document, to be modified to address the girls' needs, experiences, and interests.

The sessions in the *Resource Guide* are designed to be conducted in the order in which they appear, as later sessions build on earlier ones. However, depending on girls' experiences or interests, you may choose to conduct some of them in a different order. (For example, you may decide to conduct the module on computers at any time.)

Key Tips for Facilitating Successful Sessions:

- Activity and discussion times are estimated and may vary. Depending on the girls' energy level or interest in a particular subject or activity, you may have to divide a session into two separate sessions, or combine sessions if you are able to meet with participants over an extended period of time.
- If possible, try to hold a variety of mentoring activities, including group discussions, individual meetings, home visits, and field trips to places of interest in the community. Group debates, guest speakers, and creative activities (drawing, writing poetry or songs, and acting) will keep students more engaged in learning and growing. You may also encourage students to investigate a topic in the community and present their findings to the group.
- Arrange seating in a circle, if possible. This will ensure that participants can see and hear each other, as well as avoid recreating a school-like atmosphere.
- Consider making a suggestion/question box for participants to raise questions or issues anonymously.
- Before beginning a session, conduct an icebreaker. An icebreaker is a short game or activity that energizes participants and helps them to feel comfortable with each other. (See Annex 2 for ideas.) You also may need to take breaks or conduct a short game between activities to re-energize participants.

Key Tips for Facilitating Successful Sessions (Continued)

- You should establish set ground rules together with the girls at the beginning regarding respectful behavior, attendance, confidentiality, and punctuality. Remind girls that they should respect each other's opinions. No one should laugh at or make fun of anyone's questions or comments.
- Keep mentoring discussions confidential. Some girls may share very personal information with you or ask private questions. You should keep all of this information to yourself in order to establish mutual trust. However, in cases where a girl may be in danger or at risk of abuse, you should share the information with someone else, such as a school administrator, parent, or local official who can help remove the girl from danger. In addition, the girls themselves should make an agreement not to share confidential information with anyone outside the group.
- Keep good records of all girls' personal information (name, contact information, age, school, grade level, and anything else of importance) and mentoring activities. Provide a sign-in sheet for each session and note the mentoring topic and any guest speakers. This will help you keep track of the topics you have already addressed and areas that may need further exploration. You may also note those activities that went well and those that may need adjusting. This will help both you and your local organization to organize successful mentoring sessions in the future.
- Be sure to seek girls' feedback on a regular basis regarding session topics, for example through the collection of end-of-session questions. You may find they want to spend more time or less time on particular topics. Remember that the mentoring program is for them and must respond to their needs.
- Other mentors can be a great resource of information, experience, and collaboration! Be sure to contact your fellow mentors if you have questions or concerns while facilitating sessions.

Community Involvement and Participation

It is essential for the success of mentoring programs to involve the entire community, including parents, teachers, and community representatives. Community participation will raise awareness of the importance of education for all and help avoid potential problems in carrying out the mentoring program. Community involvement can take a variety of forms, such as inviting guest speakers and/or parents to help plan and attend mentoring events, or inviting the community to participate in awareness campaigns for girls' education or HIV/AIDS. The following groups can be particularly helpful in ensuring program success:

Parents or Guardians and Teachers

Parental involvement helps the entire family to understand the purpose and benefits of mentoring and may ensure that girls will attend mentoring events. The involvement of teachers and school administrators can give the mentor a better understanding of the challenges a girl is facing in school. Involving parents and school staff helps open lines of communication to address any problems or concerns and provide unified support.

Community Members

Mentoring activities should seek to directly include community members in order to increase awareness as well as provide additional support for the girls in the program. For example, a field trip for the girls to a local government ministry office could educate the girls on a possible future in public service and politics, while helping to illustrate the importance of girls' education to the ministers. This shared relationship between the girls and the community will increase the chances for the long-term success of AGSP and the goal of education for all.

The Role of Men and Boys in Supporting Girls' Education

Achieving gender equality includes girls' education but also requires other changes: at home, at work, at school, in politics, and in the media. In societies where males have a real or perceived social, cultural, financial, legal, or political advantage over females, the involvement of men and boys is essential to gaining the support of the entire community for change and progress.

When men and boys help educate and empower women and girls, they support the improvement of society as a whole. Men and women should be partners in the family and the community. Men and women can learn to jointly discuss key issues such as education, food security, HIV/AIDS, gender-based violence, and family spending. Parents can also promote equal sharing of agricultural and domestic chores that often fall entirely on girls. It is also very important that all men and women, boys and girls work together to develop positive relationships and prevent gender-based violence.

Mentors can provide girls with vital support and encouragement. We hope that this *Resource Guide* will help you as you give your time to nurturing and mentoring girls in your community.

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GLOSSARY OF TERMS

Active listening: Listening to someone in a way that demonstrates that you understand the person's feelings, thoughts, or ideas

Adolescence: A period of physical and psychological development, beginning with the onset of puberty, that lasts until maturity. Adolescence generally lasts between ages 10–19.

AIDS (Acquired Immuno-deficiency Syndrome): A collection of diseases caused by HIV

Anal sex: Sex during which a man's penis is inserted into his partner's anus or rectum

Arousal: The act of becoming sexually excited

ART (Anti-retro viral therapy): Treatment for HIV, which can include several different ARVs

ARVs (Anti-retro virals): A type of medicine used to treat (but not cure) people with HIV. There are several different types of ARVs.

Birth control: A term often used to describe contraception

Birth spacing: Regulation of the frequency of pregnancies to help ensure the health of the mother and child

Career: A chosen field of work, or profession, usually followed for several years

Communication: Transmission or exchange of ideas through talking, writing, listening, and nonverbal behavior

Consensual marriage: Marriage that is mutually and freely agreed by both partners

Contraceptive/Contraception: A natural method or an artificial device, such as a condom or birth-control pills, used to prevent pregnancy

Convention: An agreement between states for regulation of matters affecting all of them

Corporal punishment: The causing of physical pain on someone convicted of committing a crime or breaking a rule

Cure: A form of medicine that can completely eliminate a disease from a person's body. There is no cure for HIV.

Depression: A mental disorder marked especially by sadness, inactivity, difficulty in thinking and concentration, a significant increase or decrease in appetite and time spent sleeping, feelings of hopelessness, and sometimes suicidal tendencies. Depression can also be just a general state of feeling sad.

Discriminate: To treat someone differently based upon a certain characteristic

Discrimination: Unfair treatment of a person or group of people based on ethnicity, religion, sex, or other defining characteristics

Division of labor: The way that tasks or jobs are often classified based on whether they are traditionally performed by men or women

Early marriage: Marriage before a person has become an adult (approximately age 18)

Ejaculation: The rapid discharging of sperm from a man's penis

Empathy: Understanding a person's feelings or thoughts from his or her perspective

Empower: To enable another person to accomplish something

Enforcement: The effective carrying out of a rule or law

Erection: The hardening, swelling, and rising of the penis as it fills with blood when a man becomes sexually excited

Facilitate: To lead activities and discussion in a workshop or teaching session

Family planning: Using contraceptives or birth control to regulate the frequency and number of pregnancies

Fertilization: When a sperm and egg cell unite, usually resulting in a pregnancy

Forced marriage: Marriage in which one or both partners does not consent

Gender: The division of men and women based on cultural expectations and roles and responsibilities

Gender discrimination: Unfair treatment of a person or group—male or female—based on gender

Gender role: A characteristic, job, or quality assigned to either a man or a woman that is considered to be either “masculine” or “feminine”

Genital discharge: Fluid or mucus released from the genitals. A person with an STI may have discharge that is yellow or green, or smells different than normal.

Goal: Something that a person works to accomplish

HIV (Human Immuno-deficiency Virus):
The virus that causes AIDS

HIV-: Symbol used to indicate that someone has tested negative for the HIV virus

HIV+: Symbol used to indicate that someone has tested positive for the HIV virus

Human rights: Rights (such as freedom from unlawful imprisonment or torture) regarded as belonging fundamentally to all persons, regardless of nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status

Immune system: The body’s natural defense mechanism against sickness

Infatuation: Intense, often temporary, feelings of love or physical attraction for someone

Infertile: Physically unable to have children

Job: A particular task or activity, usually done in return for payment

Kissing: When one person’s lips touch another person’s lips

Law: A binding custom, community practice, or a rule of conduct set down or formally recognized as compulsory or enforced by an authority

Leader: A person who influences or motivates others within a particular community; a role model

Leadership: The ability to influence or motivate others

Legal rights: Something to which one has a just claim under the law

Love: Strong affection for another arising out of kinship or personal ties; attraction based on sexual desire, or affection and tenderness felt by lovers; affection based on admiration, benevolence, or common interests

Masturbation: An act during which a person touches his or her own genitals to stimulate pleasure

Mature: Characteristic of or suitable to a grown-up individual or adult; based on slow careful consideration

Men's work: Work or jobs that are usually performed by men

Menstruation: Discharge of blood and other fluids from the uterus due to a lack of pregnancy. Usually begins during puberty and occurs approximately once every month.

Mentee: Someone who receives guidance or instruction from someone else

Mentor:

Noun: An adviser or role model, such as a teacher or someone active in the community

Verb: To advise or counsel someone

Mentoring: A process through which one person acts as a role model and offers guidance and support to another person

Mutual masturbation: When two people touch each other's sexual organs with their hands to stimulate pleasure

Non-traditional job: For women, it means a job that is not usually performed by women; for men, it would mean a job not usually performed by men.

Nonverbal behavior: Actions used to communicate without using words

Obstacle: Something that prevents something else from happening

Opportunistic infections: The name for diseases and illnesses (like tuberculosis and diarrhea) that a person with HIV is likely to catch because of his or her weak immune system

Oral sex: Sex during which a man's mouth or lips come into contact with a woman's genitals, or a woman's mouth or lips come into contact with a man's penis or genitals

Ovulation: When a woman's ovaries release a mature ovum (egg) each month. The period of ovulation is when a girl or woman is most likely to become pregnant.

Ovum: The female sex cell (egg)

Peer: A person close to your age who has similar life experiences

Peer pressure: Pressure from friends or other peers to do certain things or to act in a certain manner

Platonic relationship or platonic friendship:

A relationship or friendship marked by the absence of romance or sex

PLWHA: People living with HIV/AIDS

Port of entry: A place on a person's body where HIV can enter, such as an open wound or the lining of the vagina

Prevalence: In medical terms, prevalence is the percentage of a population that is affected with a particular disease at a given time.

Profession: A chosen field of work requiring specialized knowledge and often long and intensive academic preparation

Puberty: The time of life when a girl's body develops into that of a woman and a boy's body develops into that of a man. These changes usually begin around ages 10–11 and last until age 17–21. (Boys may experience puberty later than girls.)

Put-down: a word, phrase, expression, statement, gesture, or situation that results in a person feeling not good enough, not important, not capable, or less valued or significant than before

Reproductive health: A person's well-being in relation to reproduction's physical, emotional, and social aspects

Respect: High or special regard, esteem

Right: something to which one has a just claim

Self-confidence: Feeling confident in oneself or competent in one's abilities

Self-esteem: A confidence and satisfaction with oneself, self-respect

High self-esteem: Good feelings about oneself. People with high self-esteem know they are worthy of love and respect.

Low self-esteem: Poor feelings about oneself. People with low self-esteem do not expect love and respect from others because they feel unworthy of it.

Sex: The biological condition of being male or female

Sexual abstinence: Not having any type of sex, including vaginal sex, anal sex, or oral sex

Sexual abuse: The forcing of undesired sexual acts by one person on another

Sexual exploitation: Any abuse of a position of vulnerability, difference in power, or trust for sexual purposes; this includes profiting monetarily, socially, or politically from the sexual exploitation of another.

Sexual harassment: Uninvited and unwelcome verbal or physical behavior of a sexual nature, especially by a person in authority toward a subordinate (such as an employee or student)

Sexual intercourse: Sexual intercourse occurs when a man inserts his erect penis into a woman's vagina.

Sperm: The male sex cell that combines with the female ovum (egg) in the process of fertilization

Sperm production: When a boy's or man's body (the testes) produces sperm

STI: Sexually transmitted infection (also sometimes referred to as STD, sexually transmitted disease)

Stigmatize: To negatively describe or identify a person or group based on a particular characteristic

Strategy: A plan to overcome an obstacle and accomplish a goal

Stress: Mental, physical, or emotional reactions resulting from various situations we encounter in our lives

Transmit: To pass something from one person to another

Treatment: A form of medicine that can decrease the effects of a certain disease, but not eliminate the disease. As the treatment for HIV, ARVs can make an HIV-positive person healthier but not cure or get rid of the disease.

Vaginal sex: Sex during which a man's penis is inserted into a woman's vagina; also known as "sexual intercourse"

Validate: To recognize or affirm the worthiness or legitimacy of something or someone

VCT (Voluntary counseling and testing):

The process whereby a person goes for an HIV test and receives pre- and post-test counseling

Women's work: Jobs that are usually performed by women, such as cooking and taking care of children