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MINISTRY OF GENDER
AND FAMILY PROMOTION

FINAL STRATEGY REPORT

NATIONAL STRATEGY FOR MENTORSHIP OF YOUNG WOMEN AND GIRLS

Kigali, January 2015

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LIST OF ACRONYMS

AGI	: Adolescent Girls Initiatives
CEDAW	: Convention for the Elimination of all forms of Discrimination Against Women
EAC	: East African Community
EDPRS :	Economic Development and Poverty Reduction Strategy
EICV	: Enquête Intégrée des Conditions de Vie
FAWE	: Forum of African Women Educationalist
FFRP	: Forum des Femmes Rwandaises Parlementaires
FGD	: Focus Group Discussion
HLIs	: Higher Learning Institutions
IAP	: Industrial Attachment Programme
IPRC	: Integrated Polytechnic Regional Centres
MDGs	: Millenium Development Goals
MIFOTRA	: Ministère de la Fonction Publique et du Travail
MIGEPROF	: Ministère du Genre et de la Promotion de la Famille
MINEDUC	: Ministry of Education
MYICT :	Ministry of Youth, Information, and Communication Technology
NCBS	: National Capacity Building Secretariat
NCLS	: National Child Labour Survey
NEPAD :	New Partnership for Africa's Development
NYC	: National Youth Commission
PROSKID	: Promotion of Skills Development
PSF	: Private Sector Federation
RDB	: Rwanda Development Board
RDS	: Respondent-Driven Sampling
RWMREC	: Rwanda Men's Resource Centre
TVT	: Technical and Vocational Trainings centres
UN	: United Nations
WDA	: Workforce Development Authority

Executive Summary

In line with the Government of Rwanda (GoR) political will and commitment to promote gender equality, evidences from business and political domains indicate that Rwanda has made tremendous progress in harnessing, integrating and mainstreaming gender into different activities. The results were orchestrated by national reforms and commitment to international conventions. The Government of Rwanda has adhered to a number of international, regional and national conventions and commitments that underline its determination to promote gender equality among Rwandans. Among others, the country has developed legal and policy framework that supports equal opportunities for both men and women.

Nevertheless, the Rwandan cultural orientation allows boys to mingle freely with people of all walks of life, while on the other hand it does not permit the same for girls. In addition, Rwandan culture demands and prescribes that 'a good girl' has to be reserved which limits her social interactions within the society and sometimes prevents her from seeking external advices from others. Moreover, it has been revealed that unlike boys, girls, including those in higher learning institutions, are faced with great challenges with reference decision-making and choices that will shape their careers in the future. In addition to the above, lack of exposure and role models to girls and young women leave them unfocused and vulnerable to peer pressure because their social foundation is shaky.

In light of the aforementioned, it is believed that mentorship that gives girls a landing platform from high school and higher institutions of learning would be a strong bridge to college and workplace experiences. Also, it could constitute an eye opener to those whose academic performance limits their chances for college but have their inherent potentials strengthened to enter into the business world. In spite of this critical situation, there is no crafted strategy to address the issue of Mentorship for Young Women and Girls in Rwanda. It is in response to this situation that MIGEPROF has decided to put in place an appropriate Mentorship Strategy to address the identified gap. The general objective of the assignment was to provide clear strategies to enable smooth conducting of mentorship programs for young women and girls in Rwanda.

The methodology focused on qualitative and quantitative data collection with information harvested from different stakeholders (female students 500, business community, NGOs mentoring young girls and women, government institutions, and workers at MIGEPROF). The information was collected through the use of: *Desk review* by going through existing documents in order to gain wider insight and deep understanding of issues, *interviews* that enabled the creation of a direct relationship with key interviewees; *Focus Group Discussions* were conducted through a moderator-led discussion among a group of individuals who share a need, habit, or

life circumstance relevant to mentorship for young women and Girls; and *Consultative technical meetings* with stakeholders, and *Visits and Observations* with the purpose to enter into contact with field realities and providing additional information on practices related to leadership, entrepreneurship, and career guidance.

The key identified gaps in relation to mentorship practices in Rwanda include: Limited understanding of the notion of “mentorship”, recruitment of “mentors” and their profile, weak self-esteem of Rwanda girls and young women, lack of guidelines and guiding framework for mentorship, intermittent mentorship activities, missing prior needs assessment, and lack of personal data of the “mentees”.

Anchored on the above, strategic thematic areas were developed and the logical framework established to assist in the execution of the strategies. The strategic interventions are;

- (1) Strengthen and empower the inherent capacities of the girls and young women through mentorships in leadership, career guidance, and entrepreneurship,
- (2) Accelerate girls and young women social economic transformation through accessibility to female scholars, innovators, political leaders, job opportunities, investment networks, and entrepreneurs,
- (3) Address societal social and cultural foundations (ideas and practices) that limit Girls and Young Women social Interactions through career guidance

Recommendations: In order to ensure effective implementation of this strategic plan, the following needed to be considered: Improved coordination, monitoring and reporting on National mentorship interventions, Local mentors and coaches effectively trained and accredited, Identifying and training potential mentors (ToT) to rollout the program, Create and update a national database for Mentors and mentees in Career guidance, leadership, entrepreneurship and other areas deemed necessary. The Role of Profiling both mentors and mentees should be given special attention to ensure progress; interventions, impact assessment, and Effective Dissemination need to be made; Awareness and Putting in place measures to facilitate Young women and girls to benefit from Mentorship sessions is paramount. In addition, post-mentorship evaluation must be conducted to fast-track success and identify failure and hence revisit the mentorship process strategies for refinement.

PART I: SITUATION ANALYSIS

CHAP. I. GENERAL INTRODUCTION

1.1 Background to the study

In December 2011, the Ministry of Gender and Family Promotion (MIGEPROF) in collaboration with the One UN Rwanda launched the Rwandan Women Leaders Network. This network is comprised of women leaders and achievers in the decision-making positions of the Government. The Network also involves women leaders from other sectors of the Rwandan society: public and private sector, civil society, and faith based organizations among others. Among the main objectives of the network was to enable women leaders to create partnerships with their peers in various fields, and in the long run mentor young women and girls in higher learning institutions in leadership skills, business and career guidance.

Discussions among women leaders revealed that unlike boys, girls including those in higher learning institutions are faced with different complex challenges concerning life-choices which will shape their careers in the future. While the Rwandan culture allows boys to freely mingle with people of all walks of life, it does limit girls in their social interactions. The old traditional prescription demands that 'a good girl' be reserved which limits how she socially interacts within the society and sometimes preventing her from seeking external advices from others.

It has also been noted that career guidance offices at higher learning institutions are overwhelmed with the number of students, and thus do not effectively ensure career guidance on an individual basis. This, therefore, affects the mentorship and career guidance to all young people in general and specifically to girls who have specific needs, which emanate from a cultural perspective. Lack of exposure and role models to girls leave them unfocused and vulnerable to peer pressure because their foundation is shaky. It is in response to this situation that MIGEPROF has decided to conduct a situation analysis in order to better understand the problem and put in place an appropriate mechanism to address it.

1.2 Objectives

The general objective of the assignment was to provide clear strategies to enable smooth conducting of mentorship programs for young women and girls in Rwanda. The assignment aimed specifically to achieve the following:

- To conduct a situation analysis on relevant data and information on mentorship for young women and girls in Rwanda and highlight major existing gaps and best practices to inform the development of a new strategy.
- To highlight specific interventions to be employed by MIGEPROF and its stakeholders to address identified gaps through youth mentorship services.
- To produce a costed strategic plan for the (youth) National young women and girls mentorship programs.

1.3 Context

International and Regional Context

The Government of Rwanda has adhered to a number of international commitments that underline its determination to promote gender equality among Rwandans. Some key international frameworks relevant to the assignment to which Rwanda is part include: Universal Declaration of Human Rights, Convention for the elimination of all forms of discrimination against women (CEDAW), The millennium Development Goals (MDGs), The UN Security Council Resolution 1325, The New Partnership for Africa's Development (NEPAD) and Beijing Declaration and Platform of Action.

At the regional level, Rwanda is not only part to the East Africa Community (EAC) gender strategic plan but it has a leading role in its domestication and implementation. The country has also become regional role model in terms of gender sensitive policies and laws. For instance, the country receives several delegations from Kenya and South Sudan, to mention but a few, to learn from the Rwandan experience as far as gender mainstreaming is concerned.

National Context

The Rwanda context shows that gender mainstreaming and gender equality are commitments based on political-will and legal/policy framework that supports equal opportunities for both men and women. Indicatively, Article 16 of the Constitution enshrines the principle of gender equality and the Government has committed to establishing equity and equality at all levels of the society. In line with the Constitution, different numbers of laws were enacted to ensure gender equality is enhanced in various domains. These laws include but not limited to the following:

- Law No 22/1999 of 12th November 1999, to supplement Book one of the Civil Code and to institute Part Five regarding Matrimonial Regimes, Liberalities and Successions;
- Organic Law No 08/2005 of 14th July 2005, Determining the Use and Management of Land in Rwanda;
- Law No 13/2009 of 27th May 2009, Regulating Labor in Rwanda;

At the policy level, the National Gender Policy commits to contribute to the elimination of all gender inequalities in all sectors of national life in order to achieve the nation's goals for sustainable development. More specifically, strategy number 8 of the policy aims at 'adapting gender sensitive measures to equip vulnerable groups with skills and knowledge for self-employment for them to be able to access basic services'¹. In addition, the National Employment Policy (NEP), while recognizing that numerous initiatives were carried out in favor of women, points out the persistent problems that hamper women employment. In light of these, Government considers the promotion of income generating activities particularly self-employment for women, as an appropriate and sustainable alternative answer to the problem of poverty.²

In the same vein, Rwanda Workforce Development Authority (WDA) has established specific adolescent girls and young women economic empowerment project commonly known as Adolescent Girls Initiative (AGI). The project has the following three components: skills development and entrepreneurship support, business and life skills, institutional and psycho-social support, and mentorship.

In spite of all the above progress, girls and younger women in Rwanda still face big challenges when it comes to making life enduring choice that will shape their professional careers in future. It is for this reasons that this strategic plan is being developed.

¹ National Gender Policy, 2010, p. 21

² National Employment Policy, 2007, p.22

1.4 Scope of the study

Geographically, this work covers the entire territory of Rwanda, but for purpose of practical reasons a sample was constituted. Thematically, the assignment covered three main areas, namely:

- Leadership skills
- Career guidance
- Entrepreneurship

The primary audience for this assignment was girls and young women, especially those who are studying in Higher Learning Institutions (HLIs), including Integrated Polytechnic Regional Centres (IPRC).

1.5 Definition of key concepts

In relation to the objectives and scope above, this study is based on five key concepts, namely mentorship, career guidance, strategy and strategic plan, leadership and entrepreneurship.

Mentorship: The concept mentorship has gotten several definitions depending on various contexts and the pursued objectives. In the context of this strategic plan, mentorship is considered as a process for the informal transmission of knowledge, skills, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, and or professional development. Mentoring entails informal communication, usually face-to-face during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)"³.

The main point with mentoring is that the focus is determined by the mentee. S/he must lead in identifying issues and, with guidance from the mentor, resolving them. The mentor is not there to provide 'the answers', but to guide the mentee towards 'the answer' that is right for them. Depending on the objectives and contexts, there exist several models of mentorship. For instance, Buell describes how mentoring relationships can develop under a **cloning model**, **nurturing model**, **friendship model** and **apprenticeship model**. The cloning model is about the mentor trying to "produce a duplicate copy of him or her." The nurturing model on its side takes more of a "parent figure, creating a safe, open environment in which mentee can both learn and try things for him or her." The friendship model are more peers oriented "rather than being involved in a hierarchical relationship." Lastly, the apprenticeship is about less "personal or social aspects, and the professional relationship is the sole focus"⁴. Considering the needs of girls and young women of Rwanda, this strategy borrows mainly from the nurturing, friendship and apprenticeship models of mentorship.

³ Bozeman, B.; Feeney, M. K. (October 2007). "[Toward a useful theory of mentoring: A conceptual analysis and critique](https://doi.org/10.1177/0095399707304119)". *Administration & Society* **39** (6): 719–739. doi:10.1177/0095399707304119.

⁴ Buell, Cindy (January 2004). "Models of Mentoring in Communication". *Communication Review* **53** (1): 56–73. doi:10.1080/0363452032000135779. ISSN 1479-5795.

Career Guidance: Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their life, to make educational, training and occupational choices and to manage their career. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include tools, counseling interviews, career education programmes (to help individuals develop their self-awareness, opportunity awareness and career management skills), taster programmes (to sample option before choosing them), work search programmes, and transition services⁵.”

Career guidance is recognized as:

- training individuals to plan their education, training and work;
- providing help to educational institutions in motivating individuals to take responsibility for their own education and work;
- providing help to companies and organizations in motivating their employees for further education, flexible professional development, career management, training and finding adequate job position, as well as professional promotion;
- Contributing to the development of local, regional, and national economy through the labor force development⁶.

Strategy and Strategic Plan: A strategy is a high level plan to achieve one or more goals. It may be also defined as a business approach to a set of competitive moves that are designed to generate a successful outcome. It is a response to four big questions: where are we now? Where do we want to go? How will we get there? and how do we know if we got there?

A **Strategic Plan** is a road map showing where the organization is headed. It indicates short and long term performance targets and defines action of management to achieve desired outcomes. The main goal of the strategic planning is to allocate resources in a way that provides organizations with a competitive advantage⁷.

Leadership: This concept has been described in different ways. For Chemers, leadership is "a process of *social influence* in which a person can enlist the aid and *support* of others in the accomplishment of a

⁵ OECD - EUROPEAN COMMISSION. 2004. Career guidance: a handbook for policy-makers. [online]. Paris: OECD, 2004. 79p. [retrieved on 2012-02-07]. Available at: <<http://www.oecd.org/dataoecd/53/53/34060761.pdf>>.

⁶http://www.ies.stuba.sk/erasmus/file.php/1/Documents/CONCEPT_definition_and_activities_of_CG_and_counselling.pdf

⁷ *ibid*

*common task*⁸. Overall, leaders are expected to set direction and help themselves and others to do the right thing – and not necessarily things rights- to move forward. To do this they create an inspiring vision, and then motivate and inspire others to reach that vision. They also manage delivery of the vision, either directly or indirectly, and build and coach their teams to make them even stronger. The most known best qualities of a good leader include following: proactiveness, flexibility and adaptability, a good communicator, respectful, confident, enthusiastic, open-minded, resourceful, open to change, interested in feedback, evaluative, organized and consistent. In this work, leadership refers to any of the above described qualities.

Entrepreneurship: The concept of **entrepreneurship** has a wide range of meanings. On one extreme, an **entrepreneur** is a person of very a high aptitude who pioneers change and possessing characteristics found in only a very small fraction of the population. On the other extreme of definitions, anyone who wants to work for himself or herself is considered to be an entrepreneur. Entrepreneurship is used to refer to the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new businesses⁹. In the context of this study, it is used to mean the development of a business from the ground up, coming up with an idea and turning it into a profitable business.

⁸ Chemers M. (1997). *An integrative theory of leadership*. Lawrence Erlbaum Associates, Publishers

⁹ See for details Hisrich, Robert D. (2011). [Entrepreneurship](#). McGraw-Hill Education; Landstrom, H. (31 December 2007). [Pioneers in Entrepreneurship and Small Business Research](#). Springer; Crainer, Stuart; Dearlove, Des (2000). *Generation Entrepreneur*. FT Press.

CHAP. II. METHODOLOGY

2.1 Introduction

This chapter outlines the methodology used in the situation analysis and mentorship strategy development. It describes the approach, the data collection methods as well as quality assurance measures among other aspects.

2.2 The Approach

The work on the situation analysis and mentoring strategy was consultative in nature. Participation in the situation analysis involved various actors relevant to this assignment.

The approach to the work itself consisted of the following prongs:

The first prong is that the work used an *Appreciative Inquiry*. Appreciative Inquiry builds a vision for the future using questions to focus people's attention on past, current and future success. During the whole process to develop the situation analysis and the strategy, the consultants considered what Rwanda and its communities have so far achieved in terms of promoting gender equality and equal opportunities. Focus was put on discovering more about the strengths, aspirations, and dreams of Rwandans regarding the gender equality and equal opportunities with a particular focus on girls' leadership, career guidance and entrepreneurship opportunities. The process paid a particular attention to those with experiential knowledge about girls and young women employment and leadership skill and needs.

The second prong of the approach is that the work was naturally gender and life cycle-sensitive. During the process to develop this strategy, attention was given to the differential experiences of boys and girls, and, thus, their different opinions, concerns, needs, and priorities in terms of mentorship and career guidance. Equal attention was given to age groups.

The third aspect of the approach is that the situation analysis and strategy development took into account that the resulting strategy has to be results-based. In this regard, the strategic plan defines concrete actions to be undertaken as well clear division of labour between various stake holders.

2.3 Data Collection Methods

The development of the national mentorship strategy for girls and young women resorted to the following five main data collection methods: desk review, in-person interviews, Focus Group Discussions (FGD), visits and observations, and meetings with stakeholders.

Desk Review: This method consisted of going through existing documents in order to gain a wide and deep understanding of issues related to girls and young women leadership skills, entrepreneurship and career guidance. The list of key documents and texts examined include, but not limited to:

- National Gender Policy 2010
- National Gender Statistics Report 2013
- National employment policy 2007
- The Operations Manual on National Skills Project
- EDPRS II
- MDGs Indicators

Interviews: Interviews enabled the consultants to create a direct relationship with key interviewees. These also called 'privileged witnesses' were selected because of their expertise, their daily experience and their contact with the subject under study. Key interviewees were recruited from the following categories:

- Female students representatives
- HLIs leaders, including lecturers
- Selected secondary schools, including Technical and Vocational Trainings centres (TVT)
- Gender Machineries
- FFRP
- Women and Girls led organizations and associations
- Relevant development partners
- Rwanda Development Board (RDB)
- National Youth Council and Youth Led organizations
- Ministry of Youth and ICT(MYICT)
- MIFOTRA
- MINEDUC
- National Capacity Building Secretariat (NCBS)
- WDA
- Imbuto Foundation
- Career Development Centers
- Private Sector Federation
- Faith Based Organizations

The interview guides are attached to this report.

Focus Group Discussions (FGD). A Focus Group Discussion is a moderator-led discussion among a group of individuals who share a need, habit, or life circumstance relevant to the research issue(s) at hand. Though the interviews and desk review provided plenty of useful information, it was rather the FGD that made it possible to investigate perceptions, experiences, attitudes, practices, needs, concerns, and priorities related to girls and young women mentorship and career guidance. By providing an opportunity for debate, the FGD created an enabling environment to understand the issues of girls and young women mentorship and career guidance. The FGD was mainly organized for students in higher learning institutions, mainly girls. The FGD check list is attached to this report. Homogenous FGDs were organized, with female and male students separately to facilitate free and open expression.

Visits and Observations. With the purpose to enter into contact with field realities, a number of visits were organized. In this regard, existing career advisory centers and other relevant institutions were visited. These visits aimed at providing additional information on practices related to leadership, entrepreneurship and career guidance. About 10 visits were conducted in Kigali and provinces.

Consultative technical meetings with stakeholders. The situation analysis and strategy development involved meetings with MIGEPROF and its various key stakeholders. Consultative technical meetings aimed primarily at seeking guidance from MIGEPROF and its partners.

Table 1: Term of Reference, Goals, Data Collection Methods, and Sources

TOR Goals	Type of Data Needed	Method	Sources
<ul style="list-style-type: none"> ▪ Situation analysis 	<ul style="list-style-type: none"> • Opportunities and gaps related to girls and young women mentorship 	<ul style="list-style-type: none"> • Literature review • Interviews • Observations • Consultative meetings • Focus group discussion 	<ul style="list-style-type: none"> ▪ Laws ▪ Policies, programs and strategies ▪ Studies and surveys ▪ Practices
<ul style="list-style-type: none"> • Strategies to address identified gaps 	<ul style="list-style-type: none"> • Best practices, major challenges and failures 	<ul style="list-style-type: none"> • Literature review • Interviews • Observations • Consultative meetings • Focus group discussion 	<ul style="list-style-type: none"> ▪ Policy makers and implementers ▪ Career Advisory centers staff ▪ Academic members ▪ Girls and young women
Strategic Plan	<ul style="list-style-type: none"> • Key activities • Potential implementing agencies 	<ul style="list-style-type: none"> • Literature review • Interviews • Observations • Consultative 	<ul style="list-style-type: none"> ▪ Policy makers and implementers ▪ Career Advisory centers staff

	<ul style="list-style-type: none"> • Budget • Coordination • Monitoring and evaluation etc 	<ul style="list-style-type: none"> meetings Focus group discussion 	<ul style="list-style-type: none"> ▪ Academic members ▪ Girls and young women ▪ Laws ▪ Policies, programs and strategies ▪ Studies and surveys ▪ Practices
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2.4 Sampling

Since this study is mainly qualitative, the sampling strategy was predominantly purposive. This means that people who took part in it were selected depending on their experience and expertise relevant to the assignment. To identify these people (privileged witnesses) a snow bowling strategy of sampling also termed Respondent-Driven Sampling (RDS) was used, through the mediation of MIGEPROF and Higher Learning Institutions teams which played the role of “initial seeds.” However, a number of higher learning institutions and therefore clubs and association of female students were randomly selected to meet time and budget constraints.

Sample size. As discussed above, this is a qualitative situation analysis work. As such, its ambition was not to cover a statistically representative sample. In order to provide a deep understanding of gaps and practices on career guidance and mentorship in general in Rwanda and be opinion representative, the following categories of target audiences were covered:

- Tertiary (degree and diploma offering institutions) female students¹⁰;
- Upper secondary schools (both technical and non-technical) female students¹¹;
- Female vocational training students¹²;
- Non students females (girls and young girls) businesswomen or with the potential to enter business.

In 2013, female students in the first three categories were 129, 987. Using the Raosoft sample size calculator with a confidence level of 95% and a margin of error equal to 5% and a response distribution of 50%, the sample size for this study was 384 people for the three categories. In order to include ideas of non-students, an additional 50 girls and young women and a male control group made of other 50 people were surveyed as well. This brought the total sample to 484 respondents that was rounded to 500. This figure is exclusive of key informant interviewees and of informal discussions that were conducted.

¹⁰ Female students in HLIs were 33,879 in 2013.

¹¹ These were 90,775 in 2013.

¹² They were 5,333 in 2013 ()

In order to respond to the qualitative nature of the study, a majority of the 384 female respondents (300 of them) were drawn from HLIs. Priority was given to HLIs having a career guidance center or practicing students' mentorship. This implies that selection of institutions was done deliberately. The rest (84 respondents) were selected on random basis from secondary schools. Vocational and technical centres were also represented.

2.5 Data analysis

This assignment is exclusively qualitative. The process of qualitative data analysis usually involves two things: writing and the identification of themes. The first stage involved writing about the data and what the researchers found in the field. In many cases, what researchers wrote consisted of descriptive ideas. In other cases this was some form of "précis" or analytic summary of the data. In addition to the researchers, note takers were hired to help in taking notes, especially because focus group discussions as well as individual interviews were conducted in Kinyarwanda while the report is produced in English. Note takers mainly produced descriptive reports on basis of which researchers produced analytic summaries.

Looking for themes involved coding. This is the identification of passages of text (or other meaningful phenomena) and applying labels to them that indicate they are examples of some thematic idea, such as career guidance, leadership and entrepreneurship. At its simplest, this labeling or coding process enabled researchers to quickly retrieve and collect together all the text and other data that they associated with some thematic ideas so that they could be examined together and different cases could be compared in that respect.

2.6 Quality control measures

Producing a situation analysis report and developing National Mentorship Strategy requires a set of measures to ensure quality data and information. For this purpose, cumulatively, the following activities and measures were further enforced:

- Inception meetings with key partners including MIGEPROF and Higher Learning Institutions to seek for guidance;
- Identification and exploitation of key international and national documents related to mentorship and career guidance;
- The use of a participatory approach in developing research methodology and instruments (technical meetings prior to field work);
- Regular meetings and consultations with key institutions, including MIGEPROF and Higher Learning Institutions;

- Frequent discussions and collective work among consultants;
- A daily meeting between consultants during the field work to come up with key ideas from each discussion and interview.

2.7 Ethical Guidelines

The consultants observed a set of measures to comply with ethical standards during the whole process of development of the National Mentorship Strategy. These included:

- The consultants presented to MIGEPROF an introductory letter stating the objectives of the assignment;
- They sought consent from each potential informant before interviewing him/her or engaging in discussions;
- They informed respondents that they had the right to refuse any participation in the study;
- They guaranteed confidentiality regarding any information that was to be given and used it exclusively for the purpose of this assignment. Such a measure was intended to gain cooperation and to build trust between information seekers and information givers;
- Anonymity was guaranteed where needed;

2.8 Constraint and mitigation strategy

The realization of this assignment faced one major constraint: a limited documentation on the subject matter. Girls and young women mentorship and career guidance being relatively new concepts in context of Rwanda it was anticipated and later on confirmed that little has been so far written about these topics. This constraint was dealt with by multiplying interviews and using extensively literature from similar contexts.

CHAP. III. GIRLS MENTORSHIP STATUS IN RWANDA: SITUATION ANALYSIS

3.1 Introduction

One of the objectives of this assignment is to produce a situation analysis report on the status and practices related to girls' mentorship in Rwanda. This chapter particularly focuses on three dimensions related to the said mentorship:

- ✓ The status of mentorship as it was during the field data collection period;
- ✓ The best practices and/or success stories identified; and
- ✓ The major gaps related to mentorships.

These approaches aim at developing mentorship strategy basing on existing practices and lessons learnt from past and current experiences, both in Rwanda and outside.

3.2 Girls mentorship in Rwanda: understanding current status

Despite the widespread enthusiasm and support for girls' mentoring in Rwanda, findings obtained during data collection suggested a need for caution: the concept of mentorship is differently understood by different actors and implies therefore a multiplicity of initiatives, activities and approaches. As a result, the majority of people interviewed have claimed practicing mentorship without being able to clearly define what their mentorship entails.

3.2.1 A problem of definition

Though the concept 'mentorship' or "mentoring' is common place in organizations working for gender equality in Rwanda, the situation analysis has noticed a multiplicity of meanings and objectives associated with this concept. One of the recurring problems was lack of precision in what mentorship is. In the same vein, opinions vary widely about what a mentor is and what a mentor does and according to the position and/or mandate of each respondent or organization. For instance, from the ideas of some interviewees, "*mentorship equals familiarization of new staff*"¹³. At the National Women Council, mentorship was described as a concept very close to sensitization: "*We encourage girls to join Technical and Vocational Education and Training centers. We go to various schools to raise awareness of girls on existing laws that protect their rights...We attend the parliament's discussions to ensure the budget is gender sensitive*"¹⁴

¹³ Group Discussions with MIFOTRA staff, Kigali, June 24, 2015.

¹⁴ Group interview, NWC, Kigali, June 16, 2015.

No significant difference came out when researchers met with other MIGEPROF key partners regarding the meaning and practice of mentorship. Indicatively, at the WDA, girls' mentorship was understood as well as "*the TVET campaigns*" which aims at encouraging people to join technical and vocation training. Though WDA in partnership with other stakeholders, including MIGEPROF and the World Bank has initiated the Adolescent Girls Initiative, no specific mentorship programme exist Interviews with MYICT and the National Youth Council (NYC) led to the same findings regarding what "mentorship" means. At the NYC for example, mentorship and advocacy for access to bank loan were used interchangeably.¹⁵

From the above findings, it appears clearly that the meaning of mentorship is still multiple and vague. The findings do not make it possible to conclude whether mentorship is about a professional relationship or not; it is clearly confused with communication strategies, including advocacy and sensitization. It is also clear that the distance between the "mentor" and the "mentee" is not taken into account. As such, the role of the mentor is not defined. This confusion suggests a need for a clear definition of what mentorship is; the role of the mentor as well as the expected outcome.

Although the overall picture shows that there is multiplicity of meanings associated with the notion of mentorship and therefore vagueness about what mentorship means, few actors have provided a clear understanding of what mentorship means. From an interview with the National Coordinator of the Forum of African Women Educationalist (FAWE), "girl's mentorship implies a process of empowerment that aims at equipping girls with leadership, life and technical skills in order for them to fit the employment market and overcome cultural degrading traditions, perceptions and complex of inferiority".¹⁶ A similar definition was provided by Akilah Institute for Women emphasizing the psychosocial aspect of mentorship to overcome lack of self-confidence among girls and women in general.¹⁷

3.2.2 Unanimity on the need for girls' specific mentorship strategy

Unlike the multiplicity of practices and meanings associated with mentorship, there is a coherent vision regarding the need to develop a specific mentorship strategy for girls among respondents. A number of convincing reasons were identified as follows.

¹⁵ Interview of July 07, 2015.

¹⁶ Interview of June 30, 2015.

¹⁷ Interview of July 07, 2015.

Lack of self-confidence resulting from discriminatory cultural ideas and practices

Boosting the confidence of young girls may help close the gender gap in school performance and push more skilled workers into the workforce. According to a recent OECD publication, “aptitude knows no gender,”¹⁸ but traditional norms prevent girls from being self-confident. In the same line, academic underachievement is a missed opportunity for growth, economists argue. The interviews and analysis done on this area show some cultural obstacles that hinder the participation of women in all development process with reference to cultural norms:

Discriminatory cultural roles

- Gender roles prescriptions: maintaining the household, child bearing and raising children, and preparing food
- On farm economic activities and market trading
- No inheritance of land and property in the death of parents

The culturally idealized notion of women

- Prescription on what constitutes the voice tone, walk and appearance of a woman;
- Participation of women in public or open discussions among men;
- Negative perceptions of female with strong personality and extroversion
- A woman who has not be beaten by the husband is not a real woman (proverb)
- Woman bearing a child out of wedlock were once punished by banishment, but currently they remain strongly socially stigmatized.

The ability to tap into business, leadership and politics requires expertise, knowledge, and contacts will require cultural reorientation through.

- ✓ To promote the access of women to local, regional and international women groups;
- ✓ To ensure effective participation of women in public discussions;
- ✓ To facilitate the building of capacities of women in business, leadership and politics

A wide body of evidence tells us that low self-confidence to undertake the most promising academic and technical trainings of which girls suffer from begins with parents and teachers among others. Findings from interviews with MINEDUC affiliated structures indicate that girls prefer academic and technical fields perceived as “soft”. Indicatively, TVET statistics show that females represent 45.6% of the total number of secondary technical schools.

¹⁸ See OECD, *The ABD of gender equality in education. Aptitude, behavior and confidence*, PISA, OECD Publishing, 2015.

Non negligible rates of school dropout among girls

Another reason why a specific girls' mentorship strategy is needed emerged from the high rate of female drop out in schools. Statistics from MINEDUC show that the rate of girls' dropout is slightly higher compared to boys: this was 7.2% and 6% in 2012 respectively. Among the factors of school dropout are early pregnancies and lack of appropriate sanitation facilities.

Of the total 66113 students in secondary technical schools, 20,025 are studying accountancy (30.3% of the total technical areas). Among these, females are 15344, representing 76.6% and for 23.4% males. Females represent 76.1%; 64.2% and 61.6% in hotel operations, tourism and secretarial services respectively.

The tendency significantly changes when it comes to so-called "hard" technical domains. For instance, compared to males, females represent 6.4%; 12.5% and 19.4% respectively in motor vehicle mechanics, computer electronics and electricity (93.6%; 87.5% and 80.6% for males)¹⁹.

According to interviewees from MYICT, WDA and MINEDUC, females prefer "soft" fields because they were told they are not skilled to afford "hard" ones. Any mentorship strategy should partly seek to deconstruct such ideas as aptitude knowing no gender. Though girls' completion rate has tremendously increased from 2006,²⁰ testimonies from interviewees show there is still a long way to go. In the words of an education specialist, "*factors that impede girls' education in Rwanda are still many. They range from family poverty to girls household's responsibilities*".²¹

Unsafe and risky jobs

There were strong beliefs among interviewees, particularly those from the education sector that coherent girls' mentorship activities will enable girls to graduate from the most exposing job position. For instance, group discussions with WDA team identified particular risks that females face in a number of employment/job positions. The most cited were services in hotels and other drinking points and domestic work. According to our interviewees, girls working in hotels and "kabare" are highly exposed to unwanted sexual intercourses which often lead to unwanted pregnancies and sexual transmissible diseases.²²

Previous studies in different contexts and in Rwanda show that sexual abuse occurs mostly in a residence, typically that of the victim or perpetrator. Results from a Rwanda Men's Resource Centre (RWAMREC)

¹⁹ Workforce Development Authority, *Report of TVET statistics*, Kigali, December 2014.

²⁰ According to MINEDUC's statistics, female dropout was 12.3% in 2006 while it was 8.6% for boys.

²¹ Interview of June 29, 2015.

²² Group interview of June 29, 2015.

confirm that the home is the common place for acts of GBV with 83.2%, respectively followed by schools (9.8%), the work place (2.4%) and the street (1.9%).²³

Since women constitute a dominant majority of domestic workers, they are understandably exposed to all associated risks more than men are. According to a study by the International Labour Organization, women are 3.8 million of the total 5.2 million of domestic workers in Africa, representing 73.07%²⁴. The same study shows that domestic workers are exposed to several forms of abuse, including sexual abuse.

In Rwanda, 324,661 children of 5-17 years (11.2%) who were involved in economic activities, 52.6% are boys and 46.4% girls, according to the 2008 National Child Labour Survey (NCLS). The NCLS revealed as well that the number of children occupied with household chores considered as child labour reached alarming proportions. This is especially the case for the City of Kigali, where 49.5% of children in employment carry out domestic activities. Statistics showed that the proportion of girls employed in domestic activities was nearly twice as much as that of boys. After the agriculture sector, the second most common work place for children in economic activities was the household. Those children worked either in their own households or were employed in other households. In this latter category, the proportion of children aged 16-17 years was relatively higher (12%). The 2011 EICV3 revealed that 110,742 children within the age group 6-17 were working outside their own households in economic activities for long hours (50 hours per week on average).

Data on whether these children are paid or not are scarce. But considering the big number of girls involved in household work, and on the basis of what interviewees told researchers, one can hypothesize that they are exposed to several risks, including being sexually abused, working for a very low wage and refusal to be paid. From the above, it is believed that mentoring girls in life skills and additional technical knowledge may help them to improve their living standards.

Limited opportunities

Productive, reproductive and domestic responsibilities such as cleaning, cooking and childcare constrain girls' ability to seek other types of employments. They just do not have the time or opportunity to improve their working conditions, or even speak out about the abuses they face on a daily basis. Females also work under the fear of perhaps being assaulted or raped on their way home from work late at night. Previous studies have already shown that *"women and girls tend to have too little time to engage outside the household because they are too busy with domestic chores, as they constitute the main source of household labour"*²⁵.

²³ RWAMREC, *Gender Based Violence baseline study in 13 districts*, Kigali, March 2013.

²⁴ International Labour Office, *Domestic workers across the world: global and regional statistics and the extent of legal protection*, Geneva, 2013.

²⁵ See for instance Gender Monitoring Office, *Baseline Analysis of the Gender Dimensions in the Provision of Agricultural Services in Rwanda*, Kigali, July 2010, p.3.

According to EICV3, Almost all women spend time on cooking and on domestic chores around the home. About half of them also carry out domestic work classified by the International Labour Organisation as an economic activity, including foraging firewood, searching for animal fodder and fetching water. Over half of all women do these tasks and the time spent on them averages 11 hours per week. In all, women spend 20 hours a week on domestic tasks compared with men who spend just 9 hours. While men work an average of 31 hours a week in their paid or for profit jobs, women work just 24 hours; however, when time at work and time on domestic duties are summed, then women work 51 hours a week compared with men who do just 40 hours of work per week. A clear gender role emerges with children and young people. Boys and girls under 10 do equal amounts of domestic work, but as the children grow older girls do more hours than boys. By the age of 15 girls do almost six hours more domestic work than boys.²⁶

This reality suggests girls' opportunities to compete with boys for equal positions in equal conditions are limited. Mentorship programmes aimed at empowering girls and younger women can therefore help them not only to overcome inferiority complex, but also to make rational choice and increase their employability and leadership skills.

3.2.3 Encouraging initiatives at an nascent stage

Although mentorship in general and girls' mentorship in particular is relatively a new concept in Rwanda, the situation analysis has revealed a number of initiatives aimed at empowering girls. Some of them are closely related to mentorship while others will probably have only an indirect effect. These initiative are implemented by both government ministries/agencies and non-government ones.

Mentorship in seven higher learning institutions

In 2014, MIGEPROF initiated and conducted a mentorship programme in seven higher learning institutions²⁷. The main objective of this pilot phase of the program was to equip young women and girls with specific set of skills that will help them to unlock their potential at an early age. The program targets young women and girls in Rwanda and focused on three areas of leadership, career guidance and entrepreneurship. Mentors are selected from women leaders from various institutions, including the Parliament and the private sector. The approach mainly consists in sharing experiences on journey these leaders went through before accessing current positions with a clear intention to help beneficiaries or mentees build self-confidence and demystify gender stereotypes that prevent many females from exercising their full potentials.

²⁶ National Institute of Statistics of Rwanda, *EICV 2010/2011 thematic report*, Gender, Kigali.

²⁷ These are respectively Kibogora Polytechnic, INES Ruhengeri, Institut Supérieur Pédagogique de Gitwe, University of Rwanda Huye campus, University of Rwanda College of Education, ULK Gisenyi, IPB Byumba, Umutara Polytechnic, AUCCA Mudende, and INATEK.

Depending on the profile of the “mentor”, various areas are tackled, including leadership and career guidance. The number of students who benefited from this program in the seven HLI covered is estimated at about 1,321²⁸. But all these are more lectures of opportunity than traditional mentorship sessions. There is neither interaction/follow up between the “mentor” and the “mentee” nor do “mentors” receive feedback from the “mentees”. In addition, some “mentors” were never trained in mentorship while those who received a training were not available at the time of field activities. The mentorship report however does not make it clear which areas those “mentors” were trained in.

Establishment of career guidance

From 2010 to 2014, RDB established career guidance centers in 30 public and private higher Learning Institutions and secondary schools equipped with printers, computers, TV. RDB further trained two mentors per institution and provide them with CDs containing the training materials. The center was placed under the office in charge of academic affairs.

The role of center was to provide the following skills:

- ✓ communication skills
- ✓ confidence building
- ✓ encouraging participants to join different clubs or form new groups
- ✓ sharing information with students; and
- ✓ train student for labour market.

The conception of the project clearly shows these are mentorship and career guidance centres. RDB went on by establishing the council in all sectors. The council is composed of 8 members representing the Public Sector, Private sector, HLIs, students among others. The objectives of the council include skills development for young entrepreneurs, including interpersonal skills, leadership and entrepreneurship skills.

These centres however are not effective. The field work revealed a number of challenges that are likely to prevent the centres from achieving their mandate, including:

- Low ownership by the hosting institutions²⁹.
- Lack of continuity when the centres were transferred to NCBS and therefore poor coordination;
- Lack of coordination at higher level;
- Lack of funds/ budget;

²⁸ MIGEPROF mentorship activity report, Kigali, 2014.

²⁹ The centres are known as “RDB centres”.

- Lack of local capacity in mentorship and career guidance and dependence on external expertise;
- Lack of business plan, and so forth.

In addition to the above, the career guidance centres do not take into consideration the specific needs of girls and women. They are intended to the youth who are still at the university to help them develop career choices regardless of their gender differences.

Promotion of technical skills

Encouraging initiatives have been noticed elsewhere. From discussion with the Private Federation Sector (PSF) officials, efforts are underway to increase employability among the youth and women.³⁰ PSF has 8 specific chambers and two crosscutting ones related to young and women entrepreneurship. In 2004, the federation has started the Business Plan Competition that support 100 business a year. The federation has also initiated the Promotion of Skills Development (PROSKID) that also aims at supporting young graduates who have technical skills. Additional to this is the Industrial Attachment Programme (IAP) which is a 6 month internship programme for young people who have technical skills. According to officials from PSF, 400 young people undertake IAP per quarter and 60% of them end up getting employment contract in the same organization.

However, all these programmes are designed for graduates and do not therefore take into consideration those who are still at the university/college. In addition, the programmes target all young people regardless of their sex and women regardless age groups.

Non-government initiatives

There are several efforts aimed at improving the living conditions of both women and girls from non government organizations. From existing studies, it appears there are increased economic opportunities and empowerment for women. Both women economic opportunities and empowerment are priorities during discussions for new policies and programs³¹. Many women, regardless of the socio-economic status, believe that women's legalized right to land reduces violence against them and progressively ensures economic empowerment.³²

Reinforcing the socio-economic status of Rwandan women is a key feature since the end of the genocide. Key measures intended to increase women economic empowerment include the landmark 1999, and

³⁰ Group interview of June 17, 2015, Kigali.

³¹ See for instance GMO, *Evaluation of the implementation of the 2009-2012 national action plan for the UNSCR 1325 in Rwanda*, Kigali, May 2015.

³² See among other sources, Paul Kagame, Formal address at the International Forum on the *Role of Leadership in Promoting, Accelerating and Sustaining Gender Equality and Women's Empowerment*, Kigali, May 2010.

subsequent 2005 laws, and law no 13/2009 Regulating Labor in Rwanda. As a result, Rwanda women are currently legally recognized as having rights on family property when the land is registered and both spouses' names are on the registration document.

However, the majority of existing initiatives from both the government and non-government structures target women, regardless of their age. In addition, they concentrate on increasing economic opportunities. Little has been so far done in relation to mentorship of girls on issues related to career development, leadership skills and entrepreneurship. Initiatives to address this issue are still too young among non-government organizations. But there are few encouraging examples from FAWE, Umutu, Akilah Institute for Women and Girl Hub Rwanda among others.

FAWE is a pioneer organization in promoting girls education in Africa. In line with its mission of eradicating gender inequalities in education, the organization has initiated "Tuseme" approach that aims at empowering students/pupils with skills to speak out on issues affecting their education and seeking solutions for the same.

FAWE Rwanda has a scholarship scheme of which about 1200 girls in upper secondary level have so far benefited from. In the words of FAWE Rwanda national coordinator "*all beneficiaries of the scholarship are also given a psychosocial mentorship aimed at helping them to develop self-confidence, and acquire leadership and life skills among other things*"³³. Mentors are mainly FAWE alumni members, selected teachers and successful women who play the role of models.

Akhilah Institute for Women deploys similar efforts. The institute prepares students to graduate as leaders and professionals so that they can get job or start their own businesses. Its three-year diploma programs cover three main areas: information systems, entrepreneurship and hospitality management. The institute's curricula cover relevant topics, including leadership and public speaking, entrepreneurship process, and management and entrepreneurship. The institute conducts mentorship related to its objective above. Akilah Institute for Women is formalizing its mentorship activities. An Education Module for Mentors is being finalized and the institute had 36 external (non member of the staff) mentors in 2014.

Girl Hub Rwanda is relatively new. The organization works to infuse girls' voice into policy. With the mission to enable all of Rwanda's one million adolescent girls (aged 10-19) to fulfill their potential, Girl Hub Rwanda work across four areas, namely partnering with leaders to deliver for girls; developing innovations in girl programming; working through its brand platform "Ni Nyampinga" to inspire and enable girls; and generating girl-led insights and evidence.

³³ Interview of June 30, 2015.

Girl Hub Rwanda has a mentorship program known as 12+ Program. The program is designed for girls aged 10-12, created to ensure girls are informed decision makers during the difficult transition into puberty. The weekly curriculum is focused on building their assets and confidence in three core areas: sexual and reproductive health, managing violence, and financial literacy.

3.3 Best practices

Though girls' mentorship or mentoring is still a new practice in Rwanda, the study has listed a number of good practices that are worthy to be known, improved and expanded. These include, but are not limited to:

3.3.1 Existence of female clubs

Existence of female associations and clubs in all higher learning and secondary institutions. These clubs constitute valuable spaces and frameworks for girls' empowerment, exchange and needs identification;

3.3.2 Career guidance centres in place

Creation of career guidance centers in some higher learning institutions. Under the leadership of Rwanda Development Board, career guidance centers were established in a limited number of higher learning institutions. Though the study reveals there is little ownership of these centers by hosting institutions, their own existence represent a significant progress in this domain. The piloting phase can help various interveners to improve them and make them effective;

3.3.3 Girls empowerment initiatives

Girls' empowerment approaches. In relation to developing leadership skills among the girls, among other things, a number of encouraging initiatives have been noticed during the field work. Among these is the "Tuseme" FAWE approach and process. By encouraging girls to identify problems that hinder their wellbeing and to speak out, the approach participates in building self-confidence. In the same vein, several high schools, including Riviera High School have initiated mentorship and speaking sessions for both boys and girls.

Cultural Practices that limit girls and young women

3.4 Key gaps

Findings from the study point to several gaps in relation to mentorship practices in Rwanda. The following are the most important.

3.4.1 Limited understanding of the notion of “mentorship”

It appears from the findings that mentorship has several meanings. Any intervention meant to raise awareness of girls on various issues pertaining to their rights is equated to mentorship. This understanding directly affects the choice of activities that various interveners design for girls. Consequently, there are many organizations that claim doing mentorship but a close analysis suggests they are not. The girls' mentorship strategy should clearly distinguish between what mentorship is and what it is not.

3.4.2 Recruitment of “mentors” and their profile

Except in some cases, in general the findings show that “mentors” that are currently used do not respond to the commonly accepted criteria, including experience and availability. Indeed, the majority of “mentors” have themselves a very limited experience while others do not have time to follow up with their mentees. Some mentees have reported having seen their mentors only once. It is very complicated in such conditions to ensure the programme will lead to the expected results. In some higher learning institutions where mentorship is a new programme, some “mentees” were not even able to describe the role of their “mentors”.³⁴ Our own observation suggests that the dominant majority of “mentors” are women. While these can share their success stories and inspire girls and younger women, they are not necessarily skilled when it comes to career development and entrepreneurship.

3.4.3 Lack of guidelines for mentorship

Basing on discussions held with key organizations practicing “mentorship”, it was clearly observed that many of them have no mentorship guidelines. The practice is therefore left with the “mentors”. Lack of guidelines explains the reason why each intervener uses its own approaches. To face this gap, some organizations that practice mentorship use mentorship manuals/handouts borrowed from different contexts. The mentorship strategy should set guidelines in order to help various interveners to harmonize their interventions, both in terms of content and delivery approaches for those working in the same sector.

3.4.4 Intermittent mentorship activities

The study findings show that mentorship is a discontinuous activity in many organizations. This sporadic character is reflected by the absence of mentorship activities in many strategic plans (where they exist) and action plans. Consequently, “mentees” who were interviewed by researchers reported having spent months and in some cases years without meeting their “mentors”. Since the mentor is expected to play the role of “coach”, a prolonged separation from the “mentee” negatively affects the “learning process”. From the field

³⁴ Field data, June-July, 2015.

findings, there is a disconnection between the two parties. In many cases, “mentees” were neither able to recall the names of their “last” mentors nor do they have their contacts.³⁵

3.4.5 Group mentorship

While group mentorship is not a problem per se, the ratio mentor-mentee counts. Group mentorship significantly affects the time of individual sharing, specialty need, especially when the group is big. In the context of higher learning institutions in Rwanda, it came to the attention of researchers that some “mentorship” sessions involve more than one hundred at once. While the standard ratio is one to four (1 mentor for 4 mentees)³⁶, such a ratio does not leave time for personal sharing. It obviously also affects the quality of mentorship interventions since it ignores individual needs of the mentees. This is the reason why current mentorship practices in higher learning institutions look more like lectures of opportunity than traditional mentorship sessions.

3.4.6 Lack of personal data of the “mentees”

According to mentors that researchers were able to speak to, specifically those from higher learning institutions, there is no background information regarding “mentees” or students placed under their mentorship. This situation implies that current “mentorship” practices are too generic. In these conditions, one can hardly believe that specific needs of “mentees” are being addressed.

3.4.7 Missing prior needs assessment

The previous point shows that mentorship practices in Rwanda are too generic. This is mainly due to the fact that needs assessment must precede implementation of “mentorship” activities. Current interventions are based on general assumptions and do not therefore tackle specific needs. The situation is particularly true when it comes to activities related to career guidance, leadership and entrepreneurship skills.

³⁵ Field data, June-July, 2015.

³⁶ See for instance National Mentorship Partnership, *How to build a successful mentorship program using the elements of effective practice*, Alexandria, USA, 2005.

Table 1: Summary of Observations from Mentees and Institutions

Mentees	Institutions
Lack of self-confidence /self-esteem orchestrated by discriminatory cultural practices	Limited understanding of the notion of mentorship
High female school dropout	Recruitment of self-motivated mentors
Exposure to Unsafe and risky jobs	Lack of guideline for mentorship
Lack of capacity & Limited opportunities	Truncated Mentorship
	Group mentorship
	Lack of mentees' personal data
	Missing prior need assessment

CHAP. IV. CONCLUDING REMARKS

Given the relatively new character of mentorship activities in Rwanda, the study findings show that related practices do not meet significant number of best practice criteria. Though the study was able to identify some success stories (including the establishment of mentorship centre in higher learning institutions, and creation and scaling up of girls clubs in various education institutions) a lot is still to be done.

The notion of mentorship itself appears confusing for many actors. For some, it is closely related to sensitization and awareness raising activities, while others visibly related it to lectures of opportunity and group discussions. Approaches used vary depending on each intervener, while the content is widely influenced by each organization's choice. Lack of national standards and guidelines for mentorship have contributed to the emergence of individual organization's approach.

Activities and practices related to mentorship or described as such are not adapted to individual mentees' needs since little has been done to document their specific needs. In the majority of cases, "mentorship" sessions are conducted in big groups. While this does not make it possible to address each individual's mentorship needs, it given many girls and younger women the opportunity to attend such sessions. Overall, mentorship sessions cover a multiplicity of areas, including reproductive health, female legal rights awareness, women economic empowerment, and leadership skills to some extent. Girls' career guidance and entrepreneurship skills have so far benefited little attention. In addition, existing initiatives on economic empowerment have so far concentrated on women, not girls.

The MIGEPROF's mentorship program in higher learning institutions was described as an excellent initiative by all respondents. Its focus on girls and younger women at university was seen as an added value since the majority of existing initiatives have mainly targeted women.

PART II: GIRLS AND YOUNG WOMEN MENTORSHIP STRATEGY

CHAP. V. PRESENTATION OF THE STRATEGY

This chapter presents the key principles of girls and young women mentorship strategy. It also defines the strategic objectives as well as costed main activities of the strategy.

5.1 Strategy rationale

The field research shows that programs for young women and adolescent girls in Rwanda have traditionally focused on sexuality, reproductive health, and behavior, neglecting the broader social, political and economic issues that underpin adolescent girls' human rights, leadership and self-fulfillment. Across Rwanda, there is an extensive and expanding range of mentoring activities supporting young people and providing positive outcomes; however this has been done in ad hoc manner. This would be more effective if all actors have the same understanding of different concepts involved in mentorship program.

The situation analysis shows different good practices and points to significant gaps that currently characterize mentorship or similar programs in Rwanda. This strategy attempts to suggest a more comprehensive and harmonized way of mentoring young women and girls with a particular focus on career guidance, leadership and entrepreneurship. It also recommends areas of concerns while developing strategy for effective mentorship programs in the above mentioned areas.

5.2 Goal, Strategic Objectives and Guiding Principles of the Strategy

The Ministry of Gender and Family Promotion is mandated to ensure strategic coordination of policy implementation in the area of gender, family, women's empowerment and children's issues. To achieve this mandate, the ministry needs to develop a number of working tools, including this strategy.

5.2.1 Goal of Girls and young women mentorship Strategy

The purpose of the girls and young women mentorship strategy is to establish a clear framework for identification, implementation and coordination of interventions designed to achieve mentoring programs aimed at empowering girls and younger women mainly in the areas of career

guidance, leadership, and entrepreneurship. The framework provides clear strategies to enable smooth conduction of mentorship programs for young women and girls in Rwanda in the above listed areas.

6.1 Thematic Areas of Strategic Priorities

Strategic Approaches and Priorities

In order to address the critical challenges confronting the girls and young women in Rwanda, MIGEPROF decided to craft a strategic direction to address the issue of Mentorship for Young Women and Girls in Rwanda. It is in response that these thematic areas of priorities were identified and developed:

(4) Strengthen and empower the inherent capacities of the girls and young women through mentorships in leadership, career guidance, and entrepreneurship

(5) Accelerate girls and young women social economic transformation through accessibility to female scholars, innovators, political leaders, job opportunities, investment networks, and entrepreneurs

(6) Address societal social and cultural foundations (ideas and practices) that limit Girls and Young Women social Interactions through career guidance

Outcome 1: Strengthen and empower the inherent capacities of the girls and young women through mentorships in leadership, career guidance, and entrepreneurship.

Output 1: Girls and young Women inherent Capacities: Skills and Attitude are built through Mentorship in Business, Leadership, and Career guidance.

1.1 Develop and adopt Mentorship Intervention mechanisms for capacity building at local & national level.

1.2 Develop and validate mentorship tools and guidelines manual.

1.3 Identify seasoned mentors and train potential mentors (ToT) to rollout the program.

1.4 Identify and develop Memorandums of Understanding with potential Partners to support the National Mentorship program.

1.5 Undertake mapping of all actors (mentees) involved in mentorship interventions.

Output 2: Stimulate and Encourage accessibility to Entrepreneurs and Business Development

- 2.1 Identify and train the different cohorts of mentees in entrepreneurship, business development, leadership, investment & management skills and career guidance.
- 2.2 Design and organize seminars and workshops on mentorship in entrepreneurship, business management, and leadership.
- 2.3 Identify and recommend business internship and attachment opportunities to young women and girls.
- 2.4 Identify TVET centers and train potential mentors (ToT) to rollout the program

Output 3: Provide Logistics for networking with labour market, NGOs and Government for ideas exchange

- 3.1 Organize a national seminar to exchange ideas on effective leadership, mentorship and entrepreneurial skills development.
- 3.2 Identify and classify self-motivated mentees for employment possibilities in the labour market, government institutions, and NGOs.
- 3.3 Identify key business potentials in different sectors and recommend/encourage mentees to exploit.
- 3.4 Design and organize seminars/workshops on entrepreneurship, business management skills and idea exchange.
- 3.5 Evaluate the impact of business mentorship interventions on young women and girls' success in business among the mentees

Outcome 2: Accelerate girls and young women social economic transformation through accessibility to female scholars, innovators, political leaders, and entrepreneurs.

Output 1: Increase girls and young women's access to local, national and regional successful female politicians, leaders, scholars, innovators, entrepreneurs, CSOs, and NGOs.

- 1.1 Invite reputable female academic scholars, politicians, innovators, and entrepreneurs to address young women and girls students, female bodies and clubs;

- 1.2 Partner and support national and regional bodies that mainstream gender issues and mentoring in planning and reporting gender scholastic, political, and entrepreneurial activities;
- 1.3 Support and improve access to local and regional female entrepreneurs, innovators, and political leaders for mentorship and role models;
- 1.4 Organize mentorship club, film show and information day to show support for gender mentorship, and freedom from ignorance and network poverty;
- 1.5 Adopt cost-saving mechanism that makes information on mentoring accessible and affordable;
- 1.6 Encourage interlink between entrepreneurs and girls/young women for practical skills & ideas sharing.

Outcome 3: Address Societal Social and Cultural Foundations (ideas and practices) that limit Girls and Young Women Social Interactions

Output 1: Establish a functional Center to support and promote social-culture and values orientation for girls and young women

- 1.1 Carry out an inquiry of areas of mentorship need among female mentees to determine their areas of interest: entrepreneurship, innovations, politics, and leadership to free them from ideas and practices that limit girls' social interactions.
- 1.2 Allocate a Center or venue for cultural re-orientation.
- 1.3 Develop modules for cultural reorientation on ideas and practices that limit self-confidence, self-esteem, development, and opportunities for social interactions.
- 1.4 Conduct a workshop training for girls and young women on how to use the internet for social interactions.

Output 2. Provide accessibility to basic education and literacy needed for teaching gender social inclusiveness, freedom from ignorance and illiteracy

- 2.1 Organize local, national and regional study visit to other Centres inside and outside Rwanda towards creating awareness and facilitating interest in gender social inclusiveness.
- 2.2 Organize sports and competition activities to promote and recognize gender social inclusiveness.
- 2.3 Develop and validate academic materials for primary, secondary and university on gender

social inclusiveness, freedom from illiteracy and ignorance.

5.4 Guiding Principles for the implementation of National Strategy for mentorship of girls and young women in Rwanda

Mentorship: Mentoring can be described as a developmental process which may either involve a transfer of skills or knowledge from a more experienced to a less experienced person through learning, dialogue and role modeling, or a learning partnership between peers. This is therefore the recommended definition under this Strategy, and while different methods and approaches could be applied in Mentorship, undertaking Mentorship for Young Women and Girls in Rwanda will be guided by these two approaches:

Group Versus Individual (One-one) Mentorship

Mentorship can be provided to a group of people (group mentorship) of the same learning interest or to a single individual (one-on-one mentoring). The choice to use either of the approaches varies largely from situation to situation and each option has its merits and demerits as summarized below;

In this Context, the Implementing Institutions of this Mentorship Strategy for Young Women and Girls will have to choose the best approach to use depending to on the time, budget and target group in reference to the two approaches below:

Individual mentoring approach: This takes place between one party (called the mentee) and the other party (called the mentor). **The main advantage of individual mentoring programs** is that the topics to be explored are client driven. This means that individual mentoring is tailor-made for the specific needs you wish to cover as agreed upon between the mentor and the mentee. Individual programs offer the greatest flexibility as they can be adjusted to explore the current issues in one's life. Because it is personalized, it is possible to delve more deeply into a particular issue or personal problem that you wish to work on. Unfortunately, since this is done on an individual basis, the cost associated with individual mentoring is greater than group coaching.

Group mentoring approach: This takes place between a mentor and an association of individuals whose purpose is to promote professional development of its members in identified fields of needs. This group-oriented approach provides numerous kinds of benefits including information sharing, advice, social support, coaching, counseling and empowering individuals to greater competency.

Group coaching allows individuals to share the mentor's time with others, so the cost per session is lower and more affordable. Further, another benefit of group mentoring is that it allows participants to listen in on other people's questions which often are relevant to their own life, presenting an opportunity for all participants to explore areas that on an individual basis they may not have even considered.

Group mentoring approach provides greater exposure to multiple levels of expertise and knowledge as each participant brings their own competencies to the group that can be shared. Further, diversity within the group brings a diversity of perspective to issues enhancing participants

learning and an understanding of how teams operate. This approach requires less commitment of resources than formal 1-on-1 mentoring programs.

However, the drawback might include, each group member having different needs that must be balanced against the overall group needs. Further, the approach does not offer the “personal” relationship that is the hallmark of a 1-on-1 mentoring relationship. Most importantly, the element of confidentiality and safety may not be achieved to the level possible like in a 1-on-1 relationship, thus limiting the extent in which a member takes risks and learns.

How mentorship should be undertaken: The mentoring process involves a series of meetings where the mentoring pair engages in focused discussions that are driven by the mentees objectives and the specific program goals. At the end of each mentoring session and before the beginning of the next session, key actions are agreed upon and between sessions, the mentee undertakes the agreed actions. These actions, and the experiences and issues faced by the mentee while undertaking them, become the focus of the next mentoring conversation.

In general, the mentoring session should be conducted in a comfortable atmosphere, stimulating the mentee and working with them to develop and reach their goals. In preparing for the mentoring sessions, the following should be taken note of:

- **Identify a strategic purpose for mentorship:** Every mentoring program should have a strategic purpose. This offers mentors and mentoree a foundation upon which they can build their relationships. If for example the purpose is to build leadership credentials in young girls and women, mentees should expect this as the focus of the relationship.
-
- **Agreement with the mentee:** It is important if the mentor agrees with the mentee(s) beforehand on the topic(s) for discussion for the proceeding mentoring session. This may involve a review of the previous session, if applicable, and what has happened ever since the last point of contact for the ongoing sessions. Picking the right topic of discussion is really important, so the mentee should take a bit of time to explore if this is a significant issue which will make a difference to the mentee.
- **Capacity enhancement:** It is important to offer training and provide orientation to new mentors and mentees about to enter that relationship.
- **Safe environment:** One needs to develop and foster a safe environment for mentorship to take place. Understand that mentoring is developmental relationship where feelings, thoughts and emotions come into play. Therefore, for honest discussions to take place, both the mentor and the mentee must feel safe with one another and within the general environment where the mentorship is undertaken. The environment should facilitate building of trust between the two parties for them to share issues and real obstacles affecting them.

- **Early indication of topic of discussion:**The mentor should share with the mentee the mentoring resources ahead of time to generate enough discussion from an informed point of view such as resource materials on effective public speaking (if that is the topic of the day), etc.
- **Evaluation:** There could be either midterm or end terms evaluation of the results at the end of each mentoring program/session, focusing on what worked and what didn't work and why that was the case. The findings should help make necessary adjustments accordingly before the next mentoring program. Evaluation can be done by a mentor or an external third party to bring in fresh new perspectives.

Rules, procedures and code of conduct for professional mentoring

- **Confidentiality:** The discussions between a mentor and the mentee should be considered confidential. A mentor ought to be careful about sensitive personal issues they discussed with their mentee. The mentee's personal or family life may be difficult to discuss, particularly early in the relationship. Your mentee may be ashamed of poor school performance, family culture and religion, financial problems and so on. It is important not to measure the success of the relationship by the extent of the mentee's disclosure.
- **Enforcing discipline:** A mentor is not supposed to administer physical discipline, use of abusive language or fixing ultimatums. In cordial and calculated manner, the mentor could explain to their mentee why they find his/her behaviour unacceptable.
- Don't give your mentee the silent treatment to solve the problem. Discuss your concerns with the mentee and propose remedial actions that are not pre-judicial and not hurting either party.
- **Defining the boundaries:** Mentors should provide their services to beneficiaries in areas only within the boundaries of their competence, based on their professional education and training, study, and professional experience. In other cases, where appropriate, they ought to cooperate with other professionals by making appropriate referrals in order to serve clients effectively.

Professional mentorship should be undertaken by an experienced and skilled mentors following a strict code of conduct to ensure ease of the relationship between the mentor and the mentee. There is no globally approved code of mentors conduct as these may vary from group to group and from society to society. However, at a minimum, the mentor should conform to the following set of ethical values for successful mentoring to take place:

- Seek to create the right environment for the coaching / mentoring to take place.
- Make and honor clear agreements with clients and where appropriate with the Sponsor organisation.
- Maintain strict levels of confidentiality with all client information, unless required by law to disclose certain information.

- Not make untrue or misleading statements (for example, concerning qualifications, competence levels, outcomes from the coaching or mentoring process, etc.).
- Not take credit for the work of others.
- Not take advantage of clients in any manner (e.g. financial, sexual, etc).
- Avoid any conflicts of interest.
- Each professional coaching and/or mentoring organisation subscribing to this Code of Conduct shall have an organisation and procedure in place to monitor and deal with cases of alleged breach.
- The Mentor will acknowledge the dignity of all humanity. They will conduct themselves in a way which respects diversity and promotes equal opportunities.
- The Mentor is committed to functioning from a position of dignity, autonomy and personal responsibility.

In summary, the mentor's code of conduct should cover the following among other thematic areas:

- **Competence.** Ensure that their level of experience and knowledge is sufficient to meet the needs of the client/Mentees. They should ensure that their capability is sufficient to enable them to operate according to this Code of Ethics and any standards that may subsequently be produced.
- **Context:** Ensure that the expectations of the client and the sponsor are understood and that they themselves understand how those expectations are to be met.
- **Boundary Management:** Seek to create an environment in which client, coach/mentor and sponsor are focused on and have the opportunity for learning. At all times operate within the limits of their own competence, recognize where that competence has the potential to be exceeded and where necessary refer the client either to a more experienced coach/mentor, or support the client in seeking the help of another professional, such as a counselor, psychotherapist or business/financial advisor.
- **Integrity:** Maintain throughout the level of confidentiality which is appropriate and is agreed at the start of the relationship. Disclose information only where explicitly agreed with the client and sponsor (where one exists), unless the mentor believes that there is convincing evidence of serious danger to the client or others if the information is withheld.
- **Professionalism:** Respond to the client's learning and development needs as defined by the agenda brought to the coach/mentoring relationship. Not exploit the client in any manner, including, but not limited to, financial, sexual or those matters.

In addition to the above, within the professional relationship, the mentors will ensure that the duration of mentoring contract is only as long as is necessary for the client/sponsor at all times; strive to recognize personal issues that may impair, conflict, or interfere with Mentoring performance or relationships; and whenever the facts and circumstances necessitate, the mentor should maintain the strictest levels of confidentiality with all client and sponsor information.

The implementation of this strategy is guided by the following principles:

- ✓ Mentorship of girls and women is an integral part of the core functions of the stakeholders program rather than a punctual intervention. Deliberate efforts will be made to ensure that interventions under this strategy are integrated into the mainstream programmes. The strategy re-echoes government commitment to promote and empower girls and young women for self-reliance;
- ✓ Girls and young women mentorship will require partnerships between public and private sector actors to work together to ensure that girls across all levels are mentored and empowered;
- ✓ Girls and young women mentorship will require an inter-ministerial approach bringing together the key ministries i.e. MIGEPROF, MYICT, MINEDUC, MIFOTRA and MINECOFIN among others;
- ✓ Successful implementation of the this strategy will require commitment of requisite resources (Human and financial) to facilitate harmonization, coordination, dissemination, popularization, and implementation of interventions to empower girls and young women through mentorship;
- ✓ Regular upgrading of data and knowledge to inform programming for mentorship program will be required. Mid – term review and the revision of the strategy every after 5 years is central in assessing trends in mentorship programme, documenting success stories and lessons learnt, capturing new concerns as well as inform contemporary programming in this matter;
- ✓ Continuous capacity building of key actors in girls and young women mentorship program is needed to ensure productive, mentorship;
- ✓ Girls and young women are central to their own development and self-actualization, and hence the need for emphasis on reinforcing their identity, and self-esteem to create a positive mind set;
- ✓ Girls and women do not constitute a homogenous category. The vulnerability worsens in specific situations such as of disability, orphanhood and residence in hard to reach areas, age groups, family conflict profile, hence requiring targeted interventions.

5.5 Program Design

Organizational support: For success, mentorship programs need good support from the leadership in an organization. This support is best obtained from the start in order to demonstrate and model the organizational support for mentorship, and to ensure that adequate financial resources are committed to the mentorship program.

Planning: A standard one-size-fits-all mentorship program does not work in all contexts. Programs based on good practices and lessons learned from earlier efforts, and then adapted to fit the unique context of the organization(s) involved, are likely to produce more success. At the outset and based on past good practices, new mentoring programs require a clear mandate, specific goals and objectives, and benchmarks for evaluating the program. Program objectives should be tied to strategic and operational directions of the organizations and be aligned to Rwanda national strategic documents. More time spent in planning at the beginning are likely to lead to great success for the program

Approaches to mentoring: Each institutions/organization may apply its own mentorship approach/model depending of its context. However, the model/approach should be interactive and for easy follow up between the mentor, there should also be a systematic way of receiving feedback from the mentees.

Structure: Well-structured programs that match organizational culture and program goals have a better chance of succeeding than less formal ones that rely on intuition and the strength of individual mentor-mentee relationships. Objectives, selection criteria, selection process, roles and responsibilities, length of the mentoring relationship, meeting schedules and reporting, follow-up by the coordinator, and evaluation can be included in a formal program structure.

5.6 Program Co-ordination

Skilled coordinators. The situation analysis reveals that not all people currently in charge of mentorship are knowledgeable. Credible, well-respected program coordinators with diverse skills are one of the keys to ensure the success of a mentorship program. Good relationships between program coordinators and stakeholders who support and champion the program increase success. The coordinator should build relationships with mentors, sponsors, champions and

other supporters, to support and follow-up those relationships, and to ensure that they are evaluated.

Adequate time and financial support: Time and financial resources are key factors of success for any mentorship programme. Overwhelmed coordinators/mentors are likely not to produce the expected outcomes.

Data collection and reporting: A systematic and comprehensive system of data collection and reporting will allow for timely corrective measures and credible evaluation exercises.

Networking: Networking between mentorship program coordinators and managers provides opportunities for comparing practices from program to program, and sharing approaches and tools developed to address common challenges. Co-coordinators benefit from the personal support and encouragement exchanged, and incorporating others' successful practices enhances their programs. Co-coordinators also learn from their advisory committees, and can tap into committee members' networks for support and recruitment.

5.7 Mentorship key guidelines

In addition to the above overall strategies/activities that are aimed at delivering effective mentorship to younger women and girls, there are additional specific actions that various actors can develop and implement.

In order to ensure responsible professional practice, the coordination must require all individuals involved in career guidance, leadership and entrepreneurship for girls and women to adhere to the following guidelines:

- **A model free of sex bias:** Mentors must be aware of the assumptions underlying various theoretical approaches to the practice of career guidance, leadership and entrepreneurship and recognize that such theories may apply differently to women and men. They should continue to examine theoretical bases and assumptions underlying their practice to ensure that they utilize theories and models which are free of sex bias and sex role stereotypes and promote the realization of full potential by girls and women;
- **Mentee-centered and open process:** Field data suggest that mentorship activities in Rwanda are predominantly determined by implementing organizations and that the mentees play a very limited role. They should not ascribe preconceived limitations on the

- direction or nature of potential changes or goals in guidance with younger women and girls. In particular, mentors should ensure that career choice is an open process and that no individual is limited by gender, age, disability, or religion, from the exploration of any career option. In addition, it is important to recognize that there are circumstances where mentees will have a preference for a same or opposite-sex mentor, whenever possible, mentee should be given the opportunity to choose the mentor with whom they will work;
- **Use of gender sensitive mentors:** Mentors must be knowledgeable about support services available to younger women and girls (e.g., child care, legal aid, health care, transportation, emergency services) and assist clients in accessing community resources which are suited to their needs. Where significant gaps are identified in support services available to women, counselors may initiate or act as catalysts for the development of such support systems in their communities. From the field research, it seems some careers councilors/advisors are not knowledgeable regarding existing gender equality and affirmative measures in Rwanda. In addition, mentors must understand that the source of mentee difficulties often rests not only in the girl/woman herself but also in situational or cultural factors which limit her concept of self, her aspirations and the opportunities available to her. Career mentors should recognize and be sensitive to the impact of stereotyping, prejudice and discrimination on the basis of gender among other things and work to counteract the negative effects of such attitudes and actions;
 - **Formal and continuous training for mentors:** The situation analysis clearly shows that many “mentors” have never been trained on how to mentor themselves. In many cases, there are no assigned mentors. The role is punctually assigned not to people who have the necessary skills, but to those who are available at the time of “mentorship”. This situation does not allow for effective mentorship. Mentors should continue throughout their professional careers to gain knowledge and awareness of social, biological and psychological influences on female development in general and their career development in particular. As part of their ongoing professional development, mentors should continue to inform themselves about specific issues which may have an impact on the career decision-making of girls/women (for instance, balancing vocational and family roles, issues related to training and employment of women in non-traditional occupations, family violence, sexual harassment and sexual assault), as well as acquiring knowledge which is

- relevant to mentoring particular sub-groups, such as women with disabilities, women who are infected and/or affected by HIV/AIDS, etc.;
- **Group and individual mentorship:** While in some circumstances group mentorship activities may be extremely relevant, in other conditions, individual guidance and private spaces provide mentees with exceptional opportunity to express freely their needs, fears, wishes and ambitions;
 - **Evidence-based mentorship:** Mentorship programming should be informed by credible data and information, collected on regular basis.

5.8 Mentor–Mentee Relationship

Relationships are key: The mentor mentee relationship is the core of all mentorship programs. It is built on trust, confidentiality, mutual commitment, flexibility, and a willingness to make time for the relationship. A clear code of ethics that fosters a positive relationship while addressing the risks in such relationships is important. Early discussion of goals and expectations is a key success factor for the relationship. Allowing enough time for relationship development builds the necessary trust for challenges and problems to be addressed by the mentoring pair. Finally, it is important to ensure that both mentors and mentees remain the focus of the program.

Recruitment of mentors: High-quality mentors are one of the most important factors in achieving success. Effective recruiting and screening processes are needed to ensure that good mentors are recruited. Ongoing support by program coordinators helps maintain interest and commitment of mentors; champions and mentor-leaders can support this effort. Initiatives to help current managers and administrators see that they are sufficiently skilled to mentor, and to encourage more women to mentor, are needed to build the mentor pool.

Mentor roles: In general, mentors assist with career development; provide leadership and entrepreneurship support, and model competencies. The specific mentoring activity depends on the focus of the mentoring program. In general, the mentor is expected:

- To develop a positive relationship with a mentee;
- To help an individual develop competence and ambitions;
- To be sensitive to a diversity of backgrounds, cultures, and experiences of mentees;

- To gain experience which will prove useful in other areas of life;
- To become energized through a helping relationship;
- To communicate the mentor's life experiences and insights to the mentee; and
- To develop a network of support for the mentee.

The mentor is also expected to execute the following:

Training: Providing training is a good practice for creating effective relationships between mentor and mentee, building trust, creating good lines of communication, and helping mentoring pairs learn to make good use of their time together. Ideally, adequate mentor preparation is an important risk management issue to ensure that safe, appropriate mentoring relationships develop. The minimum recommended initial training is two hours. For group mentorship model it is important to keep small number for proper management. Maximum of 14 members is recommended. This simply ongoing coordinator follow-up with the mentoring members provides essential individual training to participants.

Technology: Online communication can be a useful tool for fast and inexpensive communication, reducing barriers for rural and isolated mentors and mentees. Mentoring via telephone and video-conferencing are other potentially very useful mentoring “technologies.” In fact, some commercially available tools have been developed to support online mentoring. However, all of these technologies work best in support of other opportunities for mentoring pairs to communicate (eg. face-to-face, and during group training and networking opportunities). As well, more complex issues are more successfully addressed in face-to-face meetings.

Evaluation: Evaluation of mentoring programs is essential. It provides key information to actors involved of the program, keeping them engaged as champions and financial supporters of the program. Evaluation allows for improvements to be made to the program, based on the experience. Improvements can also incorporate lessons learned from other mentoring program evaluations.

Evaluation should be included in initial program design, be based on the goals and objectives of the program, and allow for measurable outcomes. It is important to stress that the program, not the participants, is to be evaluated. Outcomes such as achievement of program

objectives, impact on strategic and operational priorities of the organization, level of participant satisfaction, effectiveness of the support services provided, feedback on what is working, achievement of individual learning objectives, impact on the career of the mentees, and success of individual mentoring relationships could be examined. In all this, the role of the mentor is critical.

Logical framework for the National Mentorship Strategy for Young Women & Girls

Objectives	Indicators	Target					Data source	Methods of data collection	Cost Estimate	Responsible Institutions
Outcome 1: Girls and young Women Empowered through Mentorship, Leadership, and Entrepreneurship Training										
PURPOSE: Build the self-confidence of girls and young women through capacity strengthening in skills and attitude, market network building, mentorship, coaching and leadership training, and entrepreneurship	Number of training conducted to build self-confidence, mentorship & access to business development, and market network	2015	2016	2017	2018	2019	Baseline/final evaluation reports	Training, mentorship reports and Observation	30,000,000	MIGEPROF NYC RGB RDB IMBUTO RCA MINICOM
	% increase of girls & young women who have access to entrepreneurs, political leaders and female scholars	70%						Logbook of Mentorship and Training report	5,000,000	MIGEPROF NYC RGB RDB IMBUTO
	Number of girls and young women that are knowledgeable on mentorship and entrepreneurial skills	10000						Post training report	7,000,000	MIGEPROF NYC RGB RDB IMBUTO
Output 1: Girls and young Women inherent Capacity: Skills and Attitude built through Mentorship in Business, Leadership and Career guidance										
1.1 Develop and adopt Mentorship Intervention mechanisms for capacity building at local & national level	Number of intervention tools developed	1	3	0	0	0	Tools Reports	Validations, Interview and focus group discussion	5,000,000	MIGEPROF RIM GMO NWC
1.2 Develop and validate mentorship tools and guidelines manual	Number of validated mentorship tools & manuals	0	3	0	0	0	Validation Reports	Observation	10,000,000	MIGEPROF IMBUTO GIRL HUB CARE INTERNATIONAL
1.3 Identify seasoned mentors and train potential mentors (ToT) to rollout the program	Number of persons trained	10	12	5	5		MoU or Reports	Observation	10,000,000	MIGEPROF IMBUTO GMO
1.4 Identify and develop Memorandums of Understanding with potential Partners to support	15 Partners identified	15	2	4	4		MoU/Letter s of acceptance	Observation	5,000,000	MIGEPROF GIRL HUB IMBUTO NWC

the National Mentorship program										PROFEMMES
	Number of MoU signed	3	2	2	2		MoUs		5,000,000	MIGEPROF MINCOM IMBUTO NWC RCA
1.5 Undertake mapping of all actors (mentees) involved in mentorship interventions	Number of mentees identified from Government institution, NGOs, and CSOs	200	250	400	400	400	Survey list and letters	Documentations	10,000,000	MIGEPROF IMBUTO RCA
Output 2. Stimulate and Encourage accessibility to Entrepreneurs and Business Development										
2.1 Identify and train the different cohorts of mentees in entrepreneurship, business development, leadership, investment & management skills, and career guidance	Number of training conducted	2	6	6	6	6	Training report	Observation	15,000,000	MIGEPROF RDB IMBUTO RGB
	Number of regional field tours or visits conducted	1	1	1	1	1	Visit report	Observation	10,000,000	MIGEPROF RDB IMBUTO RGB
2.2 Design and organize seminars and workshops on mentorship in entrepreneurship, business management, leadership and career guidance	Number of seminars conducted	0	1	1	1	1	Workshops report	Observation	13,000,000	MIGEPROF RDB IMBUTO RGB RIM
	Number of workshops conducted	0	1	1	1	1	Workshop report	Observation	9,000,000	MIGEPROF RDB IMBUTO RGB RIM
2.3 Identify and recommend business internship and attachment opportunities to young women and girls	Internship or attachment Conducted	0	10	10	15	15	Internship reports	Documentations	10,000,000	MIGEPROF RDB IMBUTO NWC BDF
2.4 Identify TVET centers and train potential mentors (ToT) to rollout the program	Number of centres identified and Mentors trained	2	5	5	5	5	Training Report	Documentation	14,000,000	MIGEPROF WDA RDB MINEDUC

Output 3. Provide Logistics for networking with labour market, NGOs and Government for ideas exchange										
3.1 Organize a national seminars to exchange ideas on effective leadership, mentorship and entrepreneurial skills development	Number of national seminars organized	0	1	1	1	1	Seminar report and attendance list	Documentation	15,000,000	MIGEPROF IMBUTO BDF MINICOM
3.2 Identify and classify self-motivated mentees for employment possibilities in the labour market, government institutions, and NGOs	Database of identified persons	0	300	400	400	400	Survey report	Documentation and Observation	5,000,000	MIGEPROF MINIFOTRA RDB RCA
3.3 Identify key business potentials in different sectors and recommend/encourage mentees to exploit	Number of identified business venture	20	50	50	50	50	Feasibility study	Observation	9,000,000	MIGEPROF PSF RDB BDF
3.4 Design and organize seminars/workshops on entrepreneurship, career guidance and business management skills and idea exchange	4 Workshops organized per year	0	1	1	1	1	Attendance list, workshop reports	Observation	7,000,000	MIGEPROF PSF MINICOM NWC
	1000 girls & young women trained or in attendance	100	200	200	250	250	Attendance list, workshop reports	Documentation	5,000,000	MIGEPROF PSF PROFEMME NWC
3.5 Evaluate the impact of business mentorship interventions on young women and girls' success in business among the mentees	M&E or tracer study			1			M&E report	Documentation	18,000,000	MIGEPROF RDB MINICOM IMBUTO BDF

Objectives	Indicators	Target					Data source	Methods of data collection	Cost Estimate	Responsible Institutions
Goal: Accelerate Girls and young Women Social Economic Transformation through accessibility to female scholars, innovators, and political leaders										
PURPOSE: Increase girls and young women accessibility to networks of successful female politicians, innovators, scholars and entrepreneurs within and outside Rwanda for mentorship.	Number of girls and young women who gained self-confidence, self-awareness and relevance at the end of the project.	2015	2016	2017	2018	2019	Final evaluation	Observation	10,000,000	
	% increase of girls & young women who participated in public functions, awareness programmes and politics	70%					Attendance lists	Documentation	11,000,000	MIGEPROF IMBUTO NWC FAWE CARE INTERNATIONAL
	Number of girls and young women in public official position, innovators, scholars and entrepreneurial activities	10000						Report	17,000,000	MIGEPROF IMBUTO NWC FAWE CARE INTERNATIONAL
Output 1: Increase access of local, national, regional successful female politicians, innovators, entrepreneurs, managers, and role models										
1.1 Invite reputable female academic scholars, politicians, innovators, and entrepreneurs to address young women and girls students, female bodies and clubs	Number of invitations per year to female scholars, politicians, innovators & entrepreneurs	0	1	1	1	1	Invitation letters and attendance list	Observation	5,000,000	MIGEPROF IMBUTO MINEDUC UN WOMEN NWC Women for Women International
1.2 Partner and support national and regional bodies that mainstream gender issues and mentoring in planning and reporting gender scholastic, political, and entrepreneurial activities	Number of MoU signed with local and regional bodies	2	1	3	2	1	Signed MoUs	Observation	5,000,000	MIGEPROF GMO PSF NWC IMBUTO
	Number of regional Centres and bodies visited	0	1	1	1	1	Visit report	Observation	5,000,000	MIGEPROF GMO PSF NWC IMBUTO

1.3 Support and improve access to local and regional female entrepreneurs, innovators, and political leaders for mentorship and role models.	Number of girls and young women who have access to the female investors, and leaders as role models	0	100	300	300	300	Access report logbook	Observation	5,000,000	MIGEPROF RDB RGB IMBUTO PSF
1.4 Organize mentorship club, show and information day to show support for gender mentorship, and freedom from ignorance and network poverty	Number of shows and club events conducted	2	3	3	3	3	Shows and Club reports	Observation	15,000,000	MIGEPROF Women for women international NWC FAWE MINEDUC CARE International
	Number of information day events held	1	1	1	1	1	Events report	Observation	15,000,000	MIGEPROF Women for women international NWC FAWE CARE International
1.5 Adopt cost-saving mechanism that makes information on mentoring accessible and affordable	Number of films show and internet facilities functioning	5	5	5	5	5	Financial report	Observation	14,000,000	MIGEPROF MYICT BDF
1.6 Encourage interlink between entrepreneurs and girls/young women for practical skills & ideas sharing	Number of MOUs signed with bodies	1	3	3	3	3	MOUs visit reports	Observation	6,000,000	MIGEPROF WDA PSF NCBS WOMEN NETWORK BDF
	Number of entrepreneurs visited per year		5	5	5	5	Visit report	Observation	10,000,000	MIGEPROF WDA PSF NCBS WOMEN NETWORK

Objectives	Indicators	Target 2015-2020					Data source	Methods of data collection	Cost Estimation	Responsible Institution
Goal: Address Societal Social and Cultural Foundation (ideas and practices) that limits Girls and Young Women Social Interactions										
PURPOSE: Increase support for girls and young women towards developing and sustaining social interactions skills, learning skills, self-awareness and self-relevance that promote social, economic and political participation in Rwanda	Number of Functional Cultural Centers, Seminars organized and attended by girls and young women at the end of the project	2015 5	2016	2017	2018	2019	Seminars organized	Observation	15,000,000	MIGEPROF Care International IMBUTO MINEDUC NWC Women Network PSF
	% increase of girls & young women who participated in public functions, self-awareness programmes and politics	70%					Mid-term evaluation (M&E) report and logbook	M&E Report	14,000,000	MIGEPROF Care International IMBUTO MINEDUC NWC Women Network PSF
	Number of girls and young women in public campaign and social cultural orientation activities	1000					Attendance list of participants	Documentations	25,000,000	MIGEPROF Care International IMBUTO RCA NWC Women Network PSF
Output 1. Allocate a functional Center to support and promote social-culture and values orientation for girls and young women										
1.1 Identify and Partner with Institutions, guidance centers, NGOs to re-educate girls and young on how to engage in social interactions	Partnership and MoU signed	2	3	3	3	3	Reports	Documentations	10,000,000	MIGEPROF IMBUTO FAWE RCA MINEDUC
1.2 Allocate a Center or Partner with a Center for cultural re-orientation	A Centre is allocated for cultural orientation	1	0	0	0	0	Allocated cultural orientation and social interactions	Observation	16,000,000	MIGEPROF MINISPOC

1.4 Develop modules for cultural reorientation on discriminatory norms, traditions, and practices	Modules on cultural reorientation developed and validated	1	1	1	1	1	Validated report	Documentations	25,000,000	MIGEPROF MINEDUC RCA MINICOM
1.5 Conduct a workshop training for girls and young women on how to use the internet for social interactions	5 Workshops per year	1	1	1	1	1	Attendance list, workshop reports	Observation	10,000,000	MIGEPROF MYICT MINICOM
	1500 girls trained	300	300	300	300	300	Attendance list, workshop reports	Observation	8,000,000	MYICT UN WOMEN IMBUTO
Output 2. Provide accessibility to basic education and literacy needed for teaching gender social inclusiveness, freedom from ignorance and illiteracy										
2.1 Organize local, national and regional study visit to other Centres inside and outside Rwanda towards creating awareness and facilitating interest in gender social inclusiveness	Number of local & national study tours or visits	0	1	1	1	1	Visit report	Observation	17,000,000	MIGEPROF UN WOMEN WOMEN NETWORK RDB IMBUTO BDR
	Number of regional visits	0	1	0	1	1	Visit report	Observation	17,000,000	MIGEPROF UN WOMEN WOMEN NETWORK RDB IMBUTO
2.2 Organize sports and competition activities to promote and recognize gender social inclusiveness	Sports and competition organized	0	1	1	1	1	Activity Report	Documentations	15,000,000	MIGEPROF MINISPOC UNICEF Care International
2.3 Develop and validate academic materials for primary, secondary and university on gender social inclusiveness, freedom from illiteracy and ignorance	Number of materials validated and used	0	1	1	1	1	Validation report	Observation	5,000,000	MIGEPROF MINEDUC
	Number of schools visited & using validated materials	5	10	15	15	10	Distribution report	Observation	7,000,000	MIGEPROF MINEDUC

The Total estimated cost that will be required to implement the National mentorship Strategy for Young Women and Girls is Five hundred and Nine Million Rwandan Francs (Frw: 509,000,000) for a period of Five years.

Implementation Mechanisms for the National Mentorship Strategy for Young Women and Girls

Source of Funding for the Strategy

The main funding channels for the strategy:

- 1) Domestic Government of Rwanda Budget
- 2) Private sector contribution
- 3) Donor Support

Recommendations

In order to ensure successful implementation of the strategy, the following were formulated as recommendations:

- Different stakeholders such as IMBUTO, FAWE, GIRL HUB, CARE INTERNATIONAL, GMO, PROFEMMES, PSF, RCA, MINICOM, WDA, NCBS, MINISPOC, BDF, and MINEDUC should work in close collaboration to ensure that the proposed implementation framework both at central and decentralized entities is respected for effective ownership and impact.
- The role of profiling both mentors and mentees should be given special attention by MIGEPROF, IMBUTO, GMO, PSF, NWC, WDA, FAWE, & MYICT to ensure progress, interventions made and impact assessment.
- Effective dissemination, public awareness campaign by PROFEMMES, WOMEN NETWORK, FAWE, NCBS, and PSF and putting in place measures to facilitate young women and girls to benefit from mentorship sessions is paramount.

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ANNEXES

Interview guide for girls and younger women in Higher Learning Institutions

1. Which category includes your Age
 - a. 18-20
 - b. 21-25
 - c. 26-30
 - d. 31-35
2. Category of Higher Learning Institution
 - a. Public
 - b. Private
3. Do you belong to any girls/women associations/ student clubs
 - If yes which ones
 - What is its primary objectives
 - For how long have you been a member for in this/these clubs/ associations?
 - What have you benefited in this/these clubs/associations so far?
 - Who motivated you to join the club?
 - What is your role/responsibility in the club/association?
4. How and to what extent do the activities of the clubs/associations respond to your needs as female student?
5. Have you ever heard about career guidance/mentorship?
6. If yes, what is it about?
7. Where and how did you hear about it (just to find out if it has been in place and who is doing it)
8. Have ever benefited from mentorship program (Orientation, career guidance, trainings, capacity building)?
9. If yes from who/where and in which areas?
10. How did you appreciate the approach used?
11. In your view what were the challenges for both mentor and mentee?

12. In your view how the above challenges would be mitigated?
13. Do you feel like undergoing mentorship program?
14. If yes, what new skills would you like to learn?
15. What do you want to gain from your mentoring relationship?
16. What kinds of activities would you like to do with your mentor? Please check off activities below, and write in any that you would like but are not listed. (This is not a complete list and you and your mentor may come up with different activities.)
17. What knowledge and skill do you think girls and young women need to develop in the following areas

Leadership	Entrepreneurship	Career guidance

18. In your understanding which of the following professional development opportunities would fit the best in your needs and priorities:
- Academic degree/ certificate program
 - Professional workshops/ seminars
 - Conferences
 - Association memberships
 - Corporate training programs
 - Leadership development
 - Mentorship/ coaching opportunities
 - Professional networking
 - Role models and success stories

19. As prospective employee, what are your main needs, concerns and fear?
20. Is there anything else we should know about you?

Interview guide for key informants from career guidance centres/HLIs

1. What is your position in your organisation?
2. What does the organization do in regards to career guidance/mentorship activities?
3. Which approaches do you use in career guidance/mentorship activities?
4. Which areas do you cover in this regards?
5. When did you start such activities?
6. Have you ever conducted the mantee needs assessment for career guidance/mentorship activities?
7. Have you personally benefited from training for mentors? If yes when was that and what did you u learn? If no what would you like to know?
8. What do you think is the impact of career guidance/mentorship activities in peoples' lives?
9. In your view what is the challenges for both mentor and mentee during mentorship? and what is your suggestions to overcome these challenges?
10. What skills could and would you help her develop?
11. What knowledge and skill do you think girls and young women need to develop in the following areas

Leadership	Entrepreneurship	Career guidance

12. Is there anything else we should know related to this matter?

List of Key Informants and Focus Group Discussions

S/N	CATEGORY
PUBLIC HIGHER LEARNING INSTITUTIONS	
1	UR/College of Business and Economics(CBE)
2	UR/College of Arts and Social Sciences(CASS)
3	UR/College of Education(CE)
4	UR/ College of Science and Technology(CST)
PRIVATE HIGHER LEARNING INSTITUTIONS	
1	INATEK
2	University Libre de Kigali –Gisenyi
3	Institute Catholique de Kabgayi-Kabgayi
4	Adventist University of Central Africa(AUCA)
5	Akhilah University
IPRC	
1	IPRC Kigali
2	IPRC North
3	IPRC East
4	IPRC West
5	IPRC South
PUBLIC SECONDARY SCHOOLS	
1	FAWE Girls School- Kigali/ Kigali city
2	Lycee Notre Dame De Citeaux / Kigali City
3	Lycee Notre Dame d’Afrique Nyundo/ Western Province
4	Groupe Scolaire de Kabare /Eastern Province
5	G.S Mater DEI Nyanza/Southern Province
6	Ecole de Science Musanze/Northern Province
PRIVATE SECONDARY SCHOOLS	
1	Cornerstone Musha/ Eastern Province
2	Riviera High School /Kigali City
3	ECOSSE Musambira /Southern Province
4	Islamic Rwamagana /Eastern Province
5	King David Academy/ Kigali City
6	FAWE Girls- Nyamata/ Eastern Province
12 Years Basic Education Schools	
1	Umubano High School/ Western Province
2	G.S Camp Kanombe / City of Kigali
KEY INFORMANTS	
GOVERNMENT INSTITUTIONS	
1	MIGEPROF
2	MINEDUC
3	MIFOTRA
4	National Employment Programme (NEP)
5	MYICT
6	National Youth Council (NYC)
7	National Women Council (NWC)

8	GMO
9	MINAGRI
10	Itorero ry' Igihugu
11	REB
12	WDA
13	NCBS
14	RDB
15	RCA
16	FFRP
ASSOCIATIONS,NGOs, INGOs & Civil Society Organizations	
1	PROFEMMES
2	EDC
3	RWAMREC
4	Girls Hub Country Director
5	FAWE Rwanda
6	Imbutu Foundation
7	Young Women Mentors
8	PSF
9	Maison de Jeune Kimisagara
10	Kigali Employment Service Center (KESC)
11	UN Women
12	Women for Women International
13	Rwanda Women Leaders Network
14	Former and Current Miss Rwanda
15	Chamber of Women Entrepreneurs
16	Care International –Rwanda
FAITH BASED ORGANIZATION	
1	A.M.U.R
2	Alliance des Eglises Evangeliques
3	CPR(Conseil Protestant du Rwanda)
WOMEN BUSINESS COMMUNITY	
1	Non students females / Business Women (girls and young women)