

Section 4: Note to Users

The tools in this section invite managers and other users to reflect critically on their agency's approach to engaging with communities and to consider a more community-led approach.

It also recognizes that many managers will have a host of practical questions about things such as qualities to look for in facilitators, the phases of engaging with communities, and the kinds of benchmarks one can use to tell whether one is on a productive track, among others.

Recognizing that there are no "final" or universal answers to these questions, the tools in this section seek to give illustrative examples that stir the imagination and invite one to think how it might go in a particular context.

Managers also may find it useful to have a more in-depth look at an example of community-led work, together with tools that were used to support it. For this reason, this section includes a case study from Sierra Leone and some of the tools used as part of the community-led work.

It is important to recognize, though, that there is no one-size-fits-all in regard to community-led approaches. The Sierra Leone example and tools are best seen as illustrations and should not be seen as prescriptions for how to do community-led work.

MGM 7. Sample Roles and Responsibilities of Mentors

Note: The roles and responsibilities of mentors, and even the use of the term “mentors,” is highly contextual. This tool is offered for purposes of illustration only.

A team approach is of vital importance in enabling community-led work on child protection. Facilitators benefit from having an experienced hand serve as a mentor, who serves as a role model, guide, sounding board, and support for their work. Typically, the mentor works with a small number of facilitators. Here is a summary of the mentor’s role and responsibilities in the community-led work of the Interagency Learning Initiative.

Role. The mentor’s role is to support and backstop facilitators who enable community-led work. The mentor serves as a co-learner, coach, role model, and support for the facilitators and provides a senior presence who helps to solve problems and address challenges.

Responsibilities

- Communicate biweekly with the facilitators, offering encouragement and support;
- Listen to community people in bi-monthly field visits, and use what is learned to help the facilitator reflect on how to make improvements;
- Coach the facilitators, giving them ongoing advice and training on how to improve the quality of their work;
- Engage regularly with the facilitators in discussing and solving problems that have arisen;
- Advise the facilitators on how to stay true to their intended roles and a community-led approach;
- Engage with the facilitators on ethical issues, helping them think through dilemmas and take appropriate courses of action;
- Liaise regularly with the facilitators’ line manager(s);
- Facilitate district government partnership in the linking intervention, as stated in a written plan or MoU that spells out roles and responsibilities, timetable, etc.;
- Monitor government and NGO fulfillment of their responsibilities, pressuring them when needed;
- Make regular visits (preferably one per month) to the communities in order to work with relevant community members, government, and NGO partners;

- Keep a journal or monitoring log of all meetings and discussions with Government and NGO stakeholders, identifying key points of discussion, agreements or actions taken, and any gaps or challenges.