

Section 2: Note to Users

Effective training of facilitators is best done by or with people who have first-hand experience in using community-led approaches.

This section makes extensive use of participatory role-plays, with group reflection on the process and how to improve the facilitator's skills.

A useful approach, however, is to intermix these activities with the reflective activities promoted in Section 1. For example, if a person who is learning how to facilitate a community-led process shows during a role-play a need for additional practice regarding empathy or asking probing questions, one could have the participant complete that evening the relevant tools on empathy (FAC 4) and asking probing questions (FAC 6).

TRN 10. Gallery Walk and Discussion on Community Ownership

A. Background

Purpose: Community and child protection workers often speak of “community ownership” as if everyone understands the term as if it had the same meaning. In fact, however, practitioners often use the term in somewhat different ways. An important step, then, is to unpack the meaning of “community ownership.” To strengthen practice, it is also important to identify things that support or limit community ownership. The purpose of this gallery walk and discussion is to help participants to conceptualize community ownership and reflect on what enables it and what impedes it.

Time: 75 mins.

No. of participants: Over 25 people, ideally.

Materials needed:

- 3 decks of 25 or so index cards each, and writing pens
- relatively large space, with walls on which cards can adhere to walls, or space for them to be displayed on the ground
- material for sticking cards to the wall, if relevant

B. Facilitator’s Notes

In learning about and thinking how to develop community ownership, it is important to have a clear understanding of what “community ownership means” and also what promotes it or limits it.

The activity involves 5 steps, with approximate time frames as indicated below:

- (1) Assign participants to three groups of approximately equal size, giving 15–20 index cards to each group and assigning them to particular spaces (5 mins).
- (2) Give the groups their three-part assignment while they stand in their respective areas (5 mins).
- (3) Groups complete their assigned tasks (30–35 mins). Through discussion, each group generates key elements of “community ownership” and places them on the wall or the ground surrounding the term “community ownership” (10–15 mins). Each group also generates five things that are obstacles to community ownership, writing each on a card

and placing the cards in a column to the left of “community ownership” (10 mins). Lastly, each group also generates five things that promote or enable community ownership, writing each on a card and placing the cards in a column to the right of “community ownership” (10 mins).

- (4) Gallery walk. Groups leave their own station and walk around to other stations to view and discuss the work of other groups, leaving one member behind to explain the thinking of one’s own group (15 mins).
- (5) Plenary discussion while standing (15 mins).

Step 1: Formation of three groups

To divide participants into three groups of approximately equal size (ideally, about 8–10 people per group; use more small groups for a large number of people) on a random basis, ask people to count off as “one,” “two,” or “three.” Then ask all the “ones” to stand together, all the “twos” to stand together, and all the “threes” to stand together. Give each group about 20 index cards, several markers, and sticking material for attaching the cards to the wall, if relevant.

Step 2: Group assignments

Invite each group to move to a space, where there is a way of displaying the index cards once they have been written on. At the center of the display space, place a card that says: “COMMUNITY OWNERSHIP.”

Speaking loudly so everyone in the room can hear, tell the groups that they have three tasks.

1. Each group should take a few minutes and identify five main elements of community ownership. They should write each one on a separate card and place the cards in a circle around the card saying “COMMUNITY OWNERSHIP.”
2. Each group should identify five things that block or limit community ownership. Each item should be written on a separate card and placed in a column on the wall to the left of the community-ownership card.
3. Each group should identify five things that promote or encourage community ownership. Each item should be written on a separate card and placed in a column on the wall to the right of the community-ownership card.

Step 3. Groups complete their assignments

During this time (30–35 minutes), walk around to each group, make sure they have understood the instructions, and answer any questions. Ask the group to indicate to the facilitator when they have completed their assignment. When they have, ask each group to designate one person as a

“discussant” who will stay by the group’s cards to share (not defend) the thinking of the group when others come to read their cards.

Step 4. Gallery walk

Invite everyone except the three discussants to leave their own group and visit the other group sites to read their work. Ask them to pay attention to the differences in the descriptors used by the three groups and differences in how the cards were placed as well. Remind people to read the items that block and promote community ownership too, and to feel free to talk and discuss as they move around with others. Invite people to “mix it up” and talk with lots of people, breaking out of their own group as they walk around and learn what other groups have done.

Step 5. Group discussion

With everyone still standing, announce that now there is time for reflection and larger group discussion. Ask questions such as:

- What common elements came up in regard to community ownership?
- Thinking about community ownership, were there elements or aspects that seem more important than others or that were somehow underemphasized in the exercise? [Note: It would be odd not to see items such as “responsibility,” “strong motivation,” “identity—sense that this is ours,” “mobilization of community resources,” and related items coming up.]
- Thinking about the obstacles to community ownership, how strong and widespread are these? Are there steps that could be taken to change them? [Note that a frequently identified obstacle is donor requirements for short-term projects and immediate results. On seeing and recognizing the weight of this obstacle, some participants may become a bit despondent. It is wise to use this as an opportunity to remind participants that donors are people, have their differences, and are educable. It is important that participants see steps that could be taken, even if they are not part of a long-term social change process.]
- Thinking about the things that promote or enable community ownership, do agencies and practitioners do enough of these to promote community ownership? What might encourage them to do more?