

Internews
Humanitarian Information Services
Learning Collection

Listening Groups Module

Part III. How To Guide



Cover photo:

Capturing feedback from a wide spectrum of the community is one of the main tasks of Internews' Humanitarian Information Services. Listening Groups are one of the main ways that HIS teams systematically collect and analyze feedback.

The Internews Humanitarian Information Services Learning Collection communicates key lessons, best practices, and programmatic methodologies used by Internews' humanitarian teams around the world.

Each module within the Learning Collection includes three parts: Context, Case Studies, and a How To Guide. The How To Guide is usually packaged separately for ease of use.

The South Sudan HIS Learning Collection includes:

- *Boda Boda Talk Talk*
- *Listening Groups*
- *Radio Distribution*
- *Communicating with Communities (CwC)*
- *Humanitarian Radio*



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Communicating with communities is critical to effective program delivery, and promotes a sense of resilience in the midst of a crisis.

The Importance of Listening

Within the international development and humanitarian sectors, there has been a growing call for better Accountability to Affected Populations (AAP), Communicating with Communities (CwC), and using feedback and “real-time” Monitoring and Evaluation to improve programming and outcomes for affected populations.

But in the field, what do these concepts mean? What do they actually look like in practice, and how do they work?

Through the use of **Listening Groups** in South Sudan, Internews' Humanitarian Information Services (HIS) programs have found a platform for putting these principles into practice. Listening Groups meet regularly to listen to audio programming, review awareness campaigns, discuss issues and challenges facing their communities, and provide valuable feedback to the HIS and to humanitarian agencies. HIS teams analyze feedback from the Listening Groups to better understand evolving information needs, adapt HIS programs, and deliver feedback to relevant humanitarian agencies regarding their programs and services. The Groups have become a valuable tool for two-way conversations with communities, promoting accountability within the humanitarian sector, and continually adapting and improving programs.

These Listening Groups are more than just a series of focus groups held over time. Through participation in the groups, members build a relationship and trust between each other, the HIS, and with humanitarian organizations in the area. The groups cultivate a sense of community ownership, engagement, and participation, which is not only critical to efficient and effective program delivery but promotes a sense of resilience in the midst of a crisis.

The Listening Groups Module contains the collective knowledge of the Internews South Sudan team gained over three years' experience managing more than 700 Listening Groups across the country. Depending on your interests, each section is useful and can be read on its own. When combined together, the three parts of the Module give you a holistic understanding of Listening Group projects in South Sudan, and what the Internews Humanitarian Information Services team has learned over three years of implementation.

This document contains Part III. Part I and Part II can be downloaded [here](#).

“Part I. Context” describes the information and media landscape in South Sudan, and the value of Listening Groups as a tool for communicating with communities, accountability, and adaptive programming.

“Part II. Case Study” discusses the implementation of Listening Groups to gather feedback on HIS programs in Juba and Malakal, as well as the Listening Groups organized in Abyei to support Internews' news and information project in the area. The case studies also cover challenges and lessons learned in order to offer recommendations for future Listening Group activities.

“Part III. How To Guide” provides a step-by-step methodology for establishing, facilitating, and monitoring a Listening Group in any location. It also includes a description of the feedback collection process.

The Listening Groups Module was designed by the Internews South Sudan team. It is part of the Internews Humanitarian Information Services Learning Collection, which communicates key lessons, best practices, and programmatic methodologies used by Internews' humanitarian teams around the world.

Listening Groups

Part III. How To Guide

Table of Contents

| | |
|---|----|
| What is a Listening Group?..... | 9 |
| Step 1: Establishing Listening Groups | 11 |
| 1) Select Participants and Form Groups..... | 11 |
| 2) Set Expectations, Schedule, and Mutual Objectives | 14 |
| 3) Organize Groups and Identify Focal Points..... | 15 |
| 4) Training and Facilitation..... | 15 |
| 5) Provide “Recognition” Incentives..... | 17 |
| Step 2: Designing an Interactive Methodology | 18 |
| 1) Weekly Discussions | 18 |
| 2) Pre-Program Discussions | 20 |
| 3) Post-Program Discussions..... | 20 |
| 4) Feedback on Staff and Programs | 21 |
| 5) Information Needs Assessments (INA)..... | 21 |
| Step 3: Monitoring the Groups & Collecting Feedback | 22 |
| 1) Staff Responsible for (and Trained in) Feedback Collection..... | 22 |
| 2) Feedback Management Tools..... | 23 |
| 3) Process for Analyzing Data and Feedback Follow-Up..... | 23 |
| Step 4: Closing the Feedback Loop | 24 |
| Annex I – Listening Groups Coverage Map, Bor..... | 28 |
| Annex II – Listening Group Contact Sheets | 29 |
| Annex III – Tips for Leading an Effective Facilitated Discussion | 31 |
| Annex IV – Listening Group Feedback Form..... | 34 |
| Annex V – Feedback Tracker..... | 35 |
| Annex VI – HIS Newsletter..... | 36 |

► Introduction to Part III

Part III. How To Guide is intended to be an easy-to-use and practical guide for any organization wanting to implement Listening Groups as a mechanism for establishing two-way communications with affected communities. Though the Guide is written in the context of radio programs and information campaigns in humanitarian settings, Listening Groups can be useful for any situation where community feedback can improve project outcomes. While this guide describes the approach used in South Sudan, it is also designed to be flexible. The methods should be adapted to the local context and to the resources available.

Inside, you'll find the steps necessary to establish Listening Groups, design an interactive methodology, monitor groups and collect feedback, and finally, close the feedback loop. You will also find some advice on facilitating effective discussions with Listening Groups.

(Parts I and II can be downloaded [here](#).)



Listening Groups meet to listen to audio programming, review awareness campaigns, discuss issues raised, and provide valuable feedback to humanitarian organizations.

► What is a Listening Group?

Listening Groups usually consist of around 10 people who either live closely to each other or represent special or targeted groups (i.e. youth, women, or elders). The groups meet to listen to audio programming, review awareness campaigns, discuss issues raised, and provide valuable feedback to Internews Humanitarian Information Services (HIS) and humanitarian agencies. In this sense, the name “Listening Group” not only indicates that the members listen to what the humanitarian community produces, but also that the groups are the perfect means for humanitarian organizations to listen to the community.

Listening Groups are in no way restricted to scenarios involving radio or audio programming. Listening Groups give you the pulse of a community, and can be used to inform and improve all levels of program design in the research, implementation, monitoring and evaluation phases. Listening Groups enable you to assess information needs, the best ways to deliver information to the community, and even discover misconceptions relating to the delivery of humanitarian aid. These groups can also be an important testing ground to ensure awareness and behavioral change campaigns are appropriate, tailor-made and well-understood before they are released to the wider community.

Listening Groups have significant differences compared to focus groups, which have been a common method to gather feedback in a number of industries. While focus group sessions are used to gather information from the participants, they are rarely used to also give information. Listening Groups focus on the feedback loop of giving and receiving information equally. Through participation in the groups, members build a relationship and trust between each other, the HIS, and with humanitarian organizations in the area. The groups cultivate a sense of community ownership, engagement, and participation, which is not only critical to efficient and effective program delivery but promotes a sense of resilience in the midst of a crisis.

Listening Groups also provide specific feedback to humanitarian agencies on particular topics, or meet when there are special issues that need to be resolved within the community. The Listening Groups may voice unexpected community concerns, information gaps, and draw attention to specific issues that need more consideration. These Groups can be your window into the community’s consciousness.

For example, consider the experiences of ‘Community A’ and ‘Community B’ below:

Community A and B are experiencing a problem with an outbreak of Cholera. An NGO, responsible for communicating health prevention messages, prepares the following information to be broadcast.

“Attention – there is an outbreak of cholera in the camp. Please wash your hands after using the toilet, handling waste, and before preparing food.”

This is a common message sent to communities. It involves clear and simple language and actionable information for communities to follow.

In Community A, the message is broadcast via a local radio station. Community A plays the message for a period of time. However, the NGO responsible does not see any notable decrease in the spread of cholera amongst the camp. Community mobilizers notice that there does not appear to be an increase in hand washing activities and they wonder why this simple message is being ignored by the community.

By the use of the Listening Group, the NGO is provided with tailored information that can then improve the delivery of both their services and the information campaign. Through this two-way discussion, the community has been included, allowed to influence the campaign and humanitarian practices to make them more effective for their specific needs.

In Community B, humanitarian partners meet to decide which NGO can provide detergent for washing clothes and cooking pots and the message is modified to say:

“Attention – there is an outbreak of cholera in the camp. Please wash your hands after using the toilet, handling waste and before preparing food. If your latrine does not have soap available, use cooled ash from the fire and notify your latrine attendant to have the soap replaced.”

These kinds of communication problems are common in the delivery of information in emergency settings. Another real-life example from a Humanitarian Information Service in South Sudan involved an NGO that noticed the level of attendance in schools by young girls was declining. The NGO approached Internews with a message that told the community that education is important for girls and that parents should send their girls to school. However, when this message was taken to a Listening Group for discussion, the community revealed a different reason behind the decline in school attendance.

In Community B, the information is presented to a Listening Group for discussion. A staff member leads a discussion with the group about cholera to explore common misconceptions and information gaps. This conversation reveals that the community is well aware that good hygiene practices, such as washing your hands, can help to reduce the spread of water-borne diseases such as cholera. Through the Listening Group discussion, the facilitator finds out there is something else behind the ongoing spread of the disease. The community informs them that the supply of soap located at latrines (being provided by the same NGO) is not enough and often runs out half way through the month. The community often notices people taking the soap intended for hand washing and using it for washing of clothing or cooking pots as no NGO currently provides detergent for this use.

The community told the facilitator that they agreed that education was indeed very important for young girls. This was a topic close to the hearts of some mothers because they had been denied an education at a young age themselves, and they wanted a different future for their children. However, the NGO had recently introduced a new staff of teachers. Parents were wary of sending their young girls to be taught by these teachers as they were not familiar to the community. The parents were concerned that the new teachers might not share the same cultural attitudes.

With this new information, the NGO was able to work with Internews to organize a community forum aimed at introducing the new teachers and allowing parents to ask questions. With more information at hand, the parents were happy to return their young girls to the schools in the camp to continue their education.

Once again we can see here that the feedback loop and commitment to two-way communication with the community provided a fast track to solve an important problem. If the NGO had proceeded with broadcasting the original message presented, there would have been a negligible community effect. However, with community participation, an unexpected cause of the issue could be revealed and then quickly resolved.

► STEP 1: Establishing Listening Groups

► 1) Select participants and form groups

Much of the success of your Listening Groups will be determined by whom you choose to include in those groups. Bringing together people who do not know each other, or feel uncomfortable in each other's presence, will mean some participants may not contribute openly to discussions, while groups composed of members that do not live in close proximity could result in fractured discussions.

How many groups you choose to establish is entirely up to your program and the resources available. While Listening Groups are a valuable tool to include in your program, they need to be managed properly, visited regularly and feel like they are playing an active role in influencing your project design and implementation. If you establish many groups, you may struggle to keep a check on them and enthusiasm may dwindle. However, establishing just one or two groups does not give you a broad enough range of opinions to properly represent the community.

How you practically form these groups will also be influenced by the location in which you are working. When the UN House *Boda Boda Talk Talk* project was created in Juba, South Sudan, Community Correspondents conducted a foot survey of the site to note where people naturally gathered as family or neighbor groups, or in public places such as tea houses, market stalls or games centers. These naturally occurring groups were the first people invited to form Listening Groups.¹ This method may also work if you are working in a small town or village; however in a larger city a foot survey may not be the most efficient way to create your groups. In the context of a larger or more dispersed community, you might consider establishing Listening Groups based around community services such as town halls or recreational centers. Depending on the type of project you are implementing, you might already have community members that are particularly engaged in your program activities. These people can also be a great place to start when looking for who might like to be involved in your newly created Listening Groups.

¹ See Part II for a Case Study on how Listening Groups were implemented at UN House: https://www.internews.org/listening-groups_1-2



There are several ways to form Listening Groups. Walking around the area to find places where people gather, such as markets, shops, or other public places, can identify naturally occurring groups that may be interested in participating.

Some ideas of where to find your Listening Groups:

- **Places where people naturally gather:** markets, tea houses or coffee shops, community halls, health clinics, games centers, water points. These places are also good locations for posting an advertisement to attract members (i.e. a poster or leaflets).
- **Schools:** students, parents, teachers or staff of the school can be recruited to join Listening Groups.
- **Established community groups:** being a member of a Listening Group is not a full-time position, and often interest groups that are already established (such as sporting, women's or cultural groups) can incorporate Listening Group activities into their schedule. These groups are a great place to target as participants have already built a trusting relationship with each other and may be more comfortable sharing their opinion.
- **Door-to-door:** this is a particularly labor-intensive method to find Listening Groups, but if there are no natural meeting points in your community, you can either travel door to door or on foot to ask for participants.



Your style of project and location will also determine practically how these groups are created. For example, you may choose to appoint a Listening Group leader and ask him/her to bring together and recruit members of their group, or you may create your own group of people and work with them to appoint a reliable leader. There are very few rules in this regard, so whatever works with your resources, staff and goals is great!

Once you have established your core Listening Groups, you can then look at creating more targeted listening groups. Managing diversity and diversity of opinion is very important in the formation of the groups. For example, you will want to avoid men dominating over women, elders dominating over youth, or groups with language or speech difficulties feeling disempowered by the process. One way to avoid this, and to ensure all voices are heard, is to establish targeted groups as well as mixed groups. Some groups may have a mix of women and men, young and old, while other groups may focus on youth opinions, elders, women or other vulnerable groups that report difficulties in influencing decision-making within the community. Creating targeted groups also allows the members of the group to address issues that may be taboo or too sensitive to discuss (like gender-based violence) or specifically related to their demographic (like youth unemployment).

Whether you are working in a traditional community, or within an artificial or temporary community such as a refugee or displacement camp, it is important to ensure you also aim for a good geographical spread of opinions from the community.² For example, a family in Block B might be having difficulties accessing clean water from the borehole, while the rest of the camp has good access to water. If no groups include representatives from this area, their concerns may never be heard and the problem will remain unaddressed. To achieve this geographical balance, it may help to use a map to evenly spread Listening Groups throughout the area and prevent gaps. (See [Annex I](#) for an example of a geographical listening group map from the HIS *Boda Boda Talk Talk* project in Bor, South Sudan.) These maps can include water points, schools and any other points of interest within the area you might want to take into account when determining the location of your Listening Groups.

² For additional guidance on creating a sample of the population, please refer to the "How To Guide" in the Radio Distribution Module: https://www.internews.org/radio-distrib_3

Conducting an Information Needs Assessment (INA)³ before the formation of Listening Groups can also help to guide the selection of participants. Identifying which individuals or groups feel they do not have a role in decision-making within the community, or feel they do not have the power to interact or influence humanitarian procedure, could assist you in determining which targeted listening groups need to be established. An Information Needs Assessment may also give you an idea of the current relationship between the community and humanitarian service providers, as well as the trusted information sources that already exist within the community. These insights can enrich your discussions with the Listening Groups.

► 2) Set expectations, schedule, and mutual objectives

Once you have decided the composition of your Listening Groups, you can proceed with each group to discuss their responsibilities as well as goals for participation. In this phase, it is important to start the conversation by exploring what members want to get out of the experience, what relationships and commitments they have within the community, and how they perceive their role(s) in the community.

This initial conversation will also give you some good ideas on how to then engage with the group over the course of your project, including the most convenient and comfortable time and place to meet and how often you would like to meet. For example, there is little point in arranging early morning meetings with a group of mothers, as this could be a time when they are heavily involved in family duties. It is also best not to arrange meetings at times when community members have religious, sporting or other commitments. Additionally, members may not feel comfortable meeting in a place where their contributions may be heard by other people, especially when discussing taboo or sensitive topics. It is important that the members feel they are in a safe space where they are free to speak openly without judgment.

How often you choose to meet depends entirely on the number of Listening Groups you have created and the type of project you are implementing. For example, if the project involves listening to programs broadcast from local radio stations, it's important to make sure the group knows in advance when

When creating the meeting schedule for your Listening Groups, think about the time that the feedback loop takes to complete itself. There is very little point having Listening Groups meet several times a week if you are not generating enough new information to give them, or finding answers to the questions they have asked.

to tune in for the information or the program they are assigned to monitor. If the program is broadcast once a week, you might choose to have the group meet to listen to the program together and conduct a discussion following, or perhaps meet the following day to ascertain how much of the information they still remember from the program. If your Listening Groups are contributing to awareness campaigns within the community, you may choose to have them meet less frequently, to allow humanitarian staff time to respond to their feedback and come back to the group with answers.

Some of the issues discussed in these groups may encourage passionate debate. To ensure this debate is free to flourish but remains respectful, it may be a good idea to develop a set of 'ground rules' with your group. These rules may include things like 'one person should speak at a time' or 'criticism should be constructive, not personal.' It is a good idea to let your new group determine what rules are appropriate for their group, culture, and expectations. Rules developed by the group themselves are much easier to enforce than rules imposed by an NGO.

³ Internews has developed a suite of common tools for conducting INAs that have been officially adopted by the Communicating with Disaster Affected Communities (CDAC) Network. These tools can be used to understand the information ecosystem in the region or areas of interest in order to benefit the design of a number of information access projects. See "Assessing Information and Communication Needs: A Quick and Easy Guide for Those Working in Humanitarian Response," at <http://www.cdacnetwork.org/tools-and-resources/i/20140721173332-ihw5g>

It is then essential to discuss what your organization hopes to achieve with the Listening Groups and to explain what will happen to the information collected in these sessions. The main purpose of this step is to make sure that members understand the importance of the group and the influence it may have on humanitarian programming. Discussing mutual objectives ensures participants know that the groups do not simply serve your interests. Rather, it encourages them to be a part of the group because it is also useful to them and to the community.

► 3) Organize groups and identify focal points

Each group should be given a unique identity number for your records. The number should also be something that helps you identify them easily. For example, for youth group number one, in Block 15, Camp 3, you could use "Y-01-B15-C3" (Y=Youth, 01=number 1, B15= Block 15, C3=Camp 3). Each group should also nominate a point of contact who has a mobile phone (or is easily contactable in another way). This focal person, or group leader, will have the responsibility to collect feedback from the group and look after any assets used in the Listening Group sessions (such as a solar radio, pens, papers, or the supply of tea and coffee). [Annex II](#) provides sample Listening Group contact lists that can help you track participants and groups.

Any other appointed roles in your group are entirely up to you. You may choose to appoint a scribe or secretary to take notes during sessions, or you may wish to share the responsibility of looking after the assets and serving as the contact person between a few group members. Choose whichever method you feel will keep the group organized, active and engaged.

Each group should also be given a "Feedback Book." Groups will use the book to note down comments, feedback and pressing issues discussed during their meetings. This book may be filled in by a nominated member of the group, or in facilitated discussions, by a staff member.

► 4) Training and facilitation

Asking a group of people to listen and to give their opinions may seem like a particularly natural task, but without making sure the group members, facilitators and humanitarians properly understand the aims and functions of the groups, they will struggle to make an impact. Training and facilitation are therefore important enabling factors for successful Listening Groups.

Listening Groups

For example, your **Listening Groups** may need some guidance on how to listen or review the content you are providing them. This can be complicated, as you want to strike a balance between casual or passive listening (i.e. the members of the group providing unsolicited feedback that might be representative of the overall listening population) and active listening (i.e. directing members' attention to issues you wish to focus on). Some members may not be comfortable with actively giving their opinion due to social or cultural barriers in the community. Working with the group to encourage participants to express their opinions (referencing the ground rules you have already established), and equally encouraging other participants to be patient and listen, will lead to more thoughtful and considered responses. This is best achieved through a discussion with new groups (rather

Checklist: Things to Discuss with a new Listening Group

- Mutual expectations and objectives
- Their role in influencing your program and the broader humanitarian response
- How their feedback will be used
- Roles and responsibilities of focal points (Listening Group leader and program staff)
- Logistics: meeting schedule, meeting location, listening times
- Ground rules, trust and confidentiality

than conducting formal training). Beyond this initial meeting, your staff should be sure to remind members of these points throughout the project.

Depending on how you wish to implement the groups, you will also need to decide whether you wish the groups to self-organize and mostly manage themselves, or to only meet when there is a staff member present to facilitate. This decision will mostly depend on resources. Depending on the number of Listening Groups you have established, you may not be able to have a staff member available to work with each group at every session. It is still important to create and keep to a schedule in which each Listening Group will have the opportunity to review information and discuss it face-to-face with your staff on a regular basis. You may choose to work closely with the group focal point to train him/her to act as the facilitator in the absence of a staff member.

In Bor, South Sudan, the Boda Boda Talk Talk project chose to assign around 5 Listening Groups to each staff member to manage. As the project produced two audio programs per week, it would be a great time commitment to both the staff member and the Listening Groups to meet twice a week, listen to the program and be involved in a facilitated discussion afterwards. To avoid Listening Group fatigue, staff members delivered the audio program to all the groups twice a week and collected their comments, questions and suggestions, but only held a longer, facilitated discussion with one group per week. Staff members worked together to ensure each of the programs was represented in these in-depth discussions.

Staff

Your staff members (or facilitators) will also require training in how to guide the Listening Group discussions.⁴ As they come from the community they are working with, it will be important to help them strike a balance between having an understanding and empathy towards the issues being discussed versus actively participating in the discussion themselves.

⁴ See [Annex III](#) for tips on how to effectively lead a facilitated discussion.



Small incentives, like t-shirts, may help the Listening Groups stay motivated and engaged.

Sometimes, in a facilitated discussion, it is helpful to first ask the participants what their initial reactions are to the information provided, and then have participants imagine they are another member of the community (perhaps a relative or a shop merchant) to imagine what questions this person might have in response to the information.

Often facilitated discussions will yield more comprehensive information. For example, if a facilitator is present, situations where group members are merely “parroting” what they have heard/read or are providing vague responses can be avoided by asking follow-up questions or working with participants to explain the information in their own words. These kinds of interventions are useful in determining whether the information has been truly understood by participants.

Regardless of whether you choose to organize facilitated Listening Groups or whether you expect the group to guide the discussion themselves, it is important to convey the importance of creating an inclusive environment. Some members of the group may naturally dominate discussions, while others may need more encouragement to voice their opinions. It is important that these discussions are a safe space for all to contribute their opinions without judgment.

Humanitarian Community

Equally, it is vital to meet with the **humanitarian community** to ensure they understand the function of the groups. This is especially true if your Listening Groups are being formed to comment and ask questions regarding the humanitarian response overall, or the response of a particular organization. You need to be sure humanitarian representatives understand the contribution of the groups to the overall response, and are willing and able to respond quickly and clearly when questions are asked of them. Humanitarian partners may benefit from a training on the principles of Communicating with Communities (CwC) and how to incorporate feedback into programming.⁵

► 5) Provide “recognition” incentives

As much as possible, the major motivation to participate in the Listening Groups should come from members’ will and desire to improve circumstances for their community, rather than personal rewards or incentives.

With that said, Listening Groups are requested to commit a considerable amount of time to the task of listening, reviewing and discussing; therefore it is important to make sure that they have an incentive to do so. For some groups, receiving useful information to share with their community and influencing program design and/or humanitarian service delivery may be incentive enough. Other scenarios may require more material incentives such as the provision of coffee/tea or biscuits, other non-food items (for example, soap or other useful household commodities) or the distribution of promotional materials like t-shirts or other project branded materials.

In South Sudan, the Internews team worked with INGOs to provide soap, blankets and other non-food items as incentives. As the projects involved listening to audio material, the distribution of solar-powered radios was also used to incentivize participation in Listening Groups.⁶

When working with radio/HIS programming, another incentive may be the creation of a dedicated program that focuses on a specific Listening Group as a reward for being particularly active. The program may be a “shout out” to the group and draw attention to their activities, including interviews with the members about issues important to them or even the experience of being involved in the group.

⁵ In addition to participating in weekly cluster meetings with the Protection, Camp Coordination and Management (CCCM), Food Security and Livelihoods (FSL), and Health Clusters to share feedback and highlights from HIS programming, the HIS team also committed to providing CwC training and advisory services for humanitarian partners. From October 2015 to September 2016, a total of 6 workshops were conducted for 100+ staff representing 20+ partner organizations, NGOs, and implementers. These sessions built the capacity of participants to develop CwC approaches in their own programs.

⁶ For a comprehensive view of radio distribution projects in South Sudan, please refer to the Radio Distribution Module: <https://www.internews.org/radio-distrib>

When possible, it is great to “reward” participation by actually mentioning or referring to members or groups (even when it needs to be anonymous). For example, the program presenter may say “Thanks to a Listening Group suggestion, we made this change,” so the link is clear between the group’s input and the produced output. For the same reason, it’s also important to follow up on issues reported. If the input from the Listening Group resulted in improved service provision (i.e. the fixing of latrines or the opening times of a clinic changed in response to requests), it is beneficial to the Listening Group, the program, as well as the humanitarian organization involved to highlight this feedback loop.

► Step 2. Designing an Interactive Methodology

The formation of Listening Groups is the easy part of this process. Nurturing them and ensuring their inputs keep coming can be much harder work! It is important to design an interactive methodology that provides a structure and process for Listening Group members to regularly participate in discussions. Once the groups are firmly established, you should think about how the Listening Group can inform and influence your program, and set up a methodology to generate the information you need.

All hyperlocal information programs—and aid and development programming more broadly—are well-served by constant community input and periodic intensive assessments to ensure that programs are appropriate, relevant, and meeting community needs. This constant monitoring and feedback loop helps to ensure the content and activities remain relevant, trustworthy, impactful, and accessible from the perspective of the community itself. It is also the best way to facilitate adaptive programming and true accountability to the affected population.

Listening Groups should always aim to empower and improve resilience within the community, and serve as a feedback channel for the humanitarian system as a whole. Here are five different ways to interact with Listening Groups:

► 1) Weekly Discussions

Good for: Knowing what the community is talking about; regular feedback on programs

Weekly feedback from Listening Groups may be the lifeblood of your information programs. The groups can tell you the news and trending topics of the week, and what people want to know more about.

On a weekly basis, the Listening Group can receive a radio program and listen to it, or be asked to pick a specific issue or information campaign to discuss. When people discuss an issue, they will be able to highlight what information was missing (i.e. what questions they still have), and what other information they would like to have.

On a monthly basis, all of the Listening Group focal points should attend a general meeting to discuss their experience in the groups, including challenges and possible adjustments to the processes/methodology.

Boda Boda Talk Talk: Listening Group FAQs

- Are the topics covered in the program relevant to you? (i.e. is this an issue you care about?)
- Did you understand what was being discussed? (i.e. was the issue presented in a clear manner, understandable to a broad audience?)
- Did you learn anything that will influence the way you behave in the future? (i.e. did the information have an impact?)
- What did you like/not like about the program? (i.e. did you actually enjoy listening to the program or did it feel like a chore?)
- What other issues are affecting you in the community that are not being addressed?



Listening Groups can help to tailor humanitarian messages and content to be more relevant, trustworthy, and impactful.

► 2) Pre-program Discussions

Good for: Informing the creation of new activities

Listening Groups can also be used to inform the creation of new radio/advocacy programs. For example, if your organization wants to create a radio program on breastfeeding, some of your staff can contact the women's Listening Groups and a few of the general Listening Groups to conduct focused discussions on breastfeeding, find common misconceptions, and identify information gaps. Within the women's Listening Groups, facilitators may ask breastfeeding women why they breastfeed and what they think about it; they would also ask non-breastfeeding women why they choose not to breastfeed. This will allow the team to identify specific information gaps that need to be filled in order to encourage the behavior (i.e. women that do not breastfeed may not know that this will have an impact on the growth of their children) or other concerns that might be affecting breastfeeding (i.e. a misconception that a small mother may not produce enough milk). In addition, staff can lead open discussions with Listening Groups that include men to identify whether the community has general beliefs or cultural norms regarding the practice.

It is important to remember, especially when designing awareness campaigns, that different messages/information may be required for different sections of the community. For example, women may need a message informing them of how many months they should breastfeed their child, while men in the community may benefit from a message encouraging them to support women to breastfeed for the required time.

During these discussions, your staff can record individual interviews and group discussions that could then be used to create a radio program on the topic, or guide the creation of information campaigns or other direct community interventions.

► 3) Post-program Discussions

Good for: Community-driven evaluations

The same methodology used above can be used after the program has been aired/implemented. Ideally, the same Listening Group can be used for the pre- and post-program discussion to clearly show any impact from the information created.

These discussions are extremely valuable to understand how successful your information program was in delivering the relevant information to the community. Did they understand it, did they engage with it, was it interesting for them, did they find it useful/actionable? Did it generate a lively conversation? This kind of feedback helps you make programs and information campaigns that truly resonate with the community.

In this methodology, the Listening Group discussion is very much an evaluation of the program. It can tell you whether the program has addressed the information gaps identified previously, or if it may have indeed spurred new questions relating to the issue that had not been identified. These types of discussions can identify if the program has generated any positive behavioral change amongst the community.

One very important aspect of these discussions is that the staff involved in producing the program need to be very open to constructive criticism and negative feedback from the community. The facilitators should make sure that members feel comfortable expressing their opinion.

► 4) Feedback on staff and programs

Good for: Accountability to Affected Populations (AAP)⁷

Listening Groups can also offer critical feedback on general staff performance and/or staff outreach skills, as a means for organizations to be held accountable by program beneficiaries (or "the audience"). For audio programs, the Listening Group could be asked to assess the clarity of programs, the presentation style, choice of music and the team's ability to create an interesting and entertaining program that responds to the community's needs. The Listening Groups will also be able to hold the team to account if they do not incorporate any feedback from Listening Groups into programming. For information or awareness campaigns, Listening Groups could be asked to comment on the approachability of outreach staff or their ability to translate community feedback into tangible programming changes.

Listening Groups should also be encouraged to suggest changes in the program, explain why they like it, or what they don't like and why. This information will be extremely useful to all staff and can assist in determining staff training priorities and program changes.

The information coming out from these discussions can be extremely useful to those who manage program staff. Information gathered about specific strengths and weaknesses of the overall program or team members will help to guide personal and group professional development priorities. It is extremely important here that staff guiding these feedback sessions keep interactions with the group constructive and refer comments back to supervisors or relevant staff working in the project. As always, feedback that results in programming changes should be clearly reported back to the Listening Group as an incentive for continued active participation in the groups.

► 5) Information Needs Assessments (INA)

Good for: Iterative needs assessment and analysis

Listening Groups can provide extremely valuable insights on the information behaviors of their communities. In a displacement or refugee camp, for example, the local population can change considerably over time, as the population moves in and out of the camp. In a traditional community, the population demographic may shift over the course of the year in reaction to educational and farming priorities or in relation to an event or increased insecurity. This could mean the Information Needs Assessment conducted at the beginning of the project may not be relevant four months later.

Listening Groups are a quick and simple alternative to update or supplement your overarching INA. A mini-monthly survey, not more than 10 questions in total, can be done over the phone, distributed in printed format, or delivered as a facilitated group discussion. In the survey, you could consider including questions relating to trusted sources of news and information, general patterns of access to information, priority information needs, or even attitudes regarding "hot topics" in the community. This data will be collected and inserted into pre-defined templates that will then be provided to an M&E team or other relevant project staff to be analyzed.

This information can then be used by the team to understand if the information needs of the target population are being met, or if they are shifting, and what might need to be adjusted in the information being provided to respond to these changes. As a result, the community can receive the information they need instead of being subjected to what the radio station or humanitarian organization thinks they should know.

⁷ AAP stands for Accountability to Affected Populations, and represents the humanitarian community's commitment to be more accountable to the people it serves. The Inter-Agency Standing Committee (IASC) Task Force on AAP was created in July 2012. In December 2011, the IASC principals endorsed five Commitments on Accountability to Affected People/Populations (CAAPs). The five commitments are 1) leadership, 2) transparency, 3) feedback and complaints, 4) participation, and 5) design, monitoring and evaluation. For more information, see here: <https://interagencystandingcommittee.org/accountability-affected-people>

► STEP 3: Monitoring the Groups & Collecting Feedback

A number of factors will affect the way you monitor and collect feedback from your Listening Groups, such as:

- The staff, resources, and time you have available
- The number of Listening Groups established
- The accessibility of Listening Groups' meeting places
- How frequently the Listening Groups meet

These will all influence the intensity of monitoring and engagement with your Listening Groups. However, no matter how you choose to collect feedback from the groups, you should have the following elements in place:

► 1) Staff responsible for (and trained in) feedback collection:

Even if groups are expected to self-direct their own discussions, a staff member will still need to be assigned to call or meet the group on a regular basis to review and clarify the main points discussed. If groups are left entirely to their own devices they may feel abandoned and ignored, or even attempt to use the groups to further personal or political goals.



Information Officers play a key role in managing Listening Groups. In addition to driving *boda bodas* around the camp to broadcast programs, they visit Listening Groups every week to collect feedback.

In South Sudan, team members of the Boda Talk Talk HIS project all had assigned roles that fit within the Listening Groups' set schedule. At the UN House project site, there were roughly 110 Listening Groups. Each staff member was assigned 10 groups to manage, visiting each group weekly to collect feedback and discuss issues. In addition, on a regular basis, another staff member (such as the Program Producer) would join the discussion for a more in-depth focus group on programming style and priorities. In Malakal, which had 14 groups to manage, each Program Producer was responsible for visiting one assigned Listening Group on a weekly basis to collect feedback. In Abyei, two Information Officers were tasked together with rotating through 12 locations on a cyclical basis and visiting 3 Listening Groups per day.⁸

Keep in mind that staff must be trained to not only understand the purpose of collecting feedback, how to do it, and why it is important; they must have well-honed facilitation skills and be well-trusted by the Listening Groups that they engage with. It is also important to provide refresher training every so often, as a big lesson learned in South Sudan was that continuous capacity building was required to ensure that the team collected good and useful feedback for the program. Please see [Annex III](#) for a comprehensive set of tips for leading an effectively facilitated discussion.

► 2) Feedback management tools:

Staff should use a standard form or template for collecting feedback from each Group (see [Annex IV](#) for a simple Feedback Form used by the Nile FM team in South Sudan). In Abyei, Information Officers filled out a form on the spot and also recorded all discussions. These recordings aided data tabulation (which occurred on the days that the Information Officers were not in the field facilitating discussions) and also served as a quality control check to see if staff were collecting feedback and facilitating the discussions effectively. However, as the skills of the team progress, they should feel comfortable taking notes as the conversation is happening, rather than reverting to the more time-consuming process of recording and listening back to discussions.

At the team level, feedback can be placed into a "Feedback Tracker" that collates all feedback from the site into one place to help the team systematically follow up (i.e. look for answers and respond to questions and comments from the group) and identify data trends. The questions that surface in the Listening Group discussions might not always directly relate to the service that your organization provides, so it is important to track which organizations are relevant or responsible to the piece of feedback provided, and also track how your team engages them to respond to these questions directly.

► 3) Process for analyzing data and feedback follow-up:

The Feedback Tracker used by HIS teams in South Sudan noted the date, details, and theme of the feedback collected, and it also tracked the follow-up action taken by the team, response by the agency, action implemented by agency, and date action was implemented. It also noted the staff member tracking each piece of feedback and its status. (See [Annex V](#) for a filled sample from Bor).

Importantly, not every piece of feedback needs to be recorded on the tracker. For example, if every person in the Listening Group tells you that 'the latrine in Block B needs repairs,' you can record the first incidence and include a note, 'also reported by 6 other people in the group!' However, over time as the same issues appear time and time again and are not addressed by humanitarian agencies, this record is important to bring to the humanitarian agency responsible to show the level of community frustration over a period of time.

The team at Nile FM in Malakal took the process one step further. After filling in the Feedback Tracker, any comments that required a response from a humanitarian service provider were written on the station whiteboard, and the station newsroom editor then assigned these issues to

⁸ Please see Part II. Case Studies for further detail: https://www.internews.org/listening-groups_1-2

journalists to follow up by exploring the topic, creating a news story, and eliciting a response or explanation from the organization responsible.

Once a week, the Project Manager compiled a comprehensive list of all the questions and concerns raised, as well as their status (i.e. was the problem been solved or was it ongoing?). This information was then collected from all HIS sites in South Sudan to give a comprehensive picture of access to information and humanitarian engagement with affected communities, as well as to discover any emerging trends within the displacement sites across the nation.

While HIS projects in South Sudan relied heavily on the feedback provided by the Listening Groups, the project also incorporated other regular feedback providers that were not necessarily members of structured Listening Groups. For example, the Community Watch Group (community police) regularly provided security-related information that was an important warning for triggers of rising insecurity or crime trends within the camp. HIS teams also collected regular feedback via community contributions directly to staff at the office or at the listening stops as the driver was broadcasting the programs. This feedback was all added to the tracker to create a comprehensive overview of the issues affecting the community. Staff also attended weekly community leadership and cluster meetings to ensure they were not only able to keep an eye on responses to emerging trends in the camps, but also to use the feedback collected from the Listening Groups to give humanitarian workers a clearer picture of community priority issues.

► STEP 4: Closing the Feedback Loop

Once data is collected from Listening Groups, it is important that this information is acted upon and used: staff should go and illicit further information, contact the relevant humanitarian organization and otherwise conduct follow up until the matter is resolved. Critically, the team should then relay that outcome back to the community and the Listening Groups themselves. Only then is the feedback loop “closed” or completed.

Feedback collected from the various Listening Groups can be broadcast back to listeners via radio, delivered via community forums, or clearly stated in information campaigns. Concerns should be taken into account and visibly implemented to tailor program decision-making. Transparently making the link between the community’s concerns and the resulting actions will strengthen the community’s sense of ownership over the program. It is also crucial to building trust in Listening Groups as a feedback mechanism.

In its purest sense, Listening Groups enable service delivery in which communities participate as planners, producers, and performers. Programs become the expressions of the community, rather than for the community. Your Listening Groups’ success will be directly related to your ability and willingness to use them as a two-way communication tool. From Internews’ experience in South Sudan and other countries, the biggest difference between Listening Groups and a simple Focus Group is that people come to the Listening Groups to have a conversation, to be listened to, and to listen to others. The Listening Group system in this sense is a way for communities to discuss issues together and to be part of and have an impact through an ongoing conversation.

Closing the feedback loop is also tremendously valuable to the humanitarian and non-government organizations that provide various services. For example, HIS staff in South Sudan collate a weekly newsletter for humanitarian organizations that list the issues and concerns raised by Listening Groups, as well as any solutions that have been implemented. ([Annex VI](#) provides a sample.) In this way, the overall humanitarian community can benefit from the information collected via these Listening Groups and become more aware of the activities and actions taken by different organizations.



Annexes

► 6) Beware of body language

Use encouraging body language and tone of voice, as well as words. Lean forward when people are talking, keep your body position open and approachable, smile when appropriate, and attend carefully to everyone. Take notes of all opinions whether they are supported by the majority of the group or held by a small subset of participants. Give positive feedback for joining the discussion. Smile, repeat group members' points, and otherwise, show that you are invested and value participation.

► 7) Summarize & Wrap Up

As many of these group discussions may explore important and complex issues affecting the community, it is important at the end of the session to briefly summarize the main points that were made so that the group feels their contributions have been heard. This is also a good time to turn the conversation towards what the group wants as an outcome of the discussions. This might refer to direct action from a humanitarian organization, a wider community discussion via your radio station or HIS, community meetings or the implementation of an information campaign. Facilitators should be careful when exploring this element of the discussion not to commit any organization towards a specific action. The facilitators' role is to hear the concern and deliver an outcome or reply, not to force any organization (including their own) towards any particular action.

► Potential Problems in Discussions

Facilitating discussions often means dealing as smoothly as possible with the problems that arise. Listening Group members may live together, so it is important to ensure each session ends with no one feeling hurt, misunderstood or angry in a way that may affect other participants. Here are some common problems with suggestions for how to deal with them.

The participant who talks too much:

A way to approach the dominant participant and pull in non-participants is to redirect the discussion to another person or another topic. Alternatively, you may wish to reframe their comments, making them viable additions to the discussion. For example, "Thanks for contributing Mary. Now we have heard what she has to say, how does the rest of the group feel about that point of view?"

The member who will not talk:

One way to approach participants who do not verbally contribute is to provide opportunities for smaller group discussions which may help put some participants at ease. A second strategy is to ask opinion questions directly to the participant (e.g., "Peter, I see you nodding, how do you feel about this?"). This may encourage participation by helping the participant feel that he/she is a valued member of the group. Another strategy is to have participants write their contributions anonymously. These contributions can then be used as discussion points for the whole group. This method is particularly helpful when discussing sensitive issues.

The discussion that turns into an argument:

In good discussions, conflicts will sometimes arise. If such conflicts are left ambiguous, they may cause continuing trouble. The facilitator should take a strong position as moderator, preventing participants from interrupting each other or speaking simultaneously. Refer once again to the ground rules developed by the group in their first session and encourage participants to focus their passion towards the ideas and issues rather than particular participants who may not agree with them.

The facilitator can list both sides of the argument and relay the points to make it clear that both sides have been heard and their opinions noted. Often, this will slow momentum in an argument and allow for each side of the debate to take some time to calm emotions.

Unclear or hesitant comments:

The facilitator can encourage participants making unclear contributions to give solid examples to explain their position. Often, telling a personal story or using anecdotal evidence is a less confrontational way to explain an opinion that may not yet be well-formed or difficult to express in clear terms.

The discussion that goes off track:

Some facilitators keep discussions on track by listing the questions or issues they want to cover clearly or summarizing the discussion as it proceeds. If the discussion goes off track, the facilitator can gently bring the conversation back into line by asking how the project could address the issue being discussed. This can be seen a subtle hint that the conversation has drifted.

Sometimes, it is worth delving deeper if there is a topic that is continually drawing attention away from the task at hand. You might find that this is an important issue affecting the community that may need to take priority over the pre-arranged focus of the discussion. Remember, at the end of the day, an important role of the Listening Groups is to use them to discover what is important to the community.

The participant who attacks the facilitator:

When participants argue for the sake of argument, facilitators will usually lose if they take the bait. Participants who attack often want attention, so simply giving them some recognition while firmly moving on often takes care of the problem.

If participants are simply trying to embarrass the facilitator, they may seek to make him or her defensive with such comments as, "How do you really know that...?" or "You couldn't understand this..." Such questions can be handled by deflecting the attention back on the participants by saying, "What I'm saying is..., but now I'd like you to share your perspective." Turning the question back to the questioner forces him or her to take responsibility for his or her opinion.

Offensive commentary:

A constant question of any group is what to do about racist, sexist, or homophobic remarks, especially in a homogeneous group where other members may agree with them. There is no clear-cut answer, although if they pass unchallenged, it may appear you condone the attitude expressed.

How you challenge prejudice is the real question. Often, groups will have their own set of rules for addressing damaging remarks. The ideal here is that other members of the group do the challenging, and it may be worth waiting long enough before you jump in to see if that's going to happen. If it doesn't, you can essentially say, "We have agreed that our group is not here to be prejudiced, and I won't allow that kind of talk here," which may well put an end to the remarks, but isn't likely to change anyone's mind.

When a group has been together for some time and formed a strong and safe environment to express opinions, it may indeed be an appropriate time to carefully challenge these negative statements without judgment. For example, you can use questions like, "what makes you feel that way?" Often, through engaging the emotions relating to the prejudice, the participant is given a chance to consider how they formed that opinion and reassess whether they consider it to be valid. Challenging firmly entrenched cultural or community beliefs (especially in a conflict or post-conflict environment) can be very difficult. The aim should not be to end the session with participants 100% agreeing with your point of view, but rather to encourage constructive discussion amongst the group about events and experiences that may influence their opinions about the world. The idea is to generate some real discussion about prejudice and stereotypes and actually, change some thinking over time rather than looking for an immediate result.

Annex VI: HIS Newsletter



Kondial 97.2 FM at Bentiu PoC is a humanitarian information service radio station located in Bentiu Protection of Civilians site, Unity State. Kondial FM broadcasts in Nuer 12 hours per day, 7 days per week with a broadcast coverage area of 25-kilometers. Boda Boda Talk Talk also produces three unique 15-minute programs per week in Nuer language, which are broadcast at 5 IOM Information Desks, 500 Listening Groups, and 63 listening stops per week in the PoC. BBT will run in tandem with Kondial through at least July.

PROGRAMS ON KONDIAL FM

- GIRLS' EDUCATION**
An interview with Windle Trust on the support provided to girls to encourage them to go to school.
- SELF EMPLOYMENT**
A pre-recorded interview with community and experts on the benefits of self-employment.
- BACK TO SCHOOL CAMPAIGN**
A discussion with Interos, a humanitarian organizations working on education, and the community on how to best encourage children to enroll during the next school year.
- THE BREAKFAST SHOW**
A morning show where people call in and text to send greetings to their beloved ones as well as request songs.
- PEACE AND RECONCILIATION**
A discussion with the community through phone call and studio interviews on how people should contribute to peace and reconciliation both in and outside the camp.
- MALARIA**
An expert details the causes, symptoms and prevention of malaria. She also advises the community to use mosquito nets whenever they go to sleep.



KONDIAL FM 97.2 WEEKLY e-BULLETIN

May 22 –May 27, 2017



Kondial FM 97.2 distributes around 200 radios in Bentiu town to the community in partnership with RRC and RRP. Launching of the station was also held on the same event. ©Internews

FEEDBACK FROM THE POC

- KONDIAL FM**
We are really enjoying Kondial FM. Now our voice is being heard.
- DOORS STOLEN**
Three showers doors have been stolen last night by theft in sector two block two
- LATRINES**
All latrines from sector four block two get full due to that fact that their roofs and doors have been stolen by theft and the rain water get inside easily. We are asking IOM WASH to fix the latrines doors and roofs.
- OPEN DEFECATION**
Many people are defecating in the open in sector four. This is caused by lack of latrines so please construct more toilets.

PUBLIC SERVICE ANNOUNCEMENTS

- CHOLERA VACCINATION**
All people aged one year and above will be vaccinated against Cholera in the PoC. Cholera vaccine is safe and free of charge for all individuals in the target age group. Cholera vaccination start on 26 of May 2017 and will end on 29th May 2017
- SPORT FOR PEACE ACTION FOR CONFLICT RESOLUTION (ACR)** is invites the community to attend the Sport for Peace Tournament which will take place on 27 May 2017.



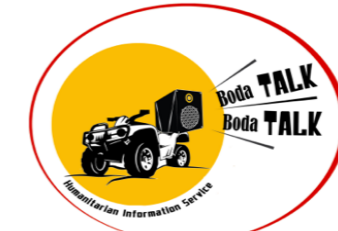
Boda Boda Talk Talk (BBTT) in UN House produces two audio programs weekly in Nuer, aired on speakers at designated locations throughout the PoCs. The BBTT Team also manages 100 listening groups, which receive the programs on SD cards and give feedback to BBTT staff about important issues affecting the community.

PROGRAMS OF THE WEEK

- LIVING WITH DOGS**
Many residents live with their dogs in the PoCs in a congested space. This poses many risks to the people around them. Therefore, BBTT discusses with all concerned parties to ensure the wellbeing of PoC residents.
- LATRINE ATTENDANTS**
THESO has assigned latrine attendants in the PoCs. The attendants are expected to guide residents to use the latrines properly and keep children away from latrine areas. This episode explores the effectiveness of the initiative.

THE WEEK AHEAD

- WOMEN IN LEADERSHIP**
In the protection of civilian sites, communities are headed by a chairpersons of different governing bodies. There is camp management committee (CMC), community leaders, and so on. Women, as part of the community, also need to be involved in the leadership. BBTT finds out the level of involvement of women in leadership positions.
- SAFE FEEDING OF CHILDREN**
Recently, four children suffered a burn and visited IMC clinic while trying to eat food items that were very hot for children's consumption. Parents need to ensure children are fed the right food with proper level of temperature. BBTT talks to an expert to aware the community about safe feeding practices.



UN House PoCs WEEKLY e-BULLETIN

Edition 38 May 22 –May 28, 2017



BBTT correspondent interviews a visually impaired singer, in Zone D block 5. His songs chronicle the history of the Nuer people. ©Internews PHOTO

FEEDBACK FROM THE PoC

- FOOD DISTRIBUTION**
During the last food distribution, people received different kinds of food; maize, white and red sorghum. Some received unwanted choice of food. If WFP and its partners mix or balance different kinds of foods during distribution, that can minimize complains.
- FIREWOOD COLLECTION**
Many women are happy that more days are added by the battalions to protect women collecting firewood.
- BACK TO SCHOOL**
Back to school campaign should be intensified so as many children as possible could go to school.
- RED SORHGUM**
Red sorghum is back in distribution. We don't like it as it is not a good quality sorghum.

PUBLIC SERVICE ANNOUNCEMENTS

- PREVENTING MALARIA**
The rainy season has already started. There is a need to prevent mosquito bites that spread malaria. People need to get rid of accumulated water, clear grasses and sleep under treated mosquito nets.
- CHILDREN PLAYING IN STAGNANT WATER**
Young children play in a dirty water accumulated in drainage system, some people use stagnated water for some purpose. Such acts will expose them to water borne disease and thus we need to stop children from playing in dirty waters.



MALAKAL POC WEEKLY E-BULLETIN

May 27, 2017

NILE FM in Malakal broadcasts for 12 hours a day in Arabic, and it covers an area of approximately 35 km around the Malakal POC. The NILE 98.0FM team also manages more than 100 listening groups that provide feedback to the team on a weekly basis.

WEEKLY HEADLINES

26 MAY, 2017

- Windle Trust end a workshop for humanitarian basic schools teachers.
- Thousands of residents receives their NFI ration from Med Air.
- IOM urges community members to open drainages with the start of rains.
- IOM start awareness program about the use of mosquito nets.
- Community watch group together with INTERSOS staff accompany them during night patrols to find some Children

25 MAY, 2017

- DRC plans to distribute plastic sheets together with community leaders.
- Intersos start a campaign to educate the community on the risks of playing in the rain and in muds.
- IMC advise the community on bathing practices.
- Youth Union plans to organize workshop for youth on conflict resolution

24 MAY, 2017

- Med Air distributes NFIs to new IDPs.
- Community leaders convince residents to remove shelters built on drainage lines.
- Community watch group urges residents to cooperate with searches at checkpoints.

23 MAY, 2017

- IOM finalizes opening drainage in sector one and start at sector two
- Med Air plans to distribute NFI to families

22 MAY, 2017

- World Vision distributes seeds to farmers.
- IMC discourages selling of food citing its effect on children.
- IOM urge residents to use latrines and avoid open defecation.

PROGRAMS FOR NEXT WEEK

- **Education program:** Role of community in helping students after school.
- **WASH & Hygiene:** Challenges facing the community and humanitarian in environmental health
- **Health program:** Impact of taking drugs without prescription.
- **Women program:** Role of women in minimizing domestic violence.
- **CCCM:** Distribution of mobile phones to women

WEEKLY RADIO PROGRAMS



EDUCATION PROGRAM

- *Kindergarten:* A discussion with a kindergarten teach on what children need to be taught at early age.

HEALTH PROGRAMS



- *Chest Infection:* An explanation of chest infection by an expert from IMC.
- *Environmental Health:* A pre-recorded package discussing on how to care for the environment
- *Preventing Malaria:* The show outlines the preventive measures against malaria

WOMEN & GBV PROGRAMS



- *Women and Child Care:* The basics of child care is explained by an expert.
- *Respect at Home:* A woman leader explains the importance of respect at the household.

CHILDREN, YOUTH & ELDERNS PROGRAMS



- *Child Protection:* The importance and ways of protecting children from various risks is discussed.
- *Role of Youth:* A show exchanging ideas on the role of youth in solving problems within the community.



British Ambassador in South Sudan and Minister of Women Affairs visit Malakal PoC on May 22, 2017 and met women residents in sector two, Malakal PoC.

Internews



JAMJANG WEEKLY E-BULLETIN

May 27, 2017

Jamjang 89.4 FM is a community radio station located in Ajuong Thok refugee camp, Unity State. The program, funded by PRM, aims at serving a population of 100,000 Sudanese refugees and a local population of about the same size in Yida, Ajuong Thok, and Jam Jang. The new community radio station in Ajuong Thok covers up to 70 kilometers radius.

WEEKLY HEADLINES

26 MAY, 2017

- DRC says it cannot build another market inside Ajuong Thok Camp.
- Hakima Yacoub Hospital confirms the continued referral of emergency cases to hospitals outside Ajuong Thok in coordination with UNHCR.
- Local Community handed over to refugees in Pamir agricultural land covering 1,500 acres.
- AHA organizes a workshop to raise awareness of Refugees about the seriousness of abortions practiced by some girls in Ajuong Thok.

25 MAY, 2017

- Nutrition unit of Hakima Yacoub Hospital weighs all children at Ajuong Thok camp on Thursday.
- Hope Hospital of IRC Confirms Distribution of Mosquito net to pregnant and lactating women and children in Pamir Next Week.
- DRC enlightens elected Block leaders in Ajuong Thok on Camp administrative system.
- IRC extends the period of women's dignity kit distribution in Ajuong Thok to next Saturday.
- DRC plans to organize a sports tournament for the Cubs in Ajuong Thok.

24 MAY, 2017

- DRC postpones elections for Ajuong Thok Camp Chairmanship until 31 May.
- Refugees in Ajuong Thok travel in large numbers to Nuba Mountains due to high living conditions in the camp.
- DRC distributes Plastic Sheet to shop owners in Pamir Camp market.

22 MAY, 2017

- Hakima Yacoub Hospital in Ajuong Thok denies connection of diarrhea to Maize.
- Second term of primary schools in Ajuong Thok and Pamir kicks off today.
- AHA affirms its readiness to train refugees in first aid, and train the local community in the field of midwives to meet their demands.
- IRC distributes torches and Slippers to vulnerable groups in Pamir for the first time.
- UNHCR confirms its readiness to hand over Mankowa primary school to the state government.
- UNHCR plans to register refugees who have not received plastic sheet.

WEEKLY RADIO PROGRAMS



EDUCATION PROGRAM

- The Impact of Dowry increment. What should be done to make it affordable to the whole community?



HEALTH PROGRAMS

- The benefits of breastfeeding for Children
- The health effects of alcohol, particularly on the Youth.



WOMEN & GBV PROGRAMS

- Domestic violence: what it is and how it affects the society.



CHILDREN, YOUTH & ELDERNS PROGRAMS

- The role of vocational Training institutions for the youth in refugee camps.
- Helping Children to develop various talents



discussing the content production process for the weekly Health Program on Jamjang FM. Internews

About Internews

Internews is an international non-profit organization whose mission is to empower local media worldwide to give people the news and information they need, the ability to connect and the means to make their voices heard.

Internews provides communities the resources to produce local news and information with integrity and independence. With global expertise and reach, Internews trains both media professionals and citizen journalists, introduces innovative media solutions, increases coverage of vital issues and helps establish policies needed for open access to information.

Internews operates internationally, with administrative centers in California, Washington DC, and London, as well as regional hubs in Bangkok and Nairobi. Formed in 1982, Internews has worked in more than 90 countries, and currently has offices in Africa, Asia, Europe, the Middle East, Latin America and North America.

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This publication is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Internews and do not necessarily reflect the views of USAID or the United States Government.