

Community capacities for EORE

Lessons and ideas from South Sudan and Afghanistan

Why South Sudan and Afghanistan?

- Some of the longest running armed conflicts in the world
- High numbers of IDPs, refugees and returnees
- People of concern experiencing multiple cycles of displacement
- High number of children out of school
- On-going insecurity making accessibility a major challenge
- Direct security threats to humanitarian actors
- Various conflict sensitivity issues
- Complex EO landscape (Afghanistan)
- Small arms and light weapons issues

Learning from the people we serve

- Community Liaison and beyond (CE, participatory/action research,
- Have you ever walked in their shoes?
- Common sense but also misconceptions
- Behaviour change communication 101 → the message cannot be separated from the messenger
- Who is trusted and respected? → Gender, age, sociocultural identity, educational level, geographic location, experience of displacement, trauma, parenthood...
- Where do people go? Where don't they go? Where do we go?
- Who do people listen to? Who do they trust? What are the messages being passed on? How are the messages being received – and acted upon? Are there any barriers to the communication process?
- Who are role models? How can they be more effective?

Examples of community capacities

- Community Focal Points
 - reaching different segments (soldiers, mothers, teachers, village heads, religious leaders, community leaders, etc.)
- Listening Group Facilitators
 - radio drama EORE using solar powered radios
- Peer-to-Peer Educators
 - school-based
 - child-friendly spaces
 - livelihoods groups
- Scouts and Youth Leaders
 - role modelling
 - Leadership potentials – transformative capacities