

Unit 4 provides guidance on how to analyze, select and segment priority and influencing audiences. Obtaining information about the demographics, geography, knowledge, values, aspirations, beliefs, media habits and emotions of the audience in relation to the emergency can help identify the most important groups of people to target for the communication response. This process also supports the design of messages and activities that resonate with the intended audiences and the selection of the most appropriate communication channels and approaches for a successful intervention.

Having completed this unit, you will have the following tools to assist you in developing messages and activities for the communication response.

- [Worksheet 4.1: Identifying Priority Audiences](#)
- [Worksheet 4.2: Exploring Ideational Factors, Barriers and Facilitators for Intended Audiences](#)

What are Audience Analysis and Segmentation?

Audience analysis is a process used to explore and identify the priority and influential audiences of an SBCC intervention.

Priority Audience

Priority audiences are those whose behavior the intervention aims to change. They are not necessarily those who are most affected by the problem. Rather, they are those whose change in behavior will most likely achieve the program goal. For example, children may be most affected by a cholera outbreak, but their caregivers' behaviors may be what needs to change to bring the outbreak under control.

Influential Audience

Influential audiences are the populations who interact with the priority audience to influence their behaviors. Influential audiences can therefore support the desired behavior change in the priority audience. Examples include religious and community leaders who can influence men in a community; mothers-in-law who can influence young mothers; health care providers whose attitude and behavior can influence those who attend their clinics. Both primary (i.e., priority) and secondary (i.e., influential) audiences are important for promoting behavior change.

Audience Segmentation

An important component of audience analysis is segmentation. This involves dividing a large audience population into smaller subgroups of individuals, based on a set of similarities such as needs, behaviors, values and other characteristics, in order to design tailored and thus more effective activities and messages.

Who Is the Primary Audience?

Primary audiences are those whose behavior change will be more likely to lead to the desired outcome of an SBCC intervention. Below are two fictional examples to illustrate this point.

Example 1: A situation analysis during an Ebola outbreak highlighted the fact that traditional leaders were promoting unsafe burial practices and encouraging communities to practice them as well, rejecting recommendations for safe burials. As a result, the unsafe burial practices led to the further spread of Ebola among community members. Although leaders were not the most affected by the virus, they constituted the primary audience of the communication response as changing their beliefs around burials practices to promote safe burials would considerably contribute to curbing the outbreak.

Example 2: Following a natural disaster, large populations of displaced people were provided with shelter in a refugee camp. Despite food distributions, children remained severely malnourished. A needs assessment revealed that mothers were unable to feed their children correctly because the husbands would take the food and sell it on the market to buy local beer. Although children were the most affected by malnutrition and mothers were the primary caregivers and fed the children, the communication response targeted men to encourage them to use the food from distribution correctly for the health of their children.

Find more information on **How to Do an Audience Analysis** at <http://www.thehealthcompass.org/how-to-guides/how-do-audience-analysis> and **How to Do an Audience Segmentation** at <http://www.thehealthcompass.org/how-to-guides/how-do-audience-segmentation>.

Why are Audience Analysis and Segmentation Important?

Audience analysis allows for an in-depth understanding of the characteristics, needs, values, aspirations and behaviors of the intended audience. As such, audience analysis supports the development of activities, materials, messages and the selection of communication channels that resonate with the audience and that are more likely to lead to the desired changes in behavior.

For this to be effective, large audiences sometimes need to be segmented. Although an audience can be defined with one word that encompasses all those belonging to that group, within that audience there are often subgroups of individuals with different characteristics and needs. Through audience segmentation these differences can be captured, appropriate strategies can be designed and the most critical subgroups for the success of the SBCC intervention can be targeted. To highlight the importance of audience segmentation, **Table 5** below provides an example of how one audience category can be subdivided into different groups with different communication needs.

Table 5: Examples of Audience Segments and Their Communication Needs

Audience: Men between the ages of 15 and 49	
Audience Segments	Examples of Different Communication Approaches
Living in an urban setting vs living in a rural setting	Available channels of communication and their popularity, lifestyles and literacy levels may be different in rural and urban areas.
Educated vs not educated	Communication materials and activities will need to be tailored differently depending on the literacy level of the audience.
Younger (ages 15 to 24) vs older (ages 24 to 49)	The types of activities, messages and communication channels that resonate with 15- to 24-year-olds are likely to differ from those that resonate with 25- to 49-year-olds.
Employed vs not employed	Activities to reach employed and unemployed men will differ, as will the type of messages that resonate with them.
Men who already practice the desired behavior vs men who do not	Those who already practice the desired behaviors may need reinforcing messages, while those who do not practice them may need incentives and factual information about why the desired behavior benefits them.

Key Steps for Effective Audience Analysis and Segmentation

1. Identify Priority Audiences
2. Identify Knowledge, Attitudes and Practices
3. Identify Barriers and Facilitators
4. Consider Audience Segmentation
5. Identify Influencing Audiences

Identify Priority Audiences

The information obtained from working through **Unit 2: Rapid Needs Assessment** will provide helpful insights into potential intended audiences for the communication response. Countries can start to identify all potential groups of individuals who may be affected by the problem or who have control over factors that cause or aggravate the emergency prior to it occurring. Countries can then expand and refine this information using additional data from primary and secondary research conducted during the emergency.

It is important to note that, for an SBCC strategy to be effective, it is not feasible to target all potential audiences, as this would likely reduce impact. Only the audience or audiences whose behaviors it is the most important to change in order to reduce the outbreak must be targeted. These audiences will be the focus of the interventions and are referred to as primary or priority audiences. The number of priority audiences will depend on the number of groups of people whose practice of specific behaviors significantly impacts the problem.

The priority audience may be a group of people who is directly affected by the problem, or it may be a group of people who has an influence over how the problem evolves. It is important to analyze the available data and take into consideration potential audiences at the different levels of the socio-ecological model (discussed in **Using SBCC and Communication Theories in Emergencies**). It is likely that, for a comprehensive strategy that addresses the emergency effectively, audiences along several levels of the social-ecological model will need to be targeted.



Tips for Selecting Intended Audiences

- Use available secondary and primary research data to explore potential audiences. This practice supports an evidence-based selection of priority and influencing audiences.
- Use epidemiological evidence to identify those most affected and most at risk of the issue causing the emergency.
- Consider audiences along the socio-ecological model who can greatly impact the problem. Individuals, community leaders and organizations, health providers, policy makers and authorities can all have an important part to play in bringing the emergency under control.
- Keep vulnerable groups in mind. Socially marginalized groups may be at greater risk of the problem due to their living conditions, fragile health and inadequate access to facilities and information.

Exercise: Identify Priority Audiences

Worksheet 4.1 has been designed to help with the selection of the priority audience or audiences. It provides a list of questions and considerations to apply to the available data and analyze it in ways that allow capturing important details about potential priority audiences. Once the audiences have been selected, it is important to understand the behaviors they currently practice and what they know and feel about the desired behaviors that will help curb the emergency.

Please note that some of the worksheets in this section are accompanied by a completed example. The completed example will likely include information about an emergency that during an actual event might not be immediately available. This was done to illustrate the full range of information to inform a strategic communication response. As more data becomes available, update this worksheet.

WORKSHEET 4.1: IDENTIFYING PRIORITY AUDIENCES

Purpose: This worksheet will help analyze data from the rapid needs assessment to identify the priority audiences for the communication response to the emergency.

Directions: Use data from the rapid needs assessment and secondary research (Unit 2) or other primary and secondary research to complete this worksheet, as this will support an evidence-based selection of priority audiences. Where possible, complete this worksheet in collaboration with key stakeholders to stimulate information sharing and obtain a more complete picture of potential priority audiences.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

Problem causing the emergency: _____

1. During an emergency, which groups of people would be most affected by the emergency?				
2. Which of the identified audiences, if any, would be particularly vulnerable?				
3. Which groups of people have control over factors that would cause or aggravate the emergency?				
4. Out of the groups identified in Questions 1, 2 and 3, what behaviors do they need to change to impact the outbreak? How important is that change for the reduction of the emergency, and how likely are the audiences to change those behaviors? Rate each area from 1 (least) to 3 (most) importance.				
Audience	Behaviors that need to change to reduce outbreak	Importance of each behavior for the reduction of the outbreak		
<i>Insert audience</i>		1	2	3
		1	2	3
		1	2	3
		1	2	3

WORKSHEET 4.1 IDENTIFYING PRIORITY AUDIENCES (Continued)

<i>Insert audience</i>		1	2	3
		1	2	3
		1	2	3
		1	2	3
<i>Insert audience</i>		1	2	3
		1	2	3
		1	2	3
		1	2	3
<i>Insert audience</i>		1	2	3
		1	2	3
		1	2	3
		1	2	3

5. In which geographical areas are the audiences mostly located?				
<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>
6. How large is each audience group in the area of intervention? Use estimates if exact data is not available				
<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>
7. Who controls/influences the behaviors of each audience group or the resources required for behavior change?				
<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>	<i>Insert Audience</i>

Adapted from How to Do an Audience Analysis: <http://thehealthcompass.org/how-to-guides/how-do-audience-analysis>

WORKSHEET 4.1 IDENTIFYING PRIORITY AUDIENCES (Continued)

Based on the information summarized in the table above, which are the audiences whose behavior change will impact the emergency the most? *These will constitute your priority audience or audiences.*

Based on the information summarized in the table, which audiences are the most vulnerable and at-risk of the issue causing the emergency? *These will also need to be considered as priority audiences to be targeted through separate interventions.*

Identify the Priority and Influential Audiences' Knowledge, Attitudes and Practices

Worksheet 4.1 provided you with an indication of who are the most important audience or audiences for the communication response. Once the audiences have been selected, it is important to understand the behaviors they currently practice and what they know and feel about the desired behaviors that will help curb the emergency.

Behavior is not always apparently rational. It is influenced by multiple factors that need to be taken into consideration for the design of an effective behavior change intervention. These factors that shape individual behaviors are known as **ideational factors**, and affecting those through SBCC activities can lead to behavior change. The **table** below provides a brief description of each ideational factor.

Ideational Factor	Description
Knowledge	What the audience knows about the behaviors that cause or aggravate the emergency and about those that help curb it
Beliefs	What the audience believes both about the behaviors causing the emergency and about risk reduction behaviors
Attitudes	How the audience feels about the emergency and related behaviors
Self-image	How the audience relates to the emergency and behaviors linked to it
Perceived risk	How much the audience feels at risk of being affected by the problem causing the emergency
Self-efficacy	How capable the audience feels about adopting protective behaviors that can prevent being affected by the problem
Emotions	The emotions experienced by the audience in relation to the emergency
Personal Advocacy	How capable the audience feels about supporting others to adopt risk-reduction behaviors
Norms	Practices that are linked to social norms in the community that affect the spread of the emergency in either positive or negative ways
Culture	Cultural practices that affect the spread of the outbreak in either positive or negative ways
Social Influences	The influences from friends, family and other important individuals in the audience's lives that can support or hinder adoption of protective behaviors

BEHAVIOR

Exploring Ideational Factors

Worksheet 2.2 in Unit 2: Rapid Needs Assessment is an initial step in the analysis of ideational factors. In audience analysis, the exploration of these factors becomes focused on the priority audiences. Again, countries can start considering these factors prior to an emergency occurring, and then use additional data from primary and secondary research conducted during the emergency to expand and refine this information.

Knowledge of ideational factors for each audience group can inform the design of behavior change activities, and available data on audiences should be reviewed along different ideational factors. Some questions to ask about the audience that can provide insights into ideational factors are summarized in Table 6 below.

Table 6: Questions to Explore Ideational Factors

Ideational Factor	Questions that Help Explore Ideational Factors
Knowledge	What does the audience know about the problem causing the emergency?
Beliefs	What beliefs does the audience have about the problem?
Attitudes	How does the audience feel about the problem?
Self-image	How does the audience see their role with respect to the emergency?
Perceived Risk	Does the audience feel at risk of being affected by the problem? How at risk does the audience feel?
Self-efficacy	Does the audience feel capable of engaging in risk reduction behaviors to avoid being affected by the problem? How capable do they feel?
Emotions	What emotional reactions does the audience have towards the problem?
Personal Advocacy	Does the audience feel capable to discuss the problem causing the emergency and advocate for protective behaviors? How capable do they feel?
Norms	What are the community's beliefs and attitudes towards the problem causing the emergency and how it is being addressed?
Culture	What cultural beliefs and norms influence how the audiences respond to the emergency and how the outbreak spreads?
Social Influences	What levels of support do the audience believe they can get from friends, families and community members to engage in risk reduction behaviors?

Identify Barriers and Facilitators

Once the behaviors of priority audiences have been explored and more is known about the ideational factors relating to current behaviors, it is important to know what can support or hinder the audiences from engaging in desired behaviors. These are known as **barriers and facilitators**, and having knowledge of those will help tailor activities in ways that reduce the barriers and maximize the facilitators. Examples of barriers and facilitators to consider for each audience are provided in **Table 7** below. This list serves as an example and is not exhaustive; it aims to promote thinking about how different factors can either encourage or prevent behavior change.

Table 7: Examples of Barriers and Facilitators of Behavior Change for Emergency Communication Response

Barriers	Facilitators
Habit: People feel comfortable doing things the way they always have done. It may be difficult for them to accept doing things differently.	Positive Deviants: Some individuals may already practice the desired behaviors, and can be used as role models to encourage others to adopt protective behaviors.
Lack of Self-efficacy: Emergencies take populations by surprise, and this can leave them scared or panicked and feeling powerless. This inability or lack of confidence to take protective action may lead to denial, making it harder for behavior change messages to be heard and actioned.	Desire to Stop the Emergency: It is likely that the audiences have a significant desire and personal interest to engage in protective behaviors that reduce the emergency.
Fear: In an emergency fear is a common reaction and this may affect the way the population responds to behavior change messages. It may lead to panic or denial of the situation, especially if self-efficacy is low.	Fear: Although fear can lead to denial, it can also be a motivating factor if accompanied by messages that advise people on what they can do to reduce their risk. As such, fear can be a facilitator if it supports individuals to reduce their susceptibility to the perceived threat. Risk communicators need to be aware, however, that using scary messages and fearful graphics can backfire and lead to individuals denying that they are at-risk. More about this can be found in the Introduction and in Unit 8 .
Rumors and Stigma: In an emergency, rumors tend to spread as people try to address questions and fears. This may also lead to stigma about the issue causing the emergency.	Communication Infrastructure: Availability of an extended, functioning and well-coordinated radio network or other communication services, including mobile phone networks, can significantly support the communication response. For example, to collect rumors and address them (and stigma) in real time.
Negative Experiences: Some individuals may have negative experiences of how the emergency is being addressed. This may lead to resistance to response efforts and/or rumors.	Positive: Individuals may exist who have recovered from the issue causing the emergency. This can be used to increase the feeling of self-efficacy among the intended audience and to reduce stigma.
Lack of Coordination: Response activities need to be coordinated as do communication messages. Lack of proper coordination, mixed messages or interventions that have had a negative response from the population may hinder response effort.	Community Leaders: Religious and traditional leaders can be key in promoting desired behaviors. If they see the importance of addressing the emergency, they can represent a valuable resource for the communication response.
Cultural Practices: Aspects of local cultural practices may contribute to the spread of the emergency or that that prevent protective actions to be taken.	Cultural Practices: Just as cultural practices can hinder risk reduction, they may also include aspects that can support protective behaviors.

<p>Lack of Accessible Services: For an outbreak to be brought under control, adequate services need to be available and accessible to the affected population. If they are not, or they are poorly staffed or equipped, this can constitute a barrier to behavior change.</p>	<p>Support Services: Organizations and services may exist in the community to support individuals to engage in protective behaviors. These can be capitalized on to encourage behavior change.</p>
<p>Lack of Commodities and Stock Ruptures: During an emergency, it is harder than usual to keep health facilities stocked with the necessary treatments. Ruptures in medication and commodities can impede uptake of health seeking behaviors.</p>	

Exercise: Exploring Ideational Factors, Barriers and Facilitators

Worksheet 4.2 was designed to help analyze the intended priority audiences (identified in **Worksheet 4.1**) according to ideational factors, barriers and facilitators.

WORKSHEET 4.2: EXPLORING IDEATIONAL FACTORS, BARRIERS AND FACILITATORS FOR INTENDED PRIORITY AUDIENCES

Purpose: This worksheet will help extract information from primary and secondary research about behaviors, ideational factors and barriers and facilitators for the intended priority audiences.

Directions: Use data from the rapid needs assessment (Unit 2) and other relevant data to complete this worksheet.

Please note that this worksheet is followed by a completed example that you can use as reference if necessary.

List below the priority audiences identified in Worksheet 4.1:

Complete this table for each priority audience, summarizing the data from the research according to current behaviors, ideational factors and barriers and facilitators.

Intended Audience:				
Current Behaviors	Ideational Factors	Barriers	Facilitators	Sources
	Knowledge:			
	Beliefs:			
	Attitudes:			
	Self-image:			
	Perceived Risk			
	Self-efficacy:			
	Emotions:			
	Norms:			
	Culture:			
	Social Influences:			

WORKSHEET 4.2: EXPLORING IDEATIONAL FACTORS, BARRIERS AND FACILITATORS FOR INTENDED AUDIENCES (Continued)

Directions: Once you have completed the table for each separate audience group, summarize the most important things you have learned about each audience and the sources of that information in the table below.

Audience	Key Findings

Based on the information summarized in the table above, is there any information that you would still need to know about any of the intended audiences to help you inform your communication response? If so, write what you need to know about each audience group here:

What needs assessment methods can be used to answer those remaining questions? Consider the methodologies discussed in *Unit 2: Rapid Needs Assessment* and participatory approaches that involve the community as discussed in *Unit 3: Community Mobilization*.

Question	Possible Methods to Answer the Question

Consider Audience Segmentation

As discussed earlier in this Unit, large audiences may need to be segmented or subdivided into smaller groups. The reason for segmentation is because an audience group may be composed of different subgroups with their own set of issues that need to be addressed with different communication approaches.

For example, a priority audience group of pregnant women may be segmented into urban and rural subgroups as these audiences may differ in lifestyle, education, information access and other areas. Each priority audience should therefore be assessed to see whether its members are similar enough to be reached by the same communication channels, and to respond to the same messages and activities.

To decide whether an audience needs to be segmented, it can be analyzed along different criteria that allow for the detection of any significant differences within the group. A significant difference is one that requires a different message or approach.

Criteria that may be used to detect variations within an audience that warrant different communication approaches include:

- **Sociodemographics** such as sex, age, education, income, employment, marital status, ethnicity, religion and language
- **Geography** such as rural or urban areas, type of community, access to information and services
- **Knowledge** about the issue causing the emergency and about risk reduction behaviors
- **Behaviors** such as the practice of relevant behaviors, the frequency of practice, the stage of change and media habits
- **Psychographics** such as values, aspirations, or benefits sought from the behavior change, interests, attitudes, opinions, personality and preferences

If important differences along any of these criteria appear within an audience group, then it is advisable to segment into smaller groups. The criteria in which differences stand out will represent the segmentation criteria.



Tips for Selecting Key Audiences Segments

- Look at the size of each segment and assess whether behavior change within that segment will significantly impact the response to the emergency.
- Determine whether the segments can be reached adequately with available resources. If resources are unable to reach a segment, it may be necessary to discard that segment.
- Seek segments whose behavior is most likely to change. This will not only impact on the problem relatively quickly, but will also create a pool of agents of change that can be used to promote further behavior change.
- Ensure that each separate audience segment is different enough to warrant a different approach, and that each audience segment is homogenous enough to be targeted with the same messages and channels.

Differences may be apparent along several criteria, meaning that multiple audience segments are identified. If resources are limited, it may be necessary to select only some of the segments identified. The following tips can help narrow down the list of audience segments.

Identify Influencing Audiences

So far in this unit you have worked on identifying priority audiences and assessing whether they need to be segmented into smaller subgroups. This should have supported you in coming up with the priority audience or audiences for the communication response.

For an SBCC intervention to be the most effective and for behavior change to be promoted among the priority audience or audiences, it is helpful to identify and target influencing audiences too. Influencing or secondary audiences are those individuals who exert influence on and can affect the knowledge, attitudes and practices of the priority audience.

For each priority audience, it is therefore necessary to consider who controls or influences their decisions and behaviors, or the resources required for behavior change. Depending on the priority audience, examples of influencing audiences could include family members, peers, community leaders, local associations and groups, services providers or local authorities.

Thinking of each intended priority audience, the following questions can support the identification and selection of influencing audiences:

- Who controls/influences the behaviors of each intended audience or the resources required for behavior change?
- How do the influencing audiences exert their influence on the priority audience?
- What are the current practices that these influencing audiences engage in with regards to the issue causing the emergency?
- What are the attitudes, beliefs and knowledge of the influencing audiences about the issue causing the emergency?
- What might be the barriers to involving these influencing audiences in the communication response?
- What are the benefits that the influencing audiences can gain from being an intermediary in the communication response?

Assessing who has influence over the decisions and behaviors of priority audiences and analyzing these according to the questions above can highlight the most important influencers. Activities and messages will therefore need to be developed for these influencing audiences too in order to support the behavior change of priority audiences. Examples of activities that can be developed for influencing audiences include:

- Trainings for local leaders about the issue causing the emergency so that they understand the risks and are motivated to support their communities in engaging in protective practices.
- Testimonials of individuals who have survived the disease causing the emergency to reassure community members of the importance of seeking rapid medical assistance at the onset of symptoms.
- Peer educators who can inform their friends and neighbors about the outbreak and discuss protective measures.