

WORKSHEET 7.2: MATCHING CHANNELS TO THE PRIMARY AND INFLUENCING AUDIENCES

Purpose: This worksheet includes a list of questions to support the selection of an appropriate channel mix to communicate with the intended audiences about the emergency issue being addressed.

Directions: State who the intended audience is for this exercise and whether they are a primary or influencing audience. Complete one sheet for each audience segment you have identified. Worksheet 4.1 in *Unit 4: Audience Segmentation* can help you identify audiences if you have not done so yet.

Answer the questions asked about the audience. Use evidence-based data from sources such as media consumption studies, project reports, surveys, qualitative studies and government statistics.

Finally, summarize the key points as this will help you identify the most appropriate communication channels for each audience.

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

Audience: _____

Priority

Influencing

1. What channels does the audience use regularly for different communication needs? For example, radios and TV for receiving or accessing news or health information, mobile phones for communicating with others, etc.
2. What communication channels does the audience generally prefer?
3. Which channels does the audience consider credible and for what kinds of information? Consider both modern and traditional communication channels such as community leaders and influential members or society.
4. What is the audience's literacy level? If possible, specify whether there is a different between rural and urban populations.
5. What differences exist, if any, in access to communication channels between genders?
6. Which channels does the audience prefer for getting information about emergencies?
7. Whom does the audience trust and turn to for advice about health or about other topics similar to that causing the emergency? If known, highlight differences between rural and urban areas and between genders.
8. During the emergency, how does the audience spend a typical day? Where do they go and what communication opportunities exist throughout the day? Consider that during an emergency standard routines may be disrupted.

WORKSHEET 7.2: MATCHING CHANNELS TO THE PRIMARY AND INFLUENCING AUDIENCES (Continued)

Time of Day During the Emergency	Activity	Location for Each Activity	Potential Communication Channels
Early morning			
Midmorning			
Midday			
Early afternoon			
Mid afternoon			
Early evening			
Dinner			
Late evening			
Special Occasions/ Festivities			

Summarize the information obtained from this worksheet in the table below. This will highlight the principal channels for communicating with each audience segment.

Audience:	
1. Communication Channel Preferences	
2. Trusted Information Sources	
3. Literacy Level	
4. Possible Communication Channels	