

## Essential Element 4: Creating an Audience Profile

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This Essential Element will help you gain a deeper understanding of your audiences so that you can develop activities and messages that will be most effective for them. Here are some suggestions for working through this element:

- Read the text from beginning to end.
- Complete **Worksheet #5** with information about your audience. If you need help filling it in, refer to the example of **Worksheet #5** that has been completed with fictional data from the city of Zanbe.
- When you have completed **Worksheet #5**, go on to work through **Worksheet #6**. Again, if you need help filling it in, refer to the example of **Worksheet #6** that has been completed with fictional data from the city of Zanbe.
- Refer to the resources at the end of this Essential Element as needed.

### What is the Purpose of this Essential Element?

Now it is time to make your research come to life! One of the most important things you need to know when designing an SBCC program is your audience. The better you know your audience, the better your program. You can do this by creating audience profiles.

The purpose of this Essential Element is to:

- Understand how using data to develop a complete profile of your intended audience will better define and focus your SBCC activities.
- Understand the three major types of information needed to develop audience profiles (demographics, behavior and psychographics).
- Use your local data collected to complete **Worksheet #5: Summarize Key Information About your Audience** for each audience segment.
- Use your local data collected to complete **Worksheet #6: Audience Profile** for each audience segment (primary and secondary).
- Pretest the profiles you develop with your intended audience.

### Why is this Important?

Knowing your audience means having a deep understanding of their likes, dislikes, priorities, living situation and background, and then using this information to plan your activities. Before implementing your program, you should know your audience so well that they become real people to you—just like Nadia, Awa and Etienne from the Zanbe community introduced in the **Cast of Characters**.

You will need information about both your primary and secondary audiences so you can have a deep understanding of each audience. Existing data may be available on your secondary audience, but you may also need to conduct your own research.

**For example:** We know that Etienne has some strong adults in his life. His father is very active in his life, both as a father and a coach. For young people like Etienne, it might be useful to look for some research or conduct some qualitative research yourself with fathers of adolescent boys to find out if and how they are supporting their sons with SRH, and what messages and programs might help them do that. It would also be useful to talk to young men about their fathers and the role that they would like their fathers to have in their SRH.



Imagine a friend was planning a very special birthday party for you and the only things your friend knew about you was your age, gender, occupation and number of family members that live with you. Would that be enough information to throw you a great party? Wouldn't you want your friend to also know what music you love, the foods you like to eat and the people who are most dear to you? Wouldn't you want your friend to consider how you feel about getting older, the things that you like to do for fun and the types of parties you do *not* like to attend? If your friend knows all of this about you, your party will likely be a much bigger success than if he/she didn't know.

The same goes for designing a SBCC program for urban adolescents. The audience profile should be a key reference document throughout the life of the project. For example, an audience profile can be used to answer program design and pre-implementation questions like:

- Who does Nadia talk to about sex and relationships?
- Would Awa read a brochure? Where would she find it? Where would she read it? Does she have the literacy level to read it or should it be more illustrations?
- Where would Nadia feel comfortable accessing SRH services?
- What radio station would Etienne listen to?
- Does the message use language that Awa would use or that would appeal to Awa?
- How would Etienne react to the message in a poster?
- Which of Etienne's determinants of behavior can we most effectively address?

Basing decisions on a representative example of your intended audience segments, such as an audience profile, will allow you to better define and focus your SBCC activities.

## What are the key steps?

When developing an audience profile, there are a number of key steps to follow:

1. Review the Data Collected on Priority Audience Segments
2. Summarize Key Information and Create Audience Profile(s)
3. Pretest Profiles with the Audience

## Important Concepts

### What is an Audience Profile?

Remember our cast of characters from the beginning of the I-Kit? Those are the beginnings of an audience profile—the descriptive paragraph. An audience profile is a tool that helps bring your audience segment(s) alive so that as you are designing your program, you aren't thinking about "low-income girls between the ages of 10 and 14," but instead are thinking directly about Awa. You will need an audience profile for each segment that you plan to work with in your program. For example, you may need one for an out-of-school girl who is 10 to 14 years old and not sexually active, one for a parenting mother who is 15 to 19 years old, and one for a working young man who is 15 to 19 years old.

A good audience profile is one that:

- Makes you feel like you know the person really well—you can plan that birthday party!
- Includes enough information to answer key questions about your program design and implementation.
- Includes the audience themselves in its development.
- Is a "living document," meaning it is regularly updated when new information becomes available.

## 1. Review the Data Collected on Priority Audience Segments

There are three major types of information that will help you develop your audience profile.

**Demographics:** Age, gender, marital status, school status, religion, etc. are a great place to start.



- **Age:** Adolescence and young adulthood are characterized by enormous change in young people's bodies, minds and emotions. These changes often take place around the same time for young people, so age can be very helpful in understanding what youth are experiencing. In particular, the 10 to 14 age group is likely to have very different life situations, and needs from 15 to 19 year olds. At the same time, however, biological age can also be very different from developmental age. Return to the **Adolescent and Young Adult Development** figure in the introductory section to learn more.
- **Gender:** Understanding gender norms will help you better understand the audience that you choose. Understanding these norms will help you draw insights about behaviors and help you think through the best messages for your program. For example, if you want young women to use condoms correctly and consistently, you would need to take into account whether or not it is culturally acceptable for them to carry condoms or to negotiate condom use.
- **Marital and/or Parity status:** As noted earlier, married and parenting youth have very different needs than unmarried and non-parenting youth. Once married, young women are often expected and even pressured to start childbearing immediately. Teen pregnancy has its own set of complications, including high rates of maternal morbidity and mortality and postnatal complications for both mother and child.

**Behavior:** Behavior refers to the behavior that you are looking to affect. This information is key to knowing why the audience currently acts the way it does and what might make it easy or hard to change its behavior.

**Psychographics:** Psychographics include the audience's lifestyle, needs, fears, aspirations, values and interests. Understanding these will help you determine what types of messages will resonate with or 'speak to' your intended audience. For instance, if you know that Nadia values what her friends say and think, you may consider developing messages that focus on the peer group and not just on Nadia herself.

When looking at psychographics, consider the following questions. Some examples are provided from the cast of characters.

- **What does your data tell you about how your intended audience spends leisure time?**

*Example: We know that Etienne likes to play football or go to watch football. We also know he likes to go out to clubs.*

- **What does your data tell you about your intended audience's aspirations?**

*Example: We know that Awa dreams about getting a proper job one day.*

- **What does your data tell you about your intended audience's values?**

*Example: We know that Nadia values her daughter and her family, relationships with friends and going back to school.*

- **What does your research tell you about your intended audience's lifestyle?**

*Example: We know that Awa spends a lot of time working at the market. She likes hanging out with friends after work and does not feel safe and secure at home.*



## Reminder!

### The Importance of Your Research

It can be very easy to just make assumptions or generalizations about your audience, but these can lead you in the wrong direction. For instance, you might assume that young people don't use condoms because you once heard a young person say that condoms are uncomfortable. However, you might find through your research that, in fact, young people don't use condoms because they don't know where to find them.

Make sure you have data available about your audience. You may have access to secondary data, such as statistics, documents, reports, surveys and research. You may also want to conduct your own research.

If you wish to find out more about data collection, refer to **Essential Element 1**.



## Younger Adolescents

If developing a profile for a younger adolescent, here are some key considerations to think through, which may or may not be clearly detailed in your data:

- If living in a home environment, younger adolescents are less likely to have independence.
- Younger adolescent girls living in the home may have specific demands on their time linked to household chores.
- Girls at this age are more likely to drop out of school and may start being considered for marriage.
- If not living in the home, this age group is very vulnerable to crime, drugs, sexual violence and sex work.
- Younger adolescents are less likely to have developed negotiation and decision-making skills.
- Younger adolescents are generally more vulnerable due to their younger age and having less knowledge, awareness and skills necessary to engage in sexual activity.
- Girls, in particular, are more likely to be victims of sexual coercion due to the vulnerability linked to their age.

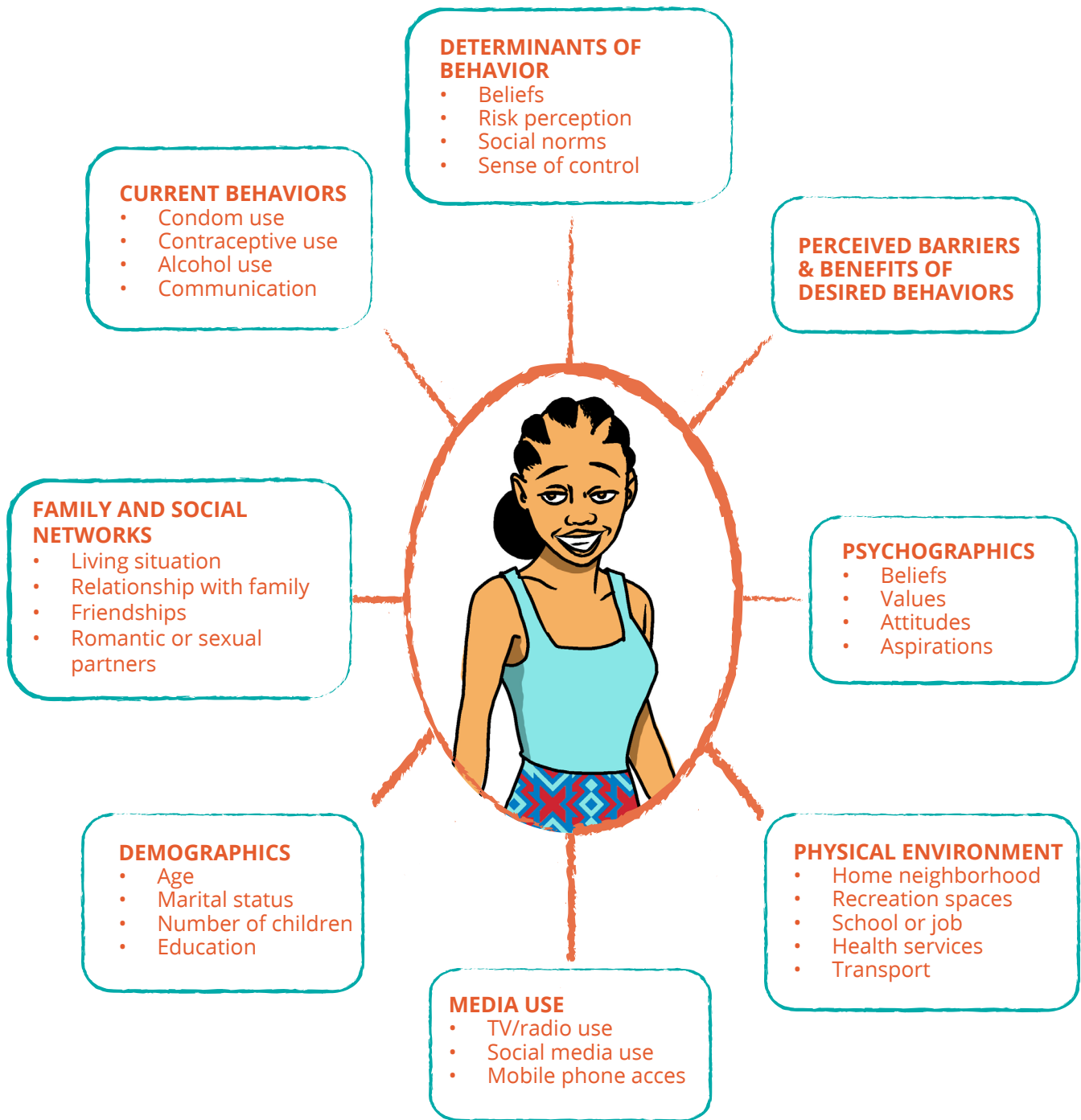
### 2. Summarize Key Information and Create Audience Profile(s)

A name and a representative photo of each audience segment is a simple first step to make your audience come alive. Although you will be using a name for your audience, you will not be describing a single person. Rather, that person will be representative of young people like him/her. Giving a name is a reminder that your audience is comprised of real people, not just numbers and data.

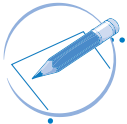
Once you have agreed on the name and found a suitable photo to represent your audience group, you can start developing your audience profile. There are many considerations for a good profile and **Figure 11** on the next page gives you an idea of the type of information required.

The two Worksheets that follow, **Worksheet #5: Summarize Key Information About Your Audience** and **Worksheet #6: Audience Profile**, will help you identify the important information about your audience to use to develop effective messages and activities for them.

You will need to complete **Worksheet #5** first and then this will help you work through **Worksheet #6**.



**Figure 11: Audience Profile**



## WORKSHEET #5: SUMMARIZE KEY INFORMATION ABOUT YOUR AUDIENCE

**Purpose:** Compile all of the information about your audience onto one sheet.

**Preparation:**

Gather the following data to help you fill out this Worksheet for your program.

- Adolescent Development Chart from the Who are Adolescents section (page seven).
- List of SBCC theories or the TheoryPicker tool mentioned in the SBCC Theories section (page 20).
- If you have completed **Essential Element 1 and Essential Element 2**, you can use your completed **Worksheets #1 and #2** to help you with this Worksheet.
- If you do not have **Worksheets #1 and #2**, you will need data or research about your audience and/or young people in your country/city, which can come from surveys, documents, reports, health statistics, education statistics and other organizations working with young people and research.

**Directions:**

1. Answer the questions in this Worksheet using your data.
2. Refer to the **Worksheet #5: Zanbe Example**, to help you complete this blank Worksheet with the information relating to your program.

1. Demographic information about your audience.

Age:

Gender:

Residence:

Education/School status:

Marital status:

Parity status:

Other:

## WORKSHEET #5: SUMMARIZE KEY INFORMATION ABOUT YOUR AUDIENCE (CONTINUED)

2. Which of the developmental stages best describes your audience (see Figure 1: Adolescent Psychological Development Chart in the introduction section)? Put an "X" in the box to show whether your audience is in the younger adolescence, older adolescence or emerging adulthood phase for each of the five characteristics on the left. Put an "X" in each row.

*Remember, your audience may not be in the same stage for every aspect of development. For instance, a married girl with a child will likely fall under the "emerging adult" category for things like independence and sexuality, but may still be more like a younger adolescent in terms of cognitive development and body image.*

	Younger Adolescence	Older Adolescence	Emerging Adulthood
<b>Independence</b>			
<b>Cognitive Development</b>			
<b>Peer Group</b>			
<b>Body Image</b>			
<b>Sexuality</b>			



**WORKSHEET #5:  
SUMMARIZE KEY INFORMATION ABOUT YOUR AUDIENCE (CONTINUED)**

3. Explain why you chose these stages of development for your audience:

a. Independence:

b. Cognitive Development:

c. Peer Group:

d. Body Image:

e. Sexuality:

4. What is the behavior you would like to see your audience demonstrate?

5. What behavior change theory can help you with your intended audience and their behavior change?

**WORKSHEET #5:  
SUMMARIZE KEY INFORMATION ABOUT YOUR AUDIENCE (CONTINUED)**

6. Explain why you chose this behavior change theory for your intended audience.
  
7. What are the barriers and facilitators to the behavior that you wish to see in your audience?

<b>Individual-level Barriers</b>	<b>Individual-level Facilitators</b>
<b>Interpersonal-level Barriers</b>	<b>Interpersonal-level Facilitators</b>
<b>Community-level Barriers</b>	<b>Community-level Facilitators</b>
<b>Social and Structural-level Barriers</b>	<b>Social and Structural-level Facilitators</b>

## WORKSHEET #5: SUMMARIZE KEY INFORMATION ABOUT YOUR AUDIENCE (CONTINUED)

8. What are the psychographics of your intended audience?

9. What media does your intended audience use?

### TIME TO REFLECT

Before you move on, take a moment to reflect on your experience with this Worksheet. What are the three key pieces of information you learned from filling out this Worksheet?

1.

2.

3.

Now that **Worksheet #5** is complete, it will help you complete **Worksheet #6**.

## WORKSHEET #5: SUMMARIZE KEY INFORMATION ABOUT YOUR AUDIENCE

### *Zambe Example*

*This example is based on the Zambe Let's Talk About It! Program introduced in Part 1 of the I-Kit. The program managers answered the questions based on information about Etienne. Additional insights are provided in the text bubbles.*

#### 1. Demographic information about your audience.

Age: *16*

Gender: *Male*

Residence: *Zambe, lives with family in nice neighborhood*

Education/School status: *In secondary school*

Marital status: *Unmarried*

Parity status: *Nulliparous (no children)*

Other:

**WORKSHEET #5:  
SUMMARIZE KEY INFORMATION ABOUT YOUR AUDIENCE (CONTINUED)**

*Zambe Example*

2. Which of the developmental stages best describes your audience (see Adolescent and Young Adult Psychological Development Chart in the introduction)? Put an "X" in the box to show whether your audience is in the younger adolescence, older adolescence or emerging adulthood phase for each of the five characteristics on the left.

*Even though we know we are talking about a 16 year old, Etienne may be at different stages of development when it comes to his physical, psychological, cognitive and social development. He may reflect those that are younger than 16 or those that are older than 16.*

	Younger Adolescence	Older Adolescence	Emerging Adulthood
<b>Independence</b>		X	
<b>Cognitive Development</b>		X	
<b>Peer Group</b>		X	
<b>Body Image</b>			X
<b>Sexuality</b>		X	

**WORKSHEET #5:  
SUMMARIZE KEY INFORMATION ABOUT YOUR AUDIENCE (CONTINUED)**

*Zambe Example*

3. Explain why you chose these stages of development for your audience:

a. Independence:

*Etienne exemplifies a young person in the older adolescent stage in terms of independence. He has moved away from his parents and toward his peers. He is also beginning to develop his own value system.*

b. Cognitive Development:

*Etienne seems to be able to identify the consequences of his behavior, as seen through his understanding that unprotected sex is risky, even if he does not always practice protected sex.*

c. Peer Group:

*Etienne relies heavily on his peers as influencers and he is interested in attracting female partners.*

d. Body Image:

*We don't know much about Etienne's body image, but he seems comfortable and confident with himself.*

e. Sexuality:

*Etienne's sexual behavior is similar to the majority of older adolescents. He has already initiated sex, but he has not yet developed serious intimate relationships.*

4. What is the behavior you would like to see your audience demonstrate?

*Correct and consistent condom use.*

5. What behavior change theory can help you with your intended audience and their behavior change?

*Health Belief Model*

Use the TheoryPicker tool mentioned in the SBCC Theories section or other resources to help you choose the appropriate SBCC theory.

**WORKSHEET #5:  
SUMMARIZE KEY INFORMATION ABOUT YOUR AUDIENCE (CONTINUED)**

*Zambe Example*

6. Explain why you chose this behavior change theory for your intended audience.

*Condom use is an individual preventive behavior for which Etienne's beliefs and perceptions are important influencers.*

7. What are the barriers and facilitators to the behavior that you wish to see in your audience?

<p><b>Individual-level Barriers</b></p> <ul style="list-style-type: none"> <li>• <i>Believes "condoms kill pleasure."</i></li> <li>• <i>Does not wear condoms after drinking.</i></li> </ul>	<p><b>Individual-level Facilitators</b></p> <ul style="list-style-type: none"> <li>• <i>Cares about his future (i.e. wants to be a football star).</i></li> <li>• <i>Knows condoms prevent STIs and pregnancy.</i></li> </ul>
<p><b>Interpersonal-level Barriers</b></p> <ul style="list-style-type: none"> <li>• <i>Friends say, "condoms kill pleasure."</i></li> <li>• <i>Friends drink alcohol.</i></li> <li>• <i>Friends encourage unsafe sex.</i></li> </ul>	<p><b>Interpersonal-level Facilitators</b></p> <ul style="list-style-type: none"> <li>• <i>Father can be a role model as he is also his football coach.</i></li> </ul>
<p><b>Community-level Barriers</b></p> <ul style="list-style-type: none"> <li>• <i>Community norms say that young people shouldn't talk about sex.</i></li> </ul>	<p><b>Community-level Facilitators</b></p> <ul style="list-style-type: none"> <li>• <i>Condoms are widely available and affordable for young people.</i></li> <li>• <i>Has strong social networks (e.g., football team, school, family).</i></li> </ul>
<p><b>Social and Structural-level Barriers</b></p> <ul style="list-style-type: none"> <li>• <i>Gender/societal norms say it's ok for boys to experiment with sex (before marriage).</i></li> <li>• <i>Alcohol is readily available to young men.</i></li> </ul>	<p><b>Social and Structural-level Facilitators</b></p> <ul style="list-style-type: none"> <li>• <i>Condoms are widely available and affordable for young people.</i></li> </ul>

**WORKSHEET #5:  
SUMMARIZE KEY INFORMATION ABOUT YOUR AUDIENCE (CONTINUED)**

*Zambe Example*

8. What are the psychographics of your intended audience?
- *Likes hip-hop and football.*
  - *Enjoys approval of and interaction with peers.*
  - *Likes flirting with girls.*
  - *Wants to play football professionally.*
  - *Explores sex, mainly without condoms.*
  - *Drinks beer on weekends.*
  - *Watches and plays football.*
9. What media does your intended audience use?
- *National newspapers and sports magazines*
  - *Local and foreign movies and DVDs*
  - *Local radio*
  - *Listens to music in bars and clubs*

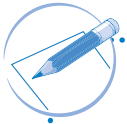
**TIME TO REFLECT**

Before you move on, take a moment to reflect on your experience with this Worksheet.

What are the three key pieces of information you learned from filling out this Worksheet?

1. *Peers are key influencers.*
2. *Condoms are available, but very stigmatized—need to reposition condoms for Etienne.*
3. *Cares about his health and his future.*





## WORKSHEET #6: AUDIENCE PROFILE

**Purpose:** To create an audience profile for your intended audience. You can use a separate Worksheet for each of your primary and secondary audiences.

**Preparation:**

Gather the following information to help you fill out this Worksheet for your program.

- **Worksheet #5** completed with your data

**Directions:**

1. Answer the questions in this Worksheet using your data.
  - This Worksheet helps you build on what you did in **Worksheet #5**.
  - Please fill in the information requested about your audience. To begin, you will be asked to give a “name” for your audience profile, which will help you think of your audience as a “real person” or a typical person that represents this audience segment.
2. Refer to the **Worksheet #6: Zanbe Example** to help you complete this Worksheet with the information relating to your program.

Explanation	Audience Profile
<p><b>Name:</b> Naming the audience is a simple and effective way to remind us that they are real people.</p>	
<p><b>Summary:</b> It is useful to write a short summary of your audience profile to capture the overarching idea. You can write this summary after you have completed the rest of this Worksheet.</p>	

## WORKSHEET #6: AUDIENCE PROFILE (CONTINUED)

<p><b>Demographics:</b> Age, sex, marital status, ethnicity, education level, socio economic status (SES), employment and residence. For urban youth, be as specific as possible when describing where your audience lives. For instance, list the neighborhood and the type of living environment (e.g., slum, shared house, dorm on a university campus, etc.).</p> <p>Suggested data sources: DHS and other country reports.</p>	
<p><b>Behaviors:</b> Describe the frequency with which the audience practices the behavior, and if known, the context within which it happens.</p> <p>Suggested data sources: DHS and primary research.</p>	
<p><b>Media Habits:</b> List the types of media used and frequency.</p> <p>Suggested data sources: Media consumption studies.</p>	

## WORKSHEET #6: AUDIENCE PROFILE (CONTINUED)

**Determinants of Behavior:** Use all of the behavioral determinants identified through data (primary and secondary research) that you have for your program as to why the audience behaves in the way they do.

Suggested data sources: Primary research and program data.

**WORKSHEET #6:  
AUDIENCE PROFILE (CONTINUED)**

<p><b>Perceived benefits and barriers:</b> This information is what the audience perceives to be the barriers to the behavior you want them to practice and/or the benefits of that behavior.</p> <p>Suggested data sources: Primary research and program data.</p>	<p>Barriers:</p>         <p>Benefits:</p>
<p><b>Psychographics:</b> People's personality, values, attitudes, interests and lifestyles.</p> <p>Suggested data sources: Primary research and program data.</p>	<p>Daily Routine:</p>         <p>Lifestyle, Needs, Fears and Values:</p>

## WORKSHEET #6: AUDIENCE PROFILE (CONTINUED)

### TIME TO REFLECT

Before you move on, take a moment to reflect on your experience with this Worksheet.

What are the three key pieces of information you learned from filling out this Worksheet?

1.

2.

3.

## WORKSHEET #6: AUDIENCE PROFILE

### *Zambe Example*

This example is based on the Zambe Let's Talk About It! program introduced in Part 1 of the I-Kit. Additional insights are provided in the text bubbles to explain the pieces of the profile and the data sources that may be used.

Explanation	Audience Profile
<p><b>Name:</b> Naming the audience is a simple and effective way to remind us that they are real people.</p>	<p><i>Nadia</i></p>
<p><b>Summary:</b> It is useful to write a short summary of your audience profile to capture the overarching idea. You can write this summary after you have completed the rest of this Worksheet.</p>	<p><i>Nadia is 18 years old and lives in a good neighborhood with her daughter, older sister, her sister's husband and their two children. When she was 15, Nadia's boyfriend told her she could not get pregnant the first time they had sex, but she got pregnant and had to quit school when her daughter was born. Her parents were not supportive, so she came to Zambe to live with her sister. Nadia takes care of her daughter, niece and nephew, and cleans the house and prepares food for the family. She doesn't have much free time and misses her friends back home, but hangs out with a few friends in the city. She has not heard from the father of her child since she told him she was pregnant, but she has recently started dating a guy she met at the nightclub. After the birth of her daughter, the nurses told her about the injectable and she uses this method so she can plan her next pregnancy, but knows that she should use condoms to prevent STDs.</i></p>

**WORKSHEET #6:  
AUDIENCE PROFILE (CONTINUED)**

*Zambe Example*

<p><b>Demographics:</b> Age, sex, marital status, ethnicity, education level, socio economic status (SES), employment and residence. For urban youth, be as specific as possible when describing where your audience lives. For instance, list the neighborhood and the type of living environment (e.g., slum, shared house, dorm on a university campus, etc.).</p> <p>Suggested data sources: DHS and other country reports.</p>	<ul style="list-style-type: none"> <li>• 18 years old</li> <li>• Living in Denbe neighborhood with extended family.</li> <li>• Dropped out of school at age 15.</li> <li>• 3-year-old daughter</li> <li>• She is a 'transplant.' Her parents live in the village where she grew up and she came to live with her older sister in the city when her parents kicked her out of the house.</li> </ul>
<p><b>Behaviors:</b> Describe the frequency with which the audience practices the behavior, and if known, the context within which it happens.</p> <p>Suggested data sources: DHS and primary research.</p>	<ul style="list-style-type: none"> <li>• Currently she is using the injectable and usually gets it every three months.</li> <li>• Drinks alcohol with friends.</li> <li>• May have sex in exchange for gifts and with multiple partners.</li> </ul>
<p><b>Media Habits:</b> List the types of media used and frequency.</p> <p>Suggested data sources: Media consumption studies.</p>	<ul style="list-style-type: none"> <li>• Listens to YFM radio.</li> <li>• Watches TV, specifically Big Brother Africa and SA Idols.</li> <li>• Reads Drum and Cosmopolitan magazines.</li> </ul>

## WORKSHEET #6: AUDIENCE PROFILE (CONTINUED)

### Zambe Example

**Determinants of Behavior:** Use all of the behavioral determinants identified through data (primary and secondary research) that you have for your program as to why the audience behaves in the way they do.

Suggested data sources: Primary research and program data.

- *Beliefs: She thinks condoms will protect her from HIV and pregnancy, and that not using them from time to time is probably okay since she really is most concerned with preventing pregnancy and already uses injectable contraceptives.*
- *Social support: Discusses sex and contraception with friends.*
- *Sense of control: Does not always feel that she can control when she and her boyfriend use condoms. If he refuses or she has been drinking, she is easily persuaded not to use one.*
- *Perception of the health sector: She feels judged by the health care providers at the clinic, since they think she was too young to have had a child, and now has a child, but isn't married.*
- *Social norms: She believes most of her friends are sexually active with older men and that they don't always have protected sex. Some of her friends already have a child. She believes that men should be the ones to carry condoms so they also get to decide when to use condoms.*
- *Risk perception: Her risk perception for HIV is low because she trusts her boyfriend. Her risk perception for pregnancy is slightly higher.*
- *Perceived availability: She gets the injectable every three months, but sometimes it is hard for her to come in to the clinic.*



**WORKSHEET #6:  
AUDIENCE PROFILE (CONTINUED)**

*Zambe Example*

<p><b>Perceived benefits and barriers:</b> This information is what the audience perceives to be the barriers to the behavior you want them to practice and/or the benefits of that behavior.</p> <p>Suggested data sources: Primary research and program data.</p>	<p>Barriers:</p> <ul style="list-style-type: none"> <li>• <i>Embarrassed to purchase/ask for condoms.</i></li> <li>• <i>Fear of side effects from other modern methods.</i></li> </ul> <p>Benefits:</p> <ul style="list-style-type: none"> <li>• <i>Prevent HIV and STIs.</i></li> <li>• <i>Prevent pregnancy and avoid abortion.</i></li> </ul>
<p><b>Psychographics:</b> People's personality, values, attitudes, interests and lifestyles.</p> <p>Suggested data sources: Primary research and program data.</p>	<p>Daily Routine:</p> <ul style="list-style-type: none"> <li>• <i>Gets up early and prepares breakfast. Cleans up for the family.</i></li> <li>• <i>Goes to the market and prepares dinner for the family.</i></li> <li>• <i>Watches TV and looks after her niece, nephew and daughter.</i></li> <li>• <i>Sometimes goes out to clubs or bars with friends.</i></li> </ul> <p>Lifestyle, Needs, Fears and Values:</p> <ul style="list-style-type: none"> <li>• <i>Qualities: Hard working, determined, family values</i></li> <li>• <i>Needs: Independence</i></li> <li>• <i>Aspirations: Finish school, become fashion designer, fall in love</i></li> <li>• <i>Lifestyle: Mom, fashion, night clubs, parties and bars</i></li> <li>• <i>Worries: Pregnancy, HIV, STIs; getting fat; acceptance by peers; gossip; and criticism</i></li> </ul>

## WORKSHEET #6: AUDIENCE PROFILE (CONTINUED)

### Zanbe Example

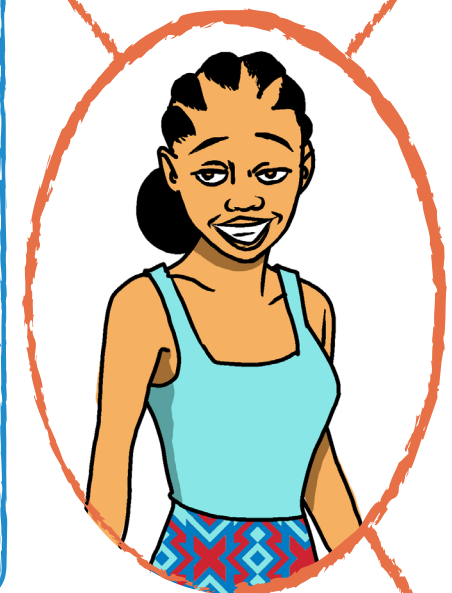
#### Nadia

##### Summary

Nadia is 18 years old and lives in a good neighborhood with her daughter, older sister, her sister's husband and their two children. When she was 15, Nadia's boyfriend told her she could not get pregnant the first time they had sex, but she got pregnant and had to quit school when her daughter was born. Her parents were not supportive, so she came to Zanbe to live with her sister. Nadia takes care of her daughter, niece and nephew, and cleans the house and prepares food for the family. She doesn't have much free time and misses her friends back home, but hangs out with a few friends in the city. She has not heard from the father of her child since she told him she was pregnant, but she has recently started dating a guy she met at the nightclub. After the birth of her daughter, the nurses told her about the injectable and she uses this method so she can plan her next pregnancy, but knows that she should use condoms to prevent STDs.

##### Demographics

- 18 years old
- Living in Denbe neighborhood with extended family.
- Dropped out of school at age 15.
- 3-year-old daughter
- She is a 'transplant.' Her parents live in the village where she grew up and she came to live with her older sister in the city when her parents kicked her out of the house.



##### Behaviors

- Currently she is using the injectable and usually gets it every three months.
- Drinks alcohol with friends.
- May have sex in exchange for gifts and with multiple partners.

##### Media Habits

- Listens to YFM radio.
- Watches TV, specifically Big Brother Africa and SA Idols.
- Reads Drum and Cosmopolitan magazines.

**WORKSHEET #6:  
AUDIENCE PROFILE (CONTINUED)**

*Zambe Example*

**TIME TO REFLECT**

Before you move on, take a moment to reflect on your experience with this Worksheet.

What are the three key pieces of information you learned from filling out this Worksheet?

1. *We now have a more complete picture of who Nadia is and her behavior regarding sex and contraception.*
2. *Having an idea of her lifestyle will help us plan the outreach and media activities.*
3. *Having an understanding of whose opinions are important to her will help us select our secondary audiences.*

### 3. Pretest Profiles with the Audience



When you have created your profile, it can be very useful to pretest it with the represented and intended audience, including urban adolescents and their secondary audiences. You can present the audience profile to the group and then ask them a series of questions to help you validate and clarify the profile. Remind them that there is no right or wrong answer; you just want to make sure that your profile reflects reality. Some questions to ask could include:

- Does this sound like someone that you know or experiences that you have had?
- How accurate is the description of this person's KAB? What, if anything, would you change?
- How accurate is the description about what this person does during the day? What, if anything, would you change?
- How accurate are his/her likes and dislikes? What, if anything, would you change?
- What about his/hers fears and dreams? What, if anything, would you change?
- Is there anything else that you think would be important to add or remove to make it more accurate?

Alternatively you can complete the Worksheet directly with your intended audience and there would be no need to pretest it.

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### Resources for Essential Element 4



Resources for **Essential Element 4** include:

#### **The DELTA Companion: Marketing Planning Made Easy**

*PSI*

DELTA is PSI's strategic planning, management and alignment tool for social marketing and BCC programs.

[http://www.thehealthcompass.org/sites/default/files/strengthening\\_tools/DELTA-Companion-Social-Marketing.pdf](http://www.thehealthcompass.org/sites/default/files/strengthening_tools/DELTA-Companion-Social-Marketing.pdf)