

### COMPLETED EXAMPLE – WORKSHEET 5.1: AUDIENCE PROFILE

*Please note that this worksheet 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.*

Audience Profile Table	
<b>Name:</b> Give a name to the audience as this is a simple and effective way to make the audience come to life.	Mothers of children under 5
<b>Profile Summary:</b> Provide a brief summary to capture the key characteristics of the audience. It is recommended that you write this summary after having completed the rest of this worksheet.	Mothers of children under 5, low education and literacy, urban and limited access to clean water sources
<b>Demographics:</b> Describe the age, sex, living location and conditions, marital status, number of children, ethnicity, language and socioeconomic status, etc. of the audience. Describe these in relation to the emergency, where appropriate.	Children under 5, urban
<b>Behaviors:</b> List the behaviors the audience engages in that are related to the emergency. If known, include the frequency and the context in which these behaviors happen.	Travels to collect water daily Cares for children in the home Practices open defecation, and so do her children
<b>Reaction to the Emergency:</b> How is the audience responding to the emergency?	Initial disbelief
<b>Media Habits:</b> List the preferred media for the audience, and where, when and how they access it.	They don't know how to read and write. They like listening to the radio but it is their husbands who control when and how to listen to it. They talk a lot with the other women in the village, either when they fetches water or when they are selling vegetables at the market. They still rely a lot on their mothers and other elderly women for advice, especially on matters relating to children. For matters relating to health they sometimes ask the community health worker, but generally go to the traditional practitioner who lives in the community. They also seek advice from the local pastor whom they respects very much.

<p><b>Determinants of Behavior:</b> Explore why the audience behaves the way they do in relation to the emergency. Consider their knowledge, values, attitudes, emotions, social norms and self-efficacy.</p>	<p>They know that vaccination can protect against disease but doesn't know if a vaccination for cholera exists. They worry about the fact that many people in the village especially children, are getting sick, and many of them are dying. They feel they cannot protect their children from getting sick, and puts their faith in God, telling themselves that this is a phase that will end soon. They wish they could ask their husbands for advice but are worried that if they talks to the husband about it, they will accuse be accused of not being a good mother. Their husbands are not interested in matters that relate to the children's health.</p>
<p><b>Perceived Barriers:</b> List the factors that prevent audiences from engaging in the desired behaviors.</p>	<p>Their knowledge is limited and they don't know exactly what to do to protect their children. They have so many chores to do and think about because their husbands do not help them, and therefore they have little time and mental space to ensure the children engage in protective behaviors. Soap is very expensive and water is not easily accessible which affects how often and when the families washes their hands. The latrines are far and at night they prefer to go to the toilet near the hut.</p>
<p><b>Perceived Benefits:</b> List benefits that the audience can experience by engaging in the desired behaviors</p>	<p>Having healthy children is very important to them. Healthy children can help them in the house and in the field, and maybe this will allow them to send at least one of their children to school.</p>
<p><b>Psychographics:</b> Describe the personality of the audience, their values and beliefs.</p>	<p>They are traditional women who are dedicated to the family. They know that their role is to take care of the house, the children and their husband. They work hard to do this but don't always manage to achieve what they would like. Often they wish there were more hours to the day. They like talking to the other women and listening to the pastor's sermon on a Sunday. They have always wanted their children to go to school and have a happy future, however, since the emergency they worries a lot about their health and wishes they could do something to protect them and not get ill.</p>
<p><b>Lifestyle:</b> Describe what the audience does on a typical day and where they go.</p>	<p>Their days are very similar. Every day they fetch water at sunrise. They like that part of the day because they meet with all the other women. Then they go home to prepare for breakfast and get the children ready for the day. After that, they either goes to sell the produce from their patch of land at the market, or work on the land. The older children help them. On Sundays they go to Sunday service, but since the emergency they have been going on Tuesday evenings as well when the community gathers to pray for better health.</p>
<p><b>Social Networks:</b> Explore whom the audience spends time with and who influences them.</p>	<p>They spend most of their day with their older daughters and the other women from the village. They have a lot of respect for the local pastor and trust him and his advice. Their husbands are the ones who decide how they spend each day, and they need to seek the husbands' approval before changing routine. For example, a husband would need to agree to his wife going to the religious service on Tuesday evenings.</p>
<p><b>Social and Cultural Norms:</b> Describe how social, cultural and gender norms affect the audience's behavior and</p>	<p>Their days are very full and they have little freedom to change this as their husband would need to agree. They cannot discuss matters freely with their husbands and this reduces their capacity to take protective action during the emergency. Everyone in the community is skeptical about the hygiene messages that some external people have been bringing and they prefers to ask for the advice of their pastor and traditional practitioner.</p>
<p><b>Stage of Behavior Change:</b> Based on the information reflected in the table above, where is the audience situated along the behavior change process: unaware, knowledge, understanding, persuasion, intention or action? Explain your choice.</p>	
<p><b>Stage of Behavior Change</b></p>	<p><b>Reasons Supporting the Choice of Stage</b></p>
<p>Between pre-contemplation and contemplation</p>	<p>They are beginning to realize the risks associated with the cholera outbreak but they are not sure of how to protect their children. They would like to know more and have started discussing this with the pastor and the traditional practitioner.</p>