

## WORKSHEET #11: SELECTING COMMUNICATION CHANNELS

### Zambe Example

This example is based on the Zambe Let's Talk About It! program introduced in Part 1 of the I-Kit to show how the program managers used information (both quantitative and qualitative) to prioritize the communication channels to use for out-of-school urban women, 15 to 19 years old. Additional insights are provided in text bubbles.

Intended Audience: *Urban women, 15 to 19 years old, out of school*

Behavioral objective: *Increase the proportion of modern contraceptive method use among sexually active, out-of-school, young women ages 15 to 19 in Zambe between January 2009 and December 2011, from 35 percent to 45 percent.*

1. Channel Summary. For each column, pull information from previous Worksheets.
  - Column 1: list all of the potential ways to deliver messages to your intended audience from [Worksheet #9](#), removing any duplicates from the list.
  - Column 2: list the communication channels your intended audience uses on a regular basis from [Worksheet #10](#).
  - Column 3: list to whom your intended audience listens about SRH and the desired behavior from [Worksheet #10](#).

For some channels, like radio, television and newspapers, there may be several options that your audience can use. For example, there are probably several radio and television channels to choose from, or different newspapers that are available. Where possible, be precise as to which radio/TV channel or newspaper your intended audience prefers.

| Column 1:<br>Channels from "Day in the Life"  | Column 2:<br>Channels Used           | Column 3:<br>Channels Listened to for SRH    |
|---|--------------------------------------|--|
| <i>Wall signs and billboards along road, in small shops and near cafes and market</i>       | <i>Radio</i>                         | <i>Health workers/clinics</i>                |
| <i>Church: message in sermon, classes</i>   | <i>Friends and family</i>            | <i>Family members (i.e., mothers, aunts)</i> |
| <i>Participatory theater, large-group IPC</i>   | <i>Other people in the community</i> | <i>Radio</i>                                 |
| <i>IPC with peer educators</i>  | <i>TV</i>                            |  |
| <i>Mobile phone SMS</i>   | <i>Newspaper</i>                     |  |
| <i>Night club: posters, IPC</i>   | <i>Mobile phones</i>                 |  |
| <i>Parent outreach</i>  |                                      |  |
| <i>Radio PSA, talk-show, call-in show or serial drama, especially Capital Radio 95.5 FM</i> |                                      |  |

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2. Channel Overlap. Review the channels written in columns 1, 2 and 3, and list the channels that are most frequently mentioned across all columns.
  - *Face-to-face conversation*
  - *Radio*
  - *Mobile phones*
3. Consider potential challenges using these channels, as well as other channels or a combination of channels that could be used, although reach or effectiveness may be reduced. List the channels and explain your decision.
  - *Radio (serial drama, talk shows and discussion groups): In the media research, we learned that young women did not like radio because it was only one-way communication and they wanted to be able to interact more. Adding radio call-in talk shows and discussion groups would complement a radio serial drama. Since out-of-school young women may be hard to find for IPC activities, radio has the potential to reach these women wherever they are.*
  - *Mobile phone messaging: Having a phone hotline, where someone answers calls and talks with the caller would be great; however, if resources do not allow for this, SMS could be used to send out messages, as well as allow someone to text in a question and receive a text response.*
  - *Outdoor billboards and transit ads: Can direct young women to listen to the radio drama, call-in during the talk show with questions or promote Bright Star City Clinics with directionals.*
4. List communication channels that you consider appropriate for your audience and would like to explore further (i.e., ask intended audience if channel is appealing, collect costs from relevant media channels and mobile phone providers, etc.).
  - *IPC sessions with peer educators, parents or other adults influencing young women*
  - *Peer outreach activities (e.g., street theater in nightclubs and market place)*
  - *Radio: serial drama, talk shows and discussion groups*
  - *Mobile phone messaging*
  - *Outdoor billboards and transit ads*

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5. Lead and Supporting Channels. From the list in question #4, is there one channel that would be most effective and efficient for reaching your intended audience? If so, this would be your "lead channel." Write down your lead channel and provide an explanation for why you chose it.

| My lead communication channel is: | Chosen because:   |
|-----------------------------------|---|
| <i>Radio</i>                      | <ul style="list-style-type: none"> <li>• <i>Radio is the most accessible channel in Zambe and youth listen to it.</i></li> <li>• <i>A radio serial drama can be entertaining and educational and include a variety of characters that are dealing with similar challenges as Awa, and model the intended behavior.</i></li> <li>• <i>There are no other serial dramas that target youth so this would get their attention.</i></li> </ul> |

From the list in question #4, what other channels could provide additional support to the lead channel to reach your intended audience? These are your "supporting channels." Write down your supporting channels and provide an explanation for why you chose them. List at least two to three supporting channels to consider.

| Supportive communication channels are:    | Chosen because:  |
|---|--|
| <i>Mobile phone</i>                       | <ul style="list-style-type: none"> <li>• <i>A SMS platform could be used to engage the audience to text the answer to questions posed in the serial drama. In addition, SRH information could be sent to subscribers.</i></li> </ul> |
| <i>Outdoor billboards and transit ads</i> | <ul style="list-style-type: none"> <li>• <i>Ads on outdoor billboards and taxis and buses can be used to remind youth to tune in for the radio serial drama and call in to discuss.</i></li> </ul>                                   |
| <i>IPC</i>                                | <ul style="list-style-type: none"> <li>• <i>Peer educators can reach out to youth and elaborate on the topics covered in the serial drama</i></li> </ul>   |
| <i>Community-based approaches</i>         | <ul style="list-style-type: none"> <li>• <i>Drama groups can perform scenes from the serial drama in areas where youth gather (e.g., market place, bars) and engage discussions with youth on the topics raised.</i></li> </ul>      |

## WORKSHEET #11: SELECTING COMMUNICATION CHANNELS (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. Need to make sure that our lead channel (radio) is accompanied by interactive communication tools, such as social media or call-in options for the serial drama.*
- 2. Make sure members of our intended audience are part of the script development for the radio drama.*
- 3. Check on literacy levels of our audience—think about an alternative to SMS if levels are low (e.g., voice messages).*