

## WORKSHEET #2: URBAN ASSESSMENT

### Zambe Example

This example is based on the Zambe "Let's Talk About It!" program introduced in Part 1 of the Kit. The program managers conducted a two-day workshop and invited their staff, advisory group and selected urban adolescents from the intended audience. The workshop included a presentation of the secondary and primary research, discussing the answers to the questions on [Worksheet #2](#) and conducting the community mapping exercise described on [Worksheet #3](#). Comments are provided in text bubbles.

1. What is the geographic area where your program will take place? (e.g., informal settlement, city, multiple-cities, peri-urban area, neighborhood)  
*The city of Zambe, an area that covers 100 km<sup>2</sup> and has a population of 1 million people. The project will focus on three of the poorest neighborhoods, including one informal settlement.*

2. What trends or other factors might affect the environment in which your program will take place? (e.g., disease, unemployment, poverty, population size, armed conflict, displacement, natural disasters)

a. Social:

*Some youth move to the city from surrounding and farther-away rural areas. These youth often live on their own without their family and traditional social structure because they have lost their parents due to HIV/AIDS or other illness, have been turned out of their home for various reasons or have come to the city alone to search for work to support their family.*

This information tells you that we should seek partnerships with organizations doing micro-finance and business skills training to support employment opportunities.

b. Economic:

*Youth migrate to the city, hoping for employment either after school or when rural opportunities are limited; however, youth unemployment is quite high.*

c. Demographic:

*The population of the entire country is young—70 percent is 24 years old and younger.*

d. Political:

*The Presidential election will take place in nine months and the politicians are making promises to get young people to vote for them. During the last election, there were large demonstrations and violence that disrupted the city and over 100 people died during the clashes with the police.*

e. Other:

*Groups of young people end up living together in one-room flats or on the streets.*

## WORKSHEET #2: URBAN ASSESSMENT (CONTINUED)

### Zambe Example

3. What are the social norms that may support or act as barriers to the intended behavior change for your intended audience?

Supportive:

*Some adults believe that youth should be abstinent until marriage and the faith-based organizations encourage youth to wait until marriage to have sex.*

Barriers:

*Some adults in the community believe that providing SRH information encourages youth to have sex or that having a child before marriage is acceptable.*

4. What current policies or pending legislation might support or be a barrier to your target audience's response to the SBCC program?

Supportive:

*A national youth policy was signed into law in 2008 that supports comprehensive age-appropriate sexual health education being taught in primary and secondary schools, and comprehensive sexual health services for youth of any age. Gender-based violence and child protection policies are currently under development.*

Barriers:

*There is a group of activists trying to launch a "Youth Purity Bill" in Parliament. This bill would make it a crime to provide SRH information or services for young people under the age of 18 for government facilities and private facilities. Anyone providing such information or services will be imprisoned or deported.*

*It would be a good idea to build relationships with those in government who support youth programming and SRH for youth, and to press them to reject the Youth Purity Bill.*

## WORKSHEET #2: URBAN ASSESSMENT (CONTINUED)

### Zambe Example

5. What other organizations are currently addressing the SRH problem in your community? List the name of the organization, their activities relating to your project, the people they are focusing on and geographical area for their activities.

Name of Organization	Activities	Audience	Geographic Area
Bright Star Clinic	<ul style="list-style-type: none"> <li>Youth-friendly SRH health services</li> <li>HIV/STI testing and treatment</li> <li>Low-cost or free modern contraceptives</li> <li>Peer education program in clinics and in schools</li> </ul>	10- to 24-year-old women and men	Three locations across the city of Zambe
Sanger Services	<ul style="list-style-type: none"> <li>Low-cost/subsidized modern contraception (including sterilization and vasectomy)</li> <li>Abortion services at subsidized costs</li> <li>Advertising on TV, radio and billboards</li> </ul>	Men and women aged 10 to 60 years	Six clinics across Zambe

It is very important to partner with these health service providers and make sure that all of our SBCC messaging provides information about where adolescents can go to access these services. The clinics may be able to provide vouchers or special clinic days just for adolescents.

Reproductive Services International	<ul style="list-style-type: none"> <li>Social marketing to promote condoms, injectables and pills</li> <li>Low-cost products</li> <li>Advertising on TV, radio</li> <li>Drama activities in markets and night clubs</li> <li>Youth community health workers promoting their products</li> </ul>	19- to 24-year-old men and women	Across the city of Zambe
The Tokona MOH	<ul style="list-style-type: none"> <li>Eight clinics and one general hospital providing free modern contraception and antenatal services</li> <li>Sponsor a radio serial drama on the government radio featuring stories about all public health issues affecting the country (malaria, HIV/AIDS, diarrhea, family planning)</li> <li>Youth say they do not like going to government health clinics because they feel that the providers do not want to give birth control to youth</li> </ul>	All men and women, including youth	Across the city of Zambe

## WORKSHEET #2: URBAN ASSESSMENT (CONTINUED)

### Zambe Example

6. Which groups, community leaders or other individuals should you actively seek support from as allies or partners? Think of the individuals or organizations that might make your program more sustainable and which might provide economic opportunities and skills building for marginalized urban youth.
- *Several international NGOs are also working in SRH and may be willing to partner on this issue (see list in answer #5).*
  - *There are several women's groups who are supportive of empowering young girls with life skills and economic opportunity, and they have created short-term institutes for the young girls who are not attending school that help over 100 young girls each year.*
  - *Youth football clubs are popular with young men.*
  - *There are several religious leaders who support SRH information and services for youth, and have been very vocal in their opposition to the "Youth Purity Bill" because they have seen the suffering that occurs when young people are not able to access SRH services.*
  - *Several mobile phone network providers have worked with the MOH and other NGOs to assist with vaccination, TB and HIV prevention programs.*

## WORKSHEET #2: URBAN ASSESSMENT (CONTINUED)

### Zambe Example

7. Which groups, community leaders or other individuals, if any, do you think might oppose your program? Examples of groups and organizations that may oppose your program include religious leaders, community leaders, parents, schools, government institutions or community-based organizations. List in the table below the ones that are relevant to you, the reason they may oppose your program and potential strategies for how you might deal with dissent from these groups.

Individual/Group/Organization	Reason for Opposing Program	Potential Strategies
<i>Religious Leaders</i>	<i>Many religious leaders have gotten recent media coverage about the need for young girls to take an abstinence pledge and they are organizing rallies and events through youth groups with university students. More vocal leaders have made it known that they oppose any program providing SRH information or services for youth. Many religious leaders have strong ties with the President of Tokona, who also is opposed.</i>	<i>To address these barriers, we will plan to hold meetings with religious leaders and other opposers to better understand their points of view and try to come to consensus on how to support young people's health and growth in the community. We will share data to show the trends of unintended pregnancy in the city, as well as present the benefits, to both the individuals and the community as a whole, when young women have access to SRH information and services.</i>
<i>Parents</i>	<i>Some parents do not want their children to receive SRH information as they believe it will encourage them to become sexually active.</i>	

## WORKSHEET #2: URBAN ASSESSMENT (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. Look for partners that have experience with microfinance or business skills to integrate with our program.*
- 2. It's important to work with religious leaders and other influential activists that support what we are doing to overcome the barriers presented by those who do not believe in sexual and reproductive health and rights for young people.*
- 3. Many young people are migrants and do not have stable homes in the city. Often they migrate within the city. It would be good to consider communication channels that are also mobile, which young people can access in different places (e.g., radio, mobile phones).*