Essential Element 2: Navigating the Urban Environment for Youth

This Essential Element will help you learn more about the environment in which your audience lives and how to use this information in your SBCC programming. Here are some suggestions for working through this element:

- *Read the text from beginning to end.*
- *Complete Worksheet #2 with the data you have collected. If you need help filling it in, refer to the example of Worksheet #2 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?

The purpose of this Essential Element is to:
- Gain insights into the factors that can affect your program—social, economic, demographic or political.
- Identify the community leaders or groups who are likely to lend support or oppose your program.

Why is this Important?

To help you understand the urban world in the context of your intended audience, this element provides some activities to conduct with members of the intended audience and community.

An assessment of the urban environment where you will be implementing your program helps to provide insights into the trends or other factors that can affect your program, including:
- Social, economic, demographic or political factors (e.g., disease, unemployment, poverty, population size, armed conflict, displacement and natural disasters).
- Social norms that could support or prevent the intended behavior change.
- Policies or pending legislation that could support or prevent the intended behavior change.
- Other organizations currently addressing the SRH problem or audience segment.
- Community leaders or groups who are supportive or oppose your program.

If you have worked through **Essential Element 1**, the research you used for that can help you answer questions about all of these factors. If you are working on this element only, without having completed **Essential Element 1**, don't worry. All you will need is data relating to your program, your target group and the city or cities in which you wish to run your program. This data can come from your program or other organizations' and relevant ministries' documents, reports, surveys and studies.

What are the Key Steps?

When navigating the urban environment for youth, there are a number of key steps to follow:
1. Conduct a Community Mapping or Urban Assessment
2. Identify Potential Priority Partners

1. Conduct a Community Mapping or Urban Assessment

A community mapping or urban assessment allows you to identify the places and spaces where youth gather, community leaders and organizations to work with, and various factors (social, demographic, economic and political) that may affect your program. It's important to identify these people, places and factors early to ensure that your program is feasible, affective and in line with community values. Use **Worksheet #2: Urban Assessment** and **Worksheet #3: Community Mapping** to learn more about this.

Resources

If you want to learn more about SRH programming for adolescents, see the **Resources** section at the end of this Essential Element.

2. Identify Potential Priority Partners

Health is just one of the many issues that cause young people to need support. Evidence shows that programs that are able to address the different needs of young people—particularly health, education and economic strengthening—are most effective. However, you do not need to do this on your own! One of the most important outcomes of conducting an urban assessment is identifying the organizations and groups that are also working with young people, and developing strategic partnerships with them to enhance your program and provide coordinated support and resources for young people in your city.

Worksheet #2 gives you the opportunity to practice doing an urban assessment for your audience and is followed by an example that has been completed using fictional data from Zanbe. You can use this example to help you in completing your own Worksheet.

Reminders for partnerships across sectors

- ***Partner with health care providers.*** It is vitally important that your SBCC program links youth to health care providers and service delivery sites that offer comprehensive SRH information and services. Find the providers in the community where you are working and make sure you set up strong referral systems with them so that your SBCC messaging links youth directly to those services.

- ***Partner with education institutions.*** Educational institutions, such as schools and universities, as well as informal education programs like training centers or organizations serving out-of-school youth, are great partners for implementing SBCC programs. Schools provide access to young people and often have teachers and faculty that can be trained to help deliver your program.

- ***Partner with religious leaders.*** While some religious institutions might not agree with adolescent SRH programs, religious leaders can also be a reliable and trusted entry way into the community. They can also be key to community mobilization. Talk to your local religious leaders individually or as a group, and see if you can work together on common priorities like family planning goal-setting, defining a healthy relationship, or even referring adolescents to health clinics for SRH information and check-ups.

- ***Partner with the corporate sector.*** If you are implementing an SMS platform to share information and interact with urban adolescents, ask a mobile phone company to partner with you, provide some resources (e.g., airtime) and lend additional technical support.

- ***Partner for mentoring and employment opportunities.*** Economic opportunities may be limited for urban adolescents, whether or not they have completed school. Consider including activities that will provide skills for future employment or partnering with businesses or microfinance organizations that can provide loans, internships or jobs for youth.
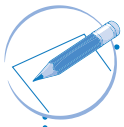
WORKSHEET #2: URBAN ASSESSMENT

Purpose: To gain insights into the factors that can affect your program (social, economic, demographic or political), and community leaders or groups who are likely to lend support or oppose the program.

Preparation:
Before you start, make sure you have the following information to help you fill out this Worksheet.
- Any previous maps or assessments conducted in the area
- A group of people that know the community well
- Any other information relating to the environment where your program will take place

Directions:
1. Answer the questions in this Worksheet using your data. If you have completed **Worksheet #1** from **Essential Element 1**, refer to it when completing this Worksheet as it may contain some useful information. Please note, however, that you can complete this Worksheet even without having worked through **Essential Element 1**.
2. Refer to the **Worksheet #2: Zanbe Example** to help you complete this blank Worksheet with the information relating to your program.

1. What is the geographic area where your program will take place? (e.g., informal settlement, city, multiple-cities, peri-urban area, neighborhood)

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:

   b. Economic:

   c. Demographic:

   d. Political:

   e. Other:

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

    Supportive:

    Barriers:

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

    Supportive:

    Barriers:

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

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.

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

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 #2: URBAN ASSESSMENT

Zanbe Example

This example is based on the Zanbe "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 Zanbe, an area that covers 100 km² 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.

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.

Zanbe 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	· Youth-friendly SRH health services · HIV/STI testing and treatment · Low-cost or free modern contraceptives · Peer education program in clinics and in schools	10- to 24-year-old women and men	Three locations across the city of Zanbe
Sanger Services	· Low-cost/subsidized modern contraception (including seterilization and vasectomy) · Abortion services at subsidized costs · Adverstising on TV, radio and billboards	Men and women aged 10 to 60 years	Six clinics across Zanbe
Reproductive Services International	· Social marketing to promote condoms, injectables and pills · Low-cost products · Advertising on TV, radio · Drama activities in markets and night clubs · Youth community health workers promoting their products	19- to 24-year-old men and women	Across the city of Zanbe
The Tokona MOH	· Eight clinics and one general hospital providing free modern contraception and antenatal services · 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) · Youth say they do not like going to government health clinics because they feel that the providers do not want to give brith control to youth	All men and women, including youth	Across the city of Zanbe

> 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.

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.

Zanbe 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
Religious Leaders	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.	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.
Parents	Some parents do not want their children to receive SRH information as they believe it will encourage them to become sexually active.	

Zanbe 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).*

WORKSHEET #3: COMMUNITY MAPPING

Purpose: To see the community from the eyes of your intended audience. Maps can be drawn to represent anything that is of interest for your SBCC program. For example, you might need a map to identify areas where urban youth feel vulnerable or safe, areas where they congregate or places where they go for SRH services.

Directions:
To conduct a community mapping activity here are five easy steps:

1. **Define your geographic area and the purpose of your map.**

2. **Invite members of your intended audience to create the map.** Like most qualitative research, it is best to group similar people together for this activity. For example, you may want to conduct a mapping exercise with urban young women who are out of school and another with urban young women who are in school if you will reach both segments of this audience.

3. **Draw the map.** Provide a large piece of flipchart paper or tape smaller pieces of paper together. Ask the group to draw a large map of the urban area you are targeting indicating the boundaries and major structures, man-made (roads, train tracks) and natural (rivers, oceans, mountains, forest). Remind them it doesn't have to be perfect and a rough representation is fine. Community areas to identify could include:
   - Housing
   - Institutions (churches, mosques, schools, health centers)
   - Police or security
   - Markets and shops
   - Bars, restaurants, cafes
   - Entertainment (movie theater or and video stalls)
   - Youth clubs
   - Internet cafes
   - Shopping areas (market, mall, small shops)
   - Parks, gardens
   - Sports grounds
   - Location of community leaders and other influential people
   - Transportation hubs
   - Communication channels, such as radio stations or town criers
   - Any other areas that your team feels are important to have on the map – like areas youth are not welcome, or tend to avoid

4. **Identify your task.** What information do you need to know about the community that is affecting your intended audience and the SRH problem? For example, if older men put younger women at risk for HIV, the mapping activity would identify the places where older men try to meet young women. Or if drinking alcohol increases a young man's risk of HIV, then the activity would identify the places where young men drink alcohol.

5. **Present the map.** Ask the group to present their map, explain what they have drawn and answer any questions to help you better understand the view of the community from their eyes.

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?
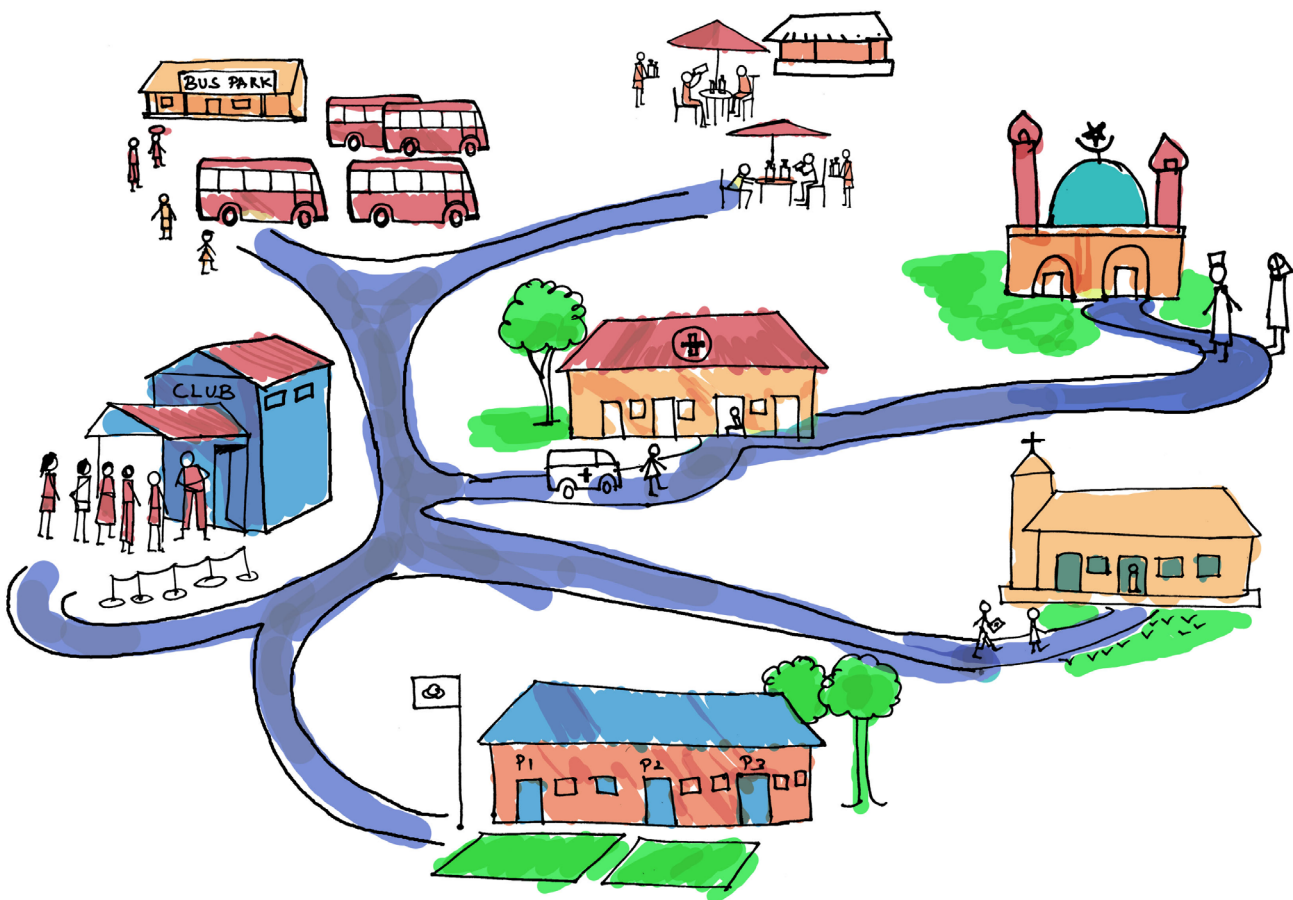
1.

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Identify your task. What information do you need to know about the community that is affecting your intended audience and the SRH problem?

We would like to see the places that put out-of-school, young women ages 15 to 19 at risk of becoming pregnant and the places that could protect them.

Zanbe 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. *Older men look for young girls near the take-away chicken restaurant.*

2. *Young women working at the market travel home alone at night and are not safe.*

3. *Several churches have programs for young people.*

Resources for Essential Element 2

Resources for **Essential Element 2** include:

Family Planning, HIV/AIDS & STIs, and Gender Matrix: A Tool for Youth Reproductive Health Programming
International Youth Foundation
The matrix can assist technical experts, program managers, health providers, peer educators and others to determine what topics and interventions best fit into their own respective programs while taking cultural paradigms into consideration.
http://www.iyfnet.org/sites/default/files/P4L_FPMatrix.pdf