

Essential Element 3: Segmenting your Audience

This Essential Element will help you select the audience for your program. Here are some suggestions for working through this element:

- Read the text from beginning to end.
- Complete **Worksheet #4** with the data you have from your program or other data sources that can support your program, as well as with information about the young people you would like to reach. If you need help filling it in, refer to the example of **Worksheet #4** 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:

- Understand why segmenting your audience is helpful.
- Determine which audience segments to choose.
- Use your local data collected to complete **Worksheet #4: Segmenting your Audience**.
- Determine your primary and secondary audiences.

Why is this Important?

If someone were to ask you whether you are the same as your brother or sister, what would you say? If they were to ask if you were the same as your friend living next door, what would you say? Are you the same as the classmate sitting next to you in school? The young person sitting next to you on the bus? Even the young person who stands next to you in line at the market or shop?

Most likely, you will answer that while some of these people may be similar to you, none are the same as you. Just like you may feel that you are different from your sibling, neighbor or classmate, urban adolescents differ from one another, too! And they differ in many ways. Consider just some of these many different groups that fall within the category “urban adolescents.”

The young people that make up each of these groups have very different lives, needs and responses to messages about SRH (see Figure 10 on the next page).



Figure 10: Different Groups of Urban Adolescents

Segmentation is important because:

- **Different urban adolescent audiences have different SRH needs.** Look at the list of different urban adolescent groups outlined in the Who are Adolescents section (page 10). Those young people are different from one another. Despite all being in the same city, these young people are living in different places, growing up in different environments, exposed to different things and at risk for different things. A married adolescent has different needs from an unmarried adolescent who is not yet sexually active. A 19 year old will have different needs than a 10 year old. A female sex worker will have different needs than an adolescent boy in school.



Definition

Audience segmentation is the process of dividing a large population, such as urban youth, into smaller sub-groups so that you can design more effective programs and messages. These sub-groups may be based on any number of the types of groups you see above.

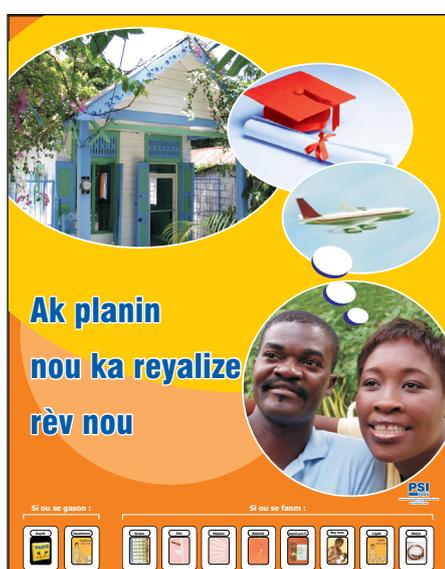
¹² LGBTQ is an abbreviation for Lesbian, Gay, Bisexual, Transgender and Questioning. It refers to people who do not define themselves as heterosexual or who are still questioning their sexuality.

- **You can better target your messaging and have more impact.** When we just concentrate on one audience (for example, young men that are sexually active and hang out in bars), the programs and messages that we design are far more likely to resonate with our audiences and have an impact than if we tried to reach the entire population of urban adolescents.

Look at this poster advertisement for condoms in Zambia (on the right). Who would you say is the audience for this poster?

You probably thought something like this:

Young men, 18 to 24, sexually active, that hang out in bars or pool halls.



Who among our cast of characters would this poster most speak to?

Probably Etienne. Could you see Awa or Nadia looking at this poster and being influenced by it? Most likely not.

Now look at this poster for family planning in Haiti (on the left). Who would you say is the audience for this poster?

You might say something like this:

Newly married couples wishing to delay pregnancy until they can graduate from school and earn enough income to support things like a house, travel and children.

Who among our cast of characters would this poster most speak to?

Most likely Nadia or someone older who wants to delay a pregnancy.

- **Segmenting your audience will help you choose appropriate communication channels.** Just like different urban adolescents have different SRH needs, they are also exposed to messaging in different ways. Youth living on the streets may not have as much access to the same communication channels as youth living on a university campus or in stable home environments. Youth who travel around the city all day will likely be exposed to different communication channels than youth who mostly stay home.

What are the Key Steps?

1. Choose your Intended Audience
2. Identify Primary and Secondary Audiences

1. Choose your Intended Audience

As a program designer, you may already know what audience segment you are planning to reach. You may have decided on the intended audience during the proposal writing process or in meetings with a program partner. You may be adding an SBCC component to an existing program that already reaches a certain segment of the urban adolescent population. In these cases, you may not need to return to your data sources with the purpose of identifying a new audience.

However, if you have not yet chosen an intended audience, use your data to determine with which segments of the urban adolescent population you want to work.

Ask yourself the following questions:

- **Which youth groups do I have information about?** Look through your data sources and pick out some groups that you have at least some information about. Consider the following:
 - » Do you have enough data about a certain group or groups?
 - » Could you conduct some of your own research to provide the missing information?

For example: *There is often more information available about adolescents that are in school. You may determine that given the capacity of your organization or your partners, reaching in-school adolescents is easiest. However, you may also discover that you can run some informal focus groups with out-of-school adolescents to find out more about their needs and then tailor an intervention for them.*

- **With which adolescent groups will your program have the most impact?** Consider the following:
 - » Does the data show that adolescents in school or out of school are most at risk?
 - » What about adolescents from key populations such as sex workers; those who are lesbian, gay, bisexual, transgender and/or questioning (LGBTQ); or injectable drug users?
 - » Do you have a significant number of married adolescents that you can reach or a community of homeless youth that are vulnerable and not reached by other programs?

Your primary and secondary research can help you find out who the high-risk adolescents are in your city, what their high-risk behaviors are and perhaps what their dreams, aspirations and values are so that you can design effective messages.

Important Concepts

What data sources should you look at?

You may already have a lot of information relating to your audience or potential audience—from statistics and data from your programs, reports and documents you have developed for donors, or other organizations that work in your field. Other trusted sources of information that you can access to help you design your program include:

- Global organizations (e.g., UN agencies, international donor governments)
- International non-governmental health organizations
- National and community-based organizations
- Researchers
- Journals
- Private sector
- Government ministries
- Service delivery organizations

If you want to learn more about information sources and information gathering, you can work through **Essential Element 1**.

- **What is your current capacity and expertise?** For example, you may not work with adolescents right now, but you do have a great program for married women. Your research tells you, in your city, there is a large population of married adolescents of which you were unaware. Since you already have a program for married women, you can think about how to use the strengths and expertise you have built through that program and create a new one focused on married adolescents.
- **How does the segmenting decision you make today impact future decision-making? One project cannot reach everyone.** Will choosing one group of adolescents now help you launch another project in the future reaching a different group?

For example: *Perhaps you want to have a SBCC program that reaches all young men. You know it will be easier to reach adolescent boys who play sports through their sports clubs. You can decide to reach only them now, but to expand the project to boys outside sports clubs in the next three years.*

The Worksheet that follows, **Worksheet #4: Segmenting Your Audience**, will help you answer the above questions. Complete the Worksheet with your data to select the audience or audiences for your SBCC program.



WORKSHEET #4: SEGMENTING YOUR AUDIENCE

Purpose: To help you think through the rationale for selecting your audience segment(s)

Preparation:

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

- **Worksheet #1**, if you have completed **Essential Element 1**.
- If you have not completed **Worksheet #1**, you can complete this Worksheet with the data you have available—data relating to young people in your country/city (this can be primary and/or secondary research). Data can come from surveys, documents, reports, health and education statistics, and from other organizations working with young people and research.

Directions:

1. Answer the questions in this Worksheet using your data.
2. Refer to the **Worksheet #4: Zanbe Example** to help you complete this blank Worksheet with the information relating to your program.

1. What is the audience that you plan to reach through your program?
2. How did you decide on this audience? (Check all that apply)
 - It was already promised to the donor.
 - We already serve this audience and want to continue doing so.
 - Our research suggests that this audience is most in need.
 - This is the group that we have the capacity and the expertise to reach.
 - Reaching this audience now will help us reach a wider audience later.
 - This audience was identified by the government (e.g., as in a National Strategic Plan).
 - Other _____
3. What types of research do you have about your intended audience? (Check all that apply)
 - Secondary research (e.g., DHS survey)
 - Primary research (e.g., quantitative and qualitative studies, mapping exercises)
 - Program reports (from your or others' programs)
 - Media consumption studies

WORKSHEET #4: SEGMENTING YOUR AUDIENCE (CONTINUED)

4. What are the most important things you have learned about your audience from the research that you have? Please include the sources of this information.

Things we know about the audience	Sources that provide this information

5. What questions would you still like to answer about your intended audience?

6. What can you do to get those questions answered?

WORKSHEET #4: SEGMENTING YOUR AUDIENCE (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 #4: SEGMENTING 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 reviewed all of the information they collected and the input from the workshop with their advisory group and urban adolescents, and answered the key questions to help them segment their audience. Additional insights are provided in the text bubbles.

1. What is the audience that you plan to reach through your program?

Adolescent girls, 15 to 19 years old, who are pregnant or parenting.

2. How did you decide on this audience? (Check all that apply)

- It was already promised to the donor.
- We already serve this audience and want to continue doing so.
- Our research suggests that this audience is most in need.
- This is the group that we have the capacity and the expertise to reach.
- Reaching this audience now will help us reach a wider audience later.
- This audience was identified by the government (e.g., as in a National Strategic Plan).
- Other _____

3. What types of research do you have about your intended audience? (Check all that apply)

- Secondary research (e.g., DHS survey)
- Primary research (e.g., quantitative and qualitative studies, mapping exercises)
- Program reports (from your or others' programs)
- Media consumption studies

WORKSHEET #4: SEGMENTING YOUR AUDIENCE (CONTINUED)

Zambe Example

4. What are the most important things you have learned about your audience from the research that you have? Please include the sources of this information.

Things we know about the audience	Sources that provide this information
<i>Wants to wait before having a second child, but feels unable or disempowered to do so.</i>	<i>Focus group discussions with members of the intended audience and program reports from providers working with the audience.</i>
<i>Has influencers, such as partners/husbands and/or other family members (mother-in-laws, parents, etc.), that pressure her to have many children.</i>	<i>Focus group discussions with audience and key informant interviews with family planning providers.</i>
<i>Aspires to have education and employment, and a bright future for her children.</i>	<i>Focus group discussion with members of the intended audience and the report from a city-wide study on the aspirations of young people in Zambe.</i>

5. What questions would you still like to answer about your intended audience?

- What attitudes would husbands/partners and other key influencers have about healthy timing and spacing of pregnancy?*
- Who are the people that most influence the reproductive health decisions of the intended audience?*
- What information, beliefs and attitudes does the intended audience have about contraception?*

6. What can you do to get those questions answered?

- Focus group discussions with husbands/partners and other key influencers.*
- Key informant interviews or focus group discussions with the audience.*

Remember, the more you discover about your audience, the more questions you will have! You may not have the time or the resources to answer all of these questions, but it is very important to note them so that you can go back to them for future research and program initiatives.

WORKSHEET #4: SEGMENTING YOUR AUDIENCE (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. *Still need more information about influencing audiences for girls 15 to 19—what are their attitudes and knowledge about SRH for girls.*
2. *Pregnant girls may need further segmentation, for example, whether or not they are married, or living with parents.*
3. *Future aspirations of these girls could be an excellent “hook” to reach them with messaging about healthy timing and spacing of their next pregnancy.*

2: Identify Primary and Secondary Audiences

When you think of all the people you want to reach with your SBCC program, they could fall into two groups: primary and secondary audiences.

SBCC programs should recognize the importance of key secondary audiences and seek to identify them and devise ways of actively engaging them to promote the desired behaviors in the primary audience.

When identifying secondary audiences, consider the following:

- What groups or individuals have the most influence over the behavior of the primary audience?
- How do they exert that influence?
- What benefits would the secondary audience receive from serving as a program intermediary?
- What might be the barriers to involving them in the program?
- What is their knowledge, attitudes and behaviors regarding the SRH issue?

Using our cast of characters, some secondary audiences might include:

Primary Audiences	Potential Secondary Audiences
Teenage males, in-school, middle to high socio-economic status Think of: Etienne	<ul style="list-style-type: none"> • Social and sport clubs, like semi-pro football teams (local) • Influential adults, like fathers and football coaches, like Thomas • Friends and peers
Young females, low socio-economic status, without regular school attendance Think of: Awa	<ul style="list-style-type: none"> • Household and family members, like Awa's mother • Friends and near-peers, who might encourage Awa to have sex or advise her on how to avoid men's advances
Older adolescent females, some school, unemployed, middle to low socio-economic status, with a child/ children Think of: Nadia	<ul style="list-style-type: none"> • Adult family and household members, like her older sister and her sister's husband • Parents in the village • Friends • Older men who are in relationships with younger girls • Boys of the same age • Health service providers working with youth, perhaps like workers at the Bright Star Clinic

Definitions

The **primary intended audience** is the population whose behavior you want to change.

The **secondary intended audience** is the population that interacts with and influences the primary audience.



Reminder!

Even when you are trying to improve the health of urban adolescents, they themselves may not be the primary audience. For example, an SBCC program might want to increase communication between parents and their children. In this case, the primary audience would be parents and the secondary audience would be the children. For a program to prevent teachers from engaging in sexual relationships with students, teachers and school administrators might be the primary audience and female students the secondary audience.

Resources for Essential Element 3



Resources for **Essential Element 3** 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

Choose Target Audiences

HC3

This is Step 3 in the HC3 Demand Generation I-Kit for Underutilized, Lifesaving Commodities in Reproductive, Maternal, Newborn and Child Health.

<http://sbccimplementationkits.org/demandrmnch/fp-step3/>