

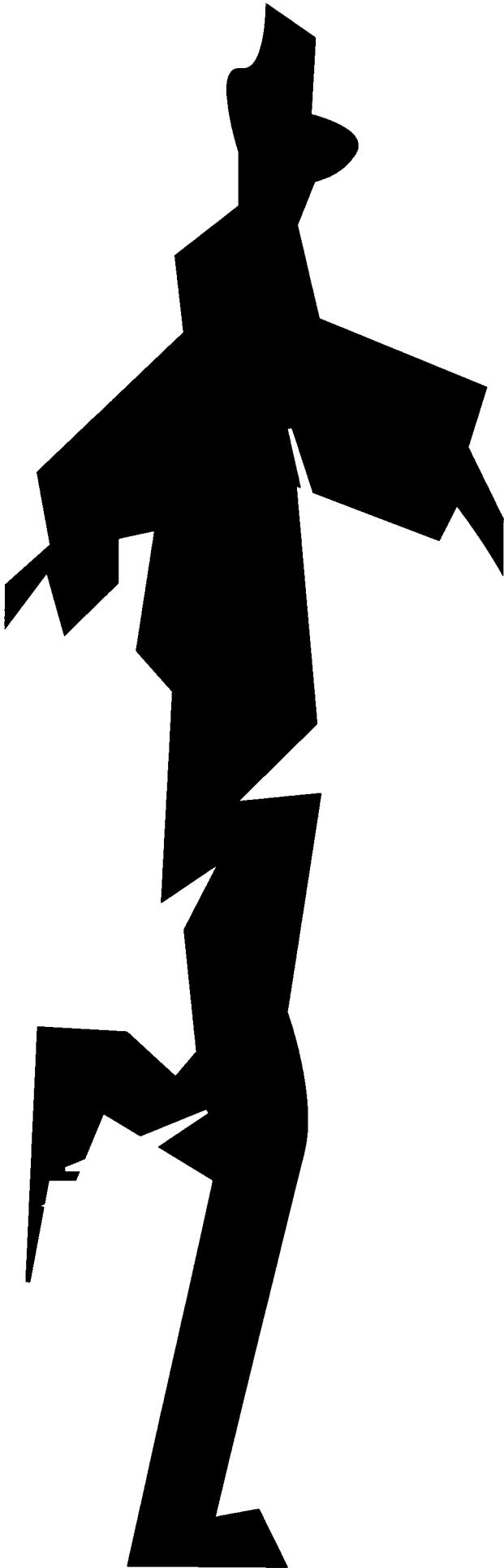
SECTION 3

PUTTING IT ALL

INTO PRACTICE



DEVELOPING OUR MATERIALS



The material which follows is designed to help us take action to put the principles outlined in Section 2 into practice. As a guide on how to use this material, an example is shown using the problem of unwanted pregnancies. There is also a space to fill in our own example as we work through the material.

Flow chart of the process:

This section guides us through the following steps from identifying the problem or issue to be tackled to choosing the time and place to deliver our message. Section 4 will then help us to evaluate our activities.

identify problem/issue to be tackled

identify the target

understand the target

identify the required result

establish the main thought

choose the time and place

pre-test the material

IDENTIFYING THE PROBLEM/ISSUE TO BE TACKLED

This information enables us to identify exactly the problem we are trying to address.

Where are we now?	Unwanted pregnancies	Your example
What is the incidence of the problem?	There is growing concern about the widespread occurrence of unwanted pregnancies in young women.	
What is the level of knowledge and understanding of the problem? (Complete ignorance, partial or confused?)	These are frequently terminated by clandestine abortions.	
What are current attitudes towards the problem? (Scared, indifferent or mild concern.)	Young women may be able to conceive a child without being physically or emotionally ready.	
What are the current behaviour patterns? (There may be several issues to tackle here.)	<p>Childbearing in adolescence involves considerable health risks.</p> <p>Young people's premarital sexual encounters are generally unplanned and sporadic.</p> <p>Young women themselves are fairly worried about the problem, as a pregnancy that is not terminated usually means the end of their education and other opportunities for social advancement.</p> <p>In some cases young women are ostracised by their families when they get pregnant, as having sex and children outside of marriage is unacceptable in their culture. This can lead to depression, and in some cases suicide.</p>	

IDENTIFYING THE TARGET

This section helps us identify who it is we are trying to reach with our message.

Who are we talking to?	Unwanted pregnancies	Your example
Is there a part of the youth population which is particularly at risk?	Young women aged 15 to 19 years who are having unprotected and unplanned sex.	
Are there sub-sections, or is the target similar in knowledge, attitudes and beliefs?	Young men who need to be made aware of their role and responsibility.	

UNDERSTANDING THE TARGET

This section helps us to understand the target group better, not just to identify them.

What do we know about them and the problem/issue that will help us?	Unwanted pregnancies	Your example
How much information do they already have?	Impulsive sexual behaviour and the non-use of contraceptives is often exacerbated by the use of alcohol and other drugs.	
Are they concerned?		
Are sources of help available to them?	Since adolescent sexuality is a taboo subject in many societies, it is difficult for young men and women to ask questions about the risks involved in unprotected sexual activity.	
Is there any data available?		
Do we know about any key influences?	<p>Young people often have an idealised view of sexual relations and feel that using contraceptives is not very romantic.</p> <p>Young men often resist the use of condoms because they feel that they are not manly.</p> <p>Young people can be fairly knowledgeable about the facts related to sexual behaviour, but they just don't plan ahead.</p> <p>Contraceptives are fairly expensive and often difficult to obtain. In some cases there are laws which prevent young people having access to contraceptive advice and family planning services.</p>	



THE RESULT

This section helps us to identify exactly what we want the target group to do as a direct result of our campaign. It should be detailed, concrete and specific.

What do we want them to do?	Unwanted pregnancies	Your example
What is the single, clear objective we want to achieve with the target?	The key task is to get young women and men to understand that unprotected sex can frequently result in pregnancy and that they must always plan ahead so that they can prevent this by using contraceptives.	
Is it to increase knowledge of the facts?		
Is it to create a feeling of personal risk?	This accepts that they are unlikely to stop having sex and that contraceptives offer the best protection against unwanted pregnancies.	
Is it to increase knowledge about safe sex?		
Is it to help them to identify available sources of help?	Another task is to get young women and men to take some responsibility in their roles in unplanned pregnancies and not to resist the use of condoms.	

THE MAIN THOUGHT

This section helps you to identify exactly how you are going to achieve your objective. Again, it should be concrete and specific.

How can we encourage them to do that?	Unwanted pregnancies	Your example
What is the best way to achieve the end result?	By pointing out to them that having unprotected sex is likely to result in pregnancy by promoting the use of contraceptives.	
Is it by raising awareness of the problem?	By encouraging young men and women to plan ahead, even if they don't think they will be getting into a risky situation.	
Is it by communicating the facts?	By identifying sources of advice and information on family planning and contraception.	
Is it by telling the story of someone who has the problem?	In doing this we must recognise that the cost of contraceptives is a major barrier to their use.	
Is it by dramatising the dangers of the problem?		



CHOOSING THE TIME AND THE PLACE

Getting the message in the right place to be seen and heard by young people will greatly enhance its impact. This section helps to determine where and when the message will be best received by the target group.

What is the most appropriate medium to reach the target group?

Unwanted pregnancies

Your example

Key factors that need to be taken into consideration include:

- how discrete or broad the target group is;
- how complex/detailed the message is;
- whether the message is too sensitive to expose to the general public;
- whether there is a medium particularly relevant to the target group;
- whether the message is best suited to a formal or informal environment, for example, through school education or a message printed on a T-shirt;
- what resources are available.

As the group is broad, an approach will be made to the local radio to run a series of announcements at times known to be popular with young men and women.

A network of young women will also be set up to sell subsidised condoms to their friends and other young women and men.

A poster will be made to be displayed on the back of toilet doors in schools and bars. They will also be displayed at bus stands, village notice boards and other places where young women and men congregate.

A condom carry case will be designed and promoted with the expectation that they will become a fashionable item.

PRE-TESTING

If we have followed all the steps outlined in the previous sections we should be fairly confident that our material will be relevant and meaningful to our target group.

However, it is still advisable to pre-test our material to determine how suitable it is to our target group, and to check that we haven't overlooked any details that might affect the final execution of our strategy.

There are two main groups of people from whom we can get feedback on our materials:

- young people who are part of the target group – they can give us valuable feedback on the language used, the general presentation of the material, the style, colour, how easy the message is to grasp, and so on;
- experts/specialists – they may have particular expertise in the subject area, and can tell us whether the information in our material is accurate and up to date.

For example, before they actually perform their work in front of their target audience, the Twatasha Community Theatre Group in Zambia take their performance to people who may have more specialised knowledge on the subject. These people will then critique their performance and offer advice and alterations. The group invites young people to comment on whether the style of language, dress and conduct are commonly used in their community, and also asks whether there are any common jokes or sayings that can be incorporated into their performance to give it more local relevance.

A FINAL CHECKLIST

Have we clearly identified our target group?

Have we specified exactly what the target group is expected to do?

Is this realistic in view of their current attitudes, knowledge and behaviour?

Have we clearly indicated how the target group will achieve the desired result?

Have we identified what some of the major barriers to them achieving this might be?

Have we indicated what the most suitable modes of communication will be to the target group, given the nature of the message and the resource constraints?

Ideally, the answers to all these questions should be 'yes'.