

# Agenda

5 minutes: **Background**

15 minutes: **Introduce the Urban Adolescent SRH SBCC Implementation Kit (I-Kit)**

15 minutes: **Orient you to the online I-Kit**

5 minutes: **Next Steps**

15 minutes: **Questions and Comments**

# Allison Mobley, MHS



**Family Planning Senior Program Officer,  
Health Communication Capacity  
Collaborative**

# Adolescents



**Younger Adolescents  
(10-14)**



**Older Adolescents  
(15-19)**

- Adolescents, in low- and middle- income countries, make up almost 30% of the world's population
- Transitioning from childhood to adulthood:
  - From dependence to independence
  - Cognitive development
  - Increasing influence by peers
  - Physical changes in the body
  - Sexual curiosity and experimentation
- Making safe and informed sexual and reproductive health (SRH) decisions as an adolescent is challenging

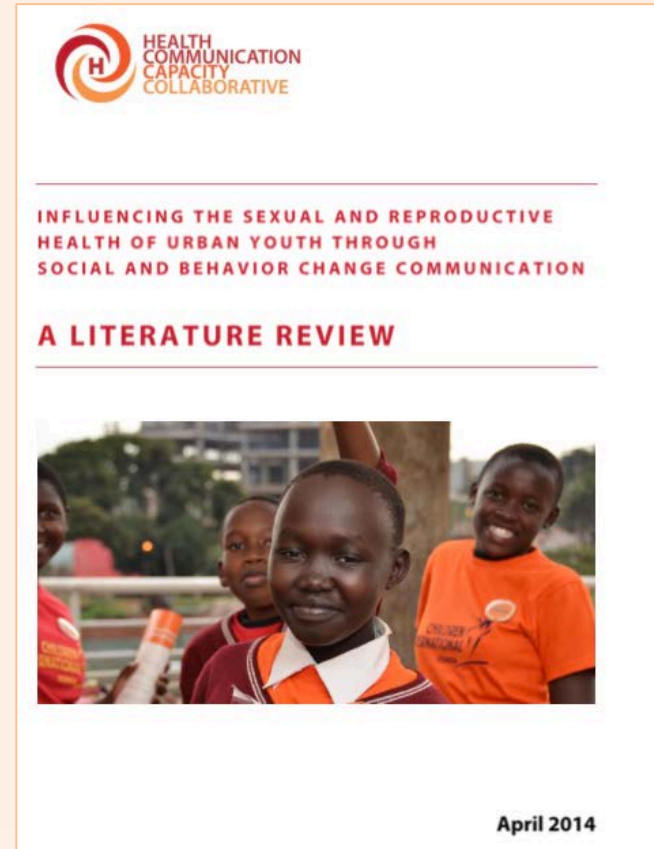
# Urban Environment



- Access to services is not a guarantee
- Different social and cultural norms are less cohesive and operate at a different pace
- Differences can be both positive and negative in how they impact adolescent well-being

# Getting Started

- HC3 conducted:
  - A literature review of 29 SBCC interventions
  - A consultation with 45 representatives from more than 15 organizations
- Available at [healthcommcapacity.org](http://healthcommcapacity.org)



# Developing the I-Kit



- Drafted the Urban Adolescent SRH SBCC Implementation Kit (I-Kit)
- Tailored to West African context
- Pretested in Benin and Madagascar
- Revised text, added graphic design and illustrations

# Alessia Radice, MA, MSc



**Consultant, HC3**

# Urban Adolescent SRH SBCC I-Kit

Presenter: Alessia Radice



*Urban Adolescent Sexual and  
Reproductive Health  
Social and Behavior Change Communication:  
An Implementation Kit*



## Purpose of the I-Kit?

- To guide the creation, or strengthening, of SRH SBCC programs for urban adolescents aged 10 to 19.
- The I-Kit is designed to teach a selection of essential SBCC elements and includes worksheets to illustrate and facilitate practical application.

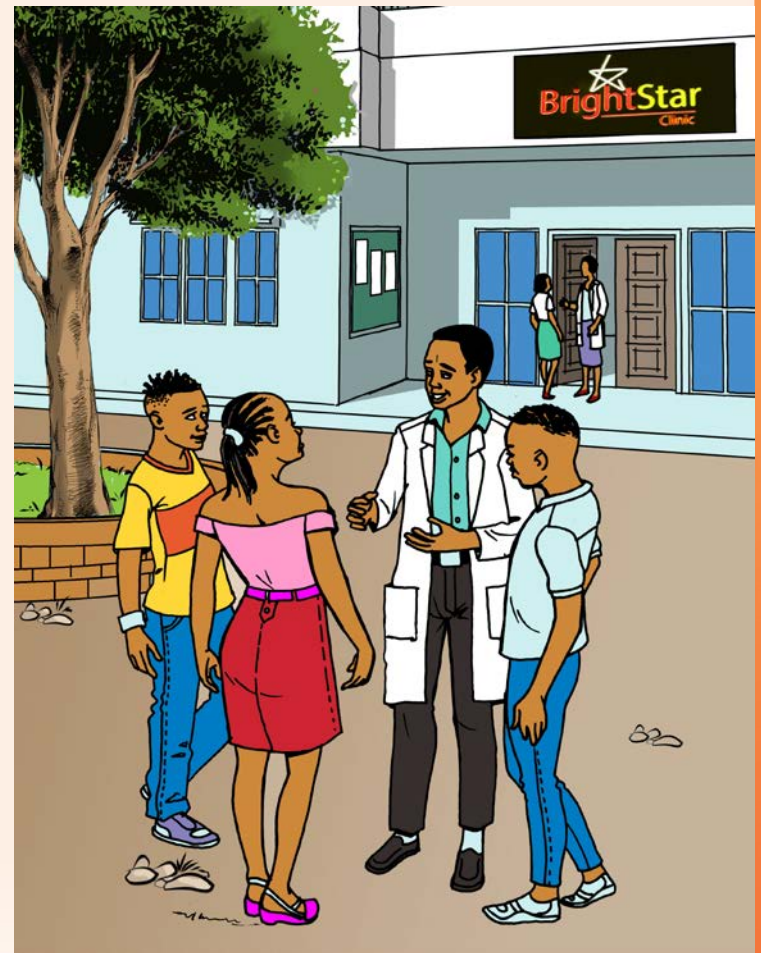
## What is the I-Kit?



- It can be used both to design and refine SBCC programs, and as a training tool for SBCC.
- The concepts, information and activities within the I-Kit are adaptable to any country, city and project context.
- It is not a step-by-step guide on how to develop and implement a complete SBCC program.

# Who is the I-Kit Audience?

- SBCC professionals
- SRH professionals
- Youth-led organizations or youth-focused professionals



## What is different about this I-Kit?



- Each Essential Element builds on the previous one.
- Each Element contains an explanatory text, visuals and interactive worksheets
- Recommend that worksheets are used with a team to encourage critical thinking and discussion.

## What is different about this I-Kit?

- Focuses on a specific target group (urban adolescents aged 10 to 19) addressing specific challenges, advantages and issues.
- Highlights the needs of younger adolescents aged 10-14.
- Content can be adapted to other age groups and to a rural setting.

# What is inside the I-Kit?

## Part 1



- Introduces users to the I-Kit
- Overview of SRH and urban adolescents
- Defines SBCC and provides a summary of SBCC theories
- Highlights lessons learned from successful urban adolescent programs
- Describes a fictional city (Zanbe), local NGO (Bright Star), and three adolescent Zanbe residents

# What is inside the I-Kit?

## Part 2



- Seven Essential Elements.
- Focus on practice and the application of what is being learned.
- Includes worksheets and completed examples for Zanbe.
- References to resources if readers wish to learn more about a specific topic.

# The Seven Essential Elements

## Essential Element 1



Collecting helpful information about urban adolescents



## Essential Element 2

# Navigating the urban environment for youth



# Essential Element 3



## Segmenting your audience

# Essential Element 4

## Creating an audience profile

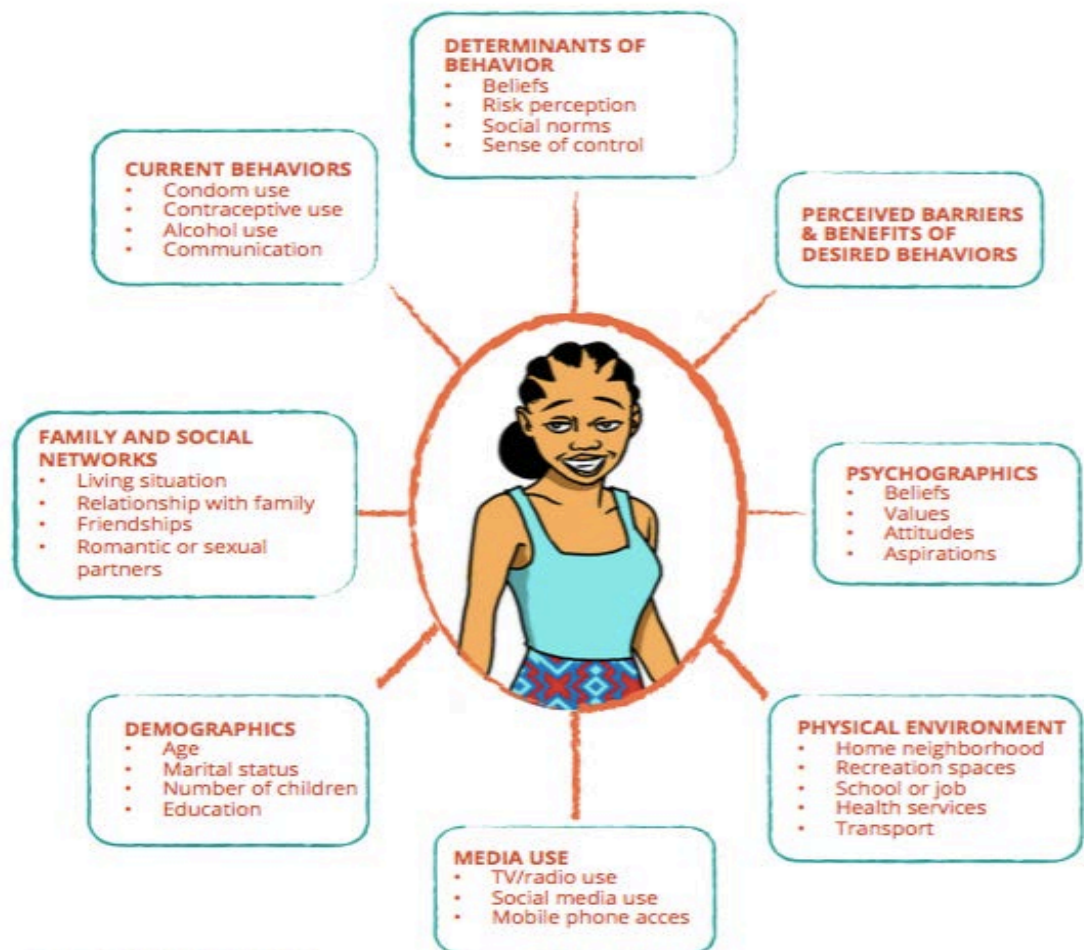


Figure 11: Audience Profile

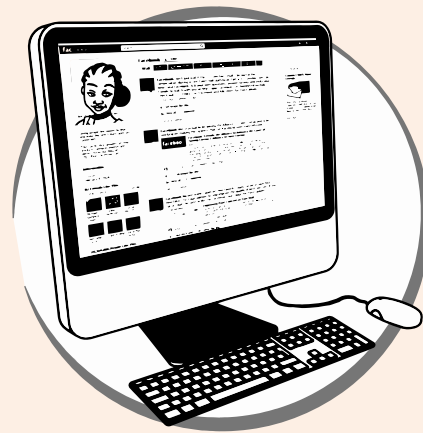


# Essential Element 5

## Establishing behavioural objectives and indicators

Is it ...?	Yes	No	Suggested Improvement
Specific?			
Measurable?			
Achievable?			
Relevant?			
Time-bound?			

## Essential Element 6



Identifying  
communication  
channels in the  
urban environment

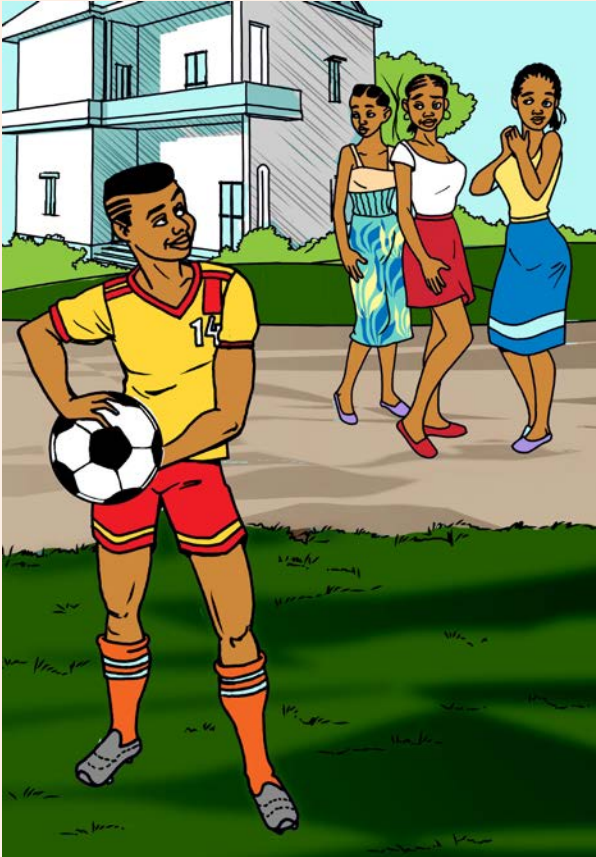
# Essential Element 7

## Developing messages for urban adolescents



# What is inside the I-Kit?

## Part 3



- Provides a list of potential challenges that may be encountered during the design and implementation phases of an urban youth SRH SBCC intervention.
- For each challenge, a list of possible strategies and solutions is provided.





# Erin Portillo, MPH



**Family Planning Program Officer, HC3**



HEALTH  
COMMUNICATION  
CAPACITY  
COLLABORATIVE

# Urban Adolescent SRH SBCC \*ONLINE\* I-Kit

Presenter: Erin Portillo

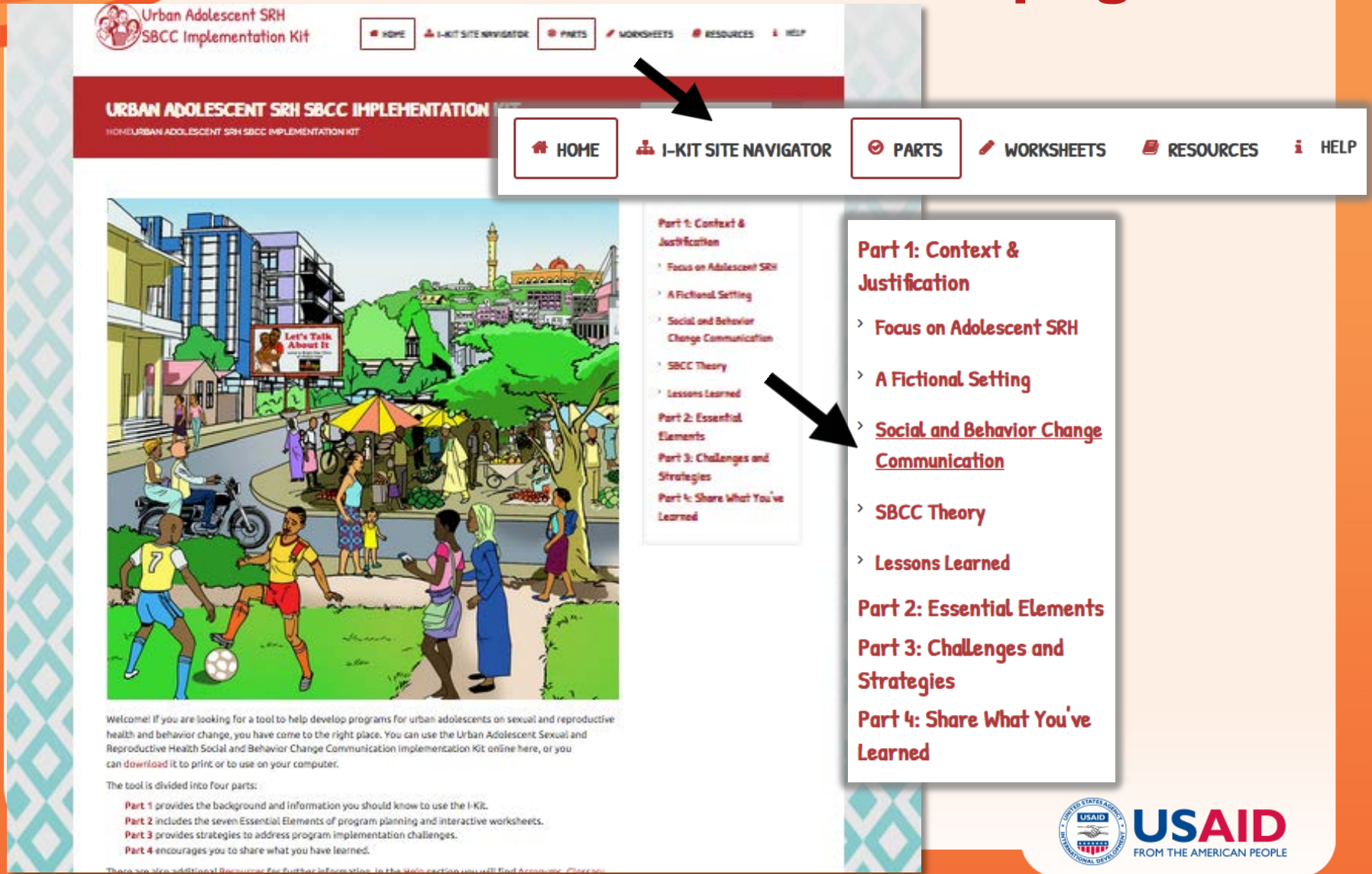


**USAID**  
FROM THE AMERICAN PEOPLE

# Using the Urban Adolescent SRH SBCC I-Kit Online

- You can access and use the resource by:
  - Downloading the I-Kit to use later:  
<http://sbccimplementationkits.org/urban-youth/i-kit-site-navigator/>
  - Navigating the I-Kit online:  
<http://sbccimplementationkits.org/urban-youth/>

# Introduction to Homepage



**Urban Adolescent SRH SBCC Implementation Kit**

HOME I-KIT SITE NAVIGATOR PARTS WORKSHEETS RESOURCES HELP

**URBAN ADOLESCENT SRH SBCC IMPLEMENTATION KIT**  
HOME/URBAN ADOLESCENT SRH SBCC IMPLEMENTATION KIT

HOME I-KIT SITE NAVIGATOR PARTS WORKSHEETS RESOURCES HELP

**Part 1: Context & Justification**

- > Focus on Adolescent SRH
- > A Fictional Setting
- > Social and Behavior Change Communication
- > SBCC Theory
- > Lessons Learned

**Part 2: Essential Elements**

**Part 3: Challenges and Strategies**

**Part 4: Share What You've Learned**

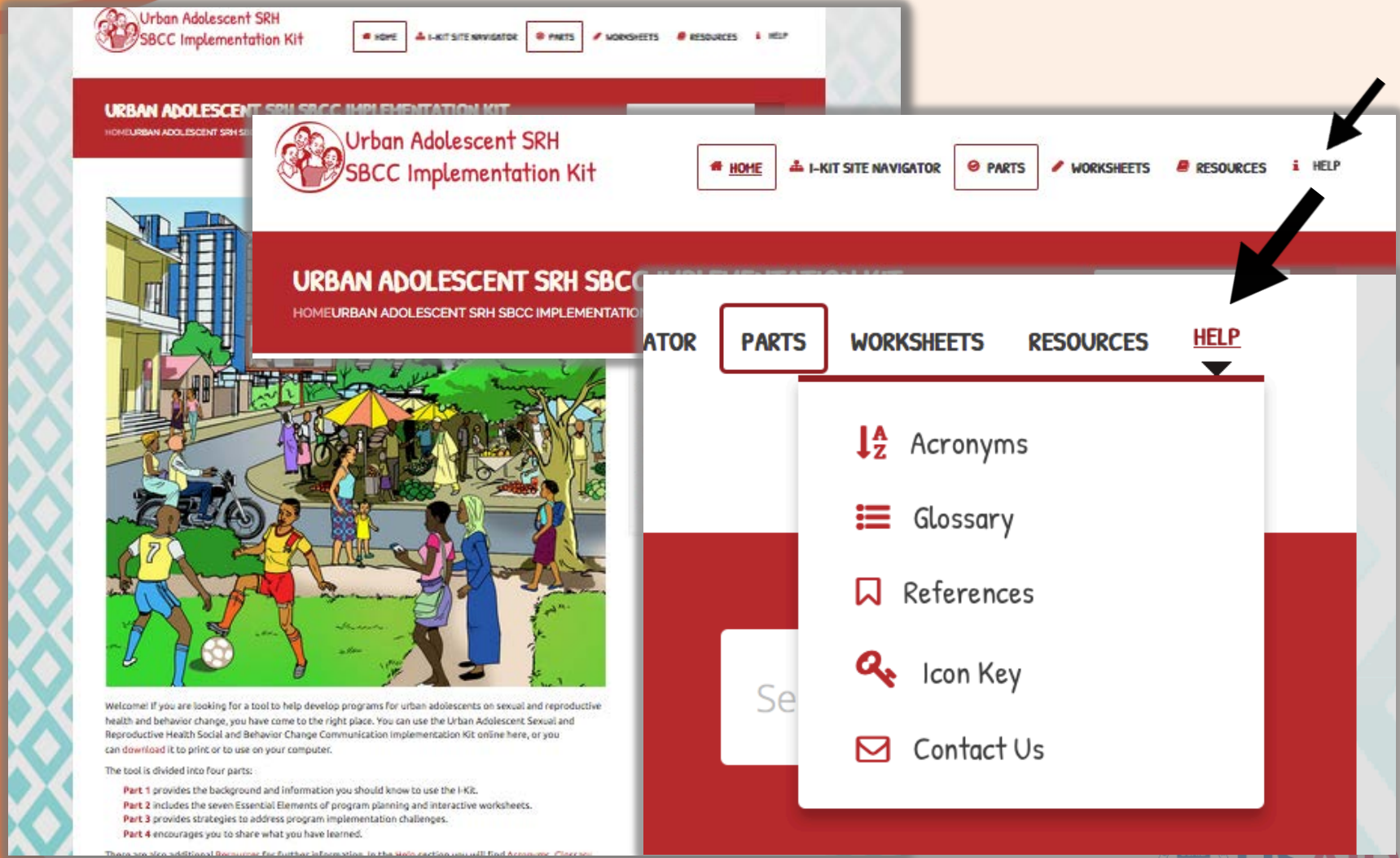
Welcome! If you are looking for a tool to help develop programs for urban adolescents on sexual and reproductive health and behavior change, you have come to the right place. You can use the Urban Adolescent Sexual and Reproductive Health Social and Behavior Change Communication Implementation Kit online here, or you can download it to print or to use on your computer.

The tool is divided into four parts:

**Part 1** provides the background and information you should know to use the I-Kit.  
**Part 2** includes the seven Essential Elements of program planning and interactive worksheets.  
**Part 3** provides strategies to address program implementation challenges.  
**Part 4** encourages you to share what you have learned.

There are also additional Resources for further information. In the Navigation you will find Accounts, Courses,

# Additional Tools



Urban Adolescent SRH SBCC Implementation Kit

HOME I-KIT SITE NAVIGATOR PARTS WORKSHEETS RESOURCES HELP

URBAN ADOLESCENT SRH SBCC IMPLEMENTATION KIT

HOMEURBAN ADOLESCENT SRH SBCC IMPLEMENTATION KIT

URBAN ADOLESCENT SRH SBCC IMPLEMENTATION KIT

HOMEURBAN ADOLESCENT SRH SBCC IMPLEMENTATION KIT

ATOR PARTS WORKSHEETS RESOURCES HELP

- ↓ A Z Acronyms
- ☰ Glossary
- 🔖 References
- 🔑 Icon Key
- ✉ Contact Us


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- Part 4** encourages you to share what you have learned.

There are also additional Resources for further information. In the [Web](#) section you will find Acronyms, Glossary,

# Introduction to Homepage



Welcome! If you are looking for a tool to help develop programs for urban adolescents on sexual and reproductive health and behavior change, you have come to the right place. You can use the Urban Adolescent Sexual and Reproductive Health Social and Behavior Change Communication Implementation Kit online here, or you can **download** it to print or to use on your computer.

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**Part 3** provides strategies to address program implementation challenges.

**Part 4** encourages you to share what you have learned.

There are also additional **Resources** for further information. In the **Help** section you will find **Acronyms**, **Glossary**, **Icon Key**, and **References**.

We encourage you to share any feedback you have on using the site and the I-Kit. **Contact Us** to send a message.

 **Begin here.**

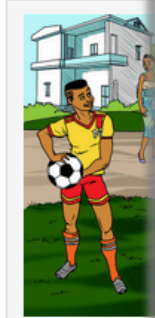
## WHAT IS THE PURPOSE OF THE IMPLEMENTATION KIT?

### Adolescent Psychological Development Chart

#### CAST OF CHARACTERS

##### Etienne

Etienne is 16 and lives with his family in a middle-class neighborhood in Zanbe. Other than going to school, he loves football and dreams of becoming a professional player one day. He plays football after school and on weekends with his club team, which his father, Thomas, coaches. Etienne is the captain of his team and his friends call him "Strike" because he plays striker, but also because he is "fast" with girls. Sometimes Etienne and his friends go to see movies, or go to bars to listen to hip-hop music and meet girls. Etienne has had two girlfriends and he has had sex. Etienne has used condoms on and off, but he never uses them if he has been drinking.



Etienne, 16, is a star player on his excellent football club in a well-to-do neighborhood.

### Communication used to overcome barriers to normative & social change

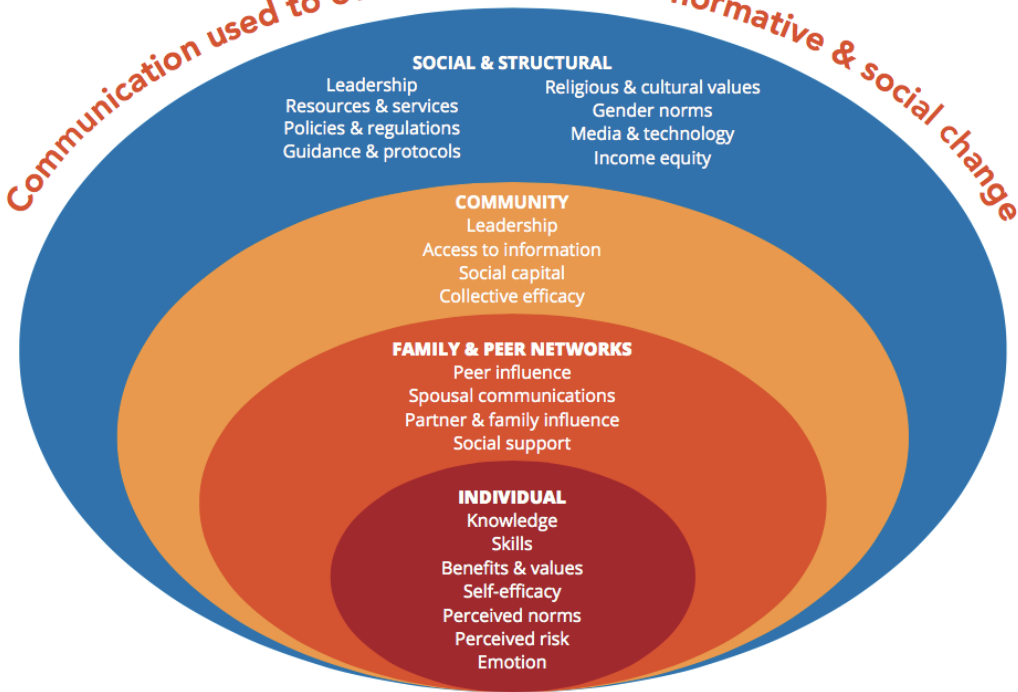


Figure 2: Socio-Ecological Approach

# Part II

## PART 2: ESSENTIAL ELEMENTS OF SBCC PROGRAMS FOR URBAN ADOLESCENTS

HOME > PART 2: ESSENTIAL ELEMENTS OF SBCC PROGRAMS FOR URBAN ADOLESCENTS



While the process of developing SBCC programs includes "Essential Elements" to strengthen SRH SBCC programs will only some of the Essential Elements, depending on the program. For each Essential Element, you will be able to access:

- What is the purpose?
- Why is this important?
- What are the key steps?

The key steps are not intended to provide a detailed design for that element, as well as consideration of the local context. Blank Worksheets are included in each Essential Element are provided using fictional data from the Zambia SBCC. The following lists the seven Essential Elements:

### Essential Element 1

Collecting Helpful Information about Urban Adolescents

Resources



Worksheets



### Essential Element 3

Segmenting Your Audience

Resources



Worksheets



### Essential Element 5

Establishing Behavioral Objectives and Indicators

Resources



Worksheets



### Essential Element 2

Navigating the Urban Environment for Adolescents



Resources



Worksheets

### Essential Element 2

Creating



Resources



Worksheets

### Essential Element 6

Identifying Communication Channels in the Urban

Resources



Worksheets



### Essential Element 2



# Part II

## Essential Element 2

### Navigating the Urban Environment for Adolescents



Resources



Urban Adolescent SRH  
SBCC Implementation Kit

HOME I-KIT SITE NAVIGATOR PARTS WORKSHEETS RESOURCES HELP

## PART 2: ESSENTIAL ELEMENTS OF SBCC PROGRAMS FOR URBAN ADOLESCENTS

HOME » PART 2: ESSENTIAL ELEMENTS OF SBCC PROGRAMS FOR URBAN ADOLESCENTS » ESSENTIAL ELEMENT 2: NAVIGATING THE URBAN ENVIRONMENT FOR YOUTH

### Essential Element 2: Navigating the Urban Environment for Youth

**T**his 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:

#### ESSENTIAL ELEMENTS

- Essential Element 1: Collecting Helpful Information about Urban Adolescents
- Essential Element 2: Navigating the Urban Environment for Youth
- Essential Element 3: Segmenting Your Audience
- Essential Element 4: Creating an Audience Profile
- Essential Element 5: Establishing Behavioral Objectives and Indicators
- Essential Element 6: Identifying Communication Channels in the Urban Environment
- Essential Element 7: Developing Messages for Urban Adolescents

## Essential Element 2

### Navigating the Urban Environment for Adolescents



Resources



Worksheets

# Part II

## ESSENTIAL ELEMENT 2 RESOURCES

HOME » RESOURCES » ESSENTIAL ELEMENT 2 RESOURCES



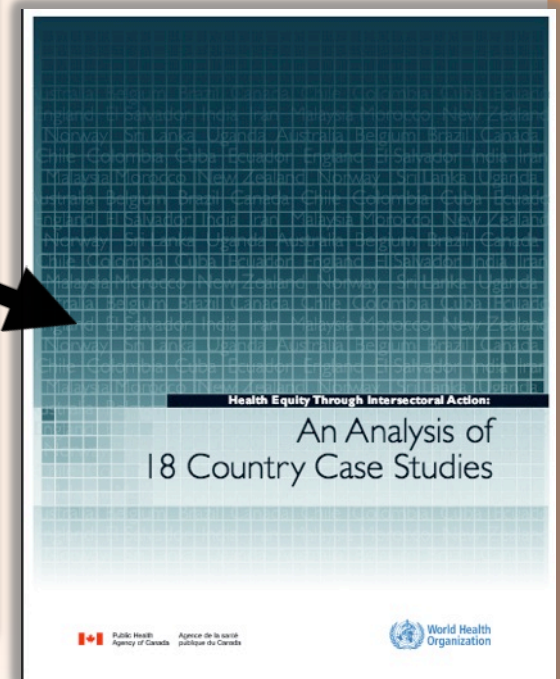
<b>Family Planning, HIV/AIDS &amp; STIs, and Gender Matrix: A Tool for Youth Reproductive Health Programming</b>	<i>International Youth Foundation</i>	The matrix can assist technical experts, program managers, health providers, peer educators and others to determine what topics and interventions best fit into their own respective programs while taking cultural paradigms into consideration.
<b>Health Equity Through Intersectoral Action: An Analysis of 18 Country Case Studies</b>	<i>World Health Organization and the Public Health Agency of Canada, 2008</i>	This document is a collection of 18 case studies of cross-sector solutions for health, ranging from community-based approaches to national initiatives. The resource features two case studies from projects focused on adolescents and youth, as well as an analysis of key themes and best practices for intersectoral partnerships.
<b>The Partnering Toolbook: An Essential Guide to Cross-Sector Partnering</b>	<i>The Partnering Initiative, 2011</i>	This tool provides interactive guidance on how to think through forming cross-sector partnerships. While not explicitly focused on health programming, this tool includes sections on identifying partners, mapping resources and managing partnerships that are helpful to a variety of projects working with youth. Please note that you must register with the Partnering Initiative website to access this resource.

Previous

Essential Element 2

Next

Essential Element 3



## Essential Element 2

### Navigating the Urban Environment for Adolescents

# Part II

#### Worksheets

#### ESSENTIAL ELEMENT 2: NAVIGATING THE URBAN ENVIRONMENT FOR YOUTH



Worksheet 2

Urban Assessment



Worksheet 2 Example

Urban Assessment: Zanbe Example



Worksheet 3

Community Mapping



Worksheet 3 Example

Community Mapping: Zanbe Example



#### 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.

#### 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 program and a group discussion. The workshop also included a group discussion of the program and a group discussion. The workshop also included a group discussion of the program and a group discussion.

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... of 1 million...*
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...*
  - b. Economic:  
*Youth in...*
  - c. Demographic:  
*The pop...*
  - d. Political:  
*The Pres...*

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  - a. Social:
  - b. Economic:
  - c. Demographic:
  - d. Political:

# Part II

## Essential Element 2: Navigating the Urban Environment for Youth

No 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 overview 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 Zomba.
- 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 information about the urban environment where you will be implementing your program.

An assessment of the urban environment where you will be implementing your program helps to affect your program, including:

- Social, economic, demographic or political factors (e.g., disease, unemployment, poverty, population, disability).
- 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 SBH 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 on this element only. Without having completed **Essential Element 1**, don't worry. All you will need is the city or cities in which you wish to run your program. This data can come from your program or other reports, surveys and studies.

### Resources

If you want to learn more about the topics covered in this section, visit the **Resources** on the left side of the page.

### 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

### Essential Elements

- Essential Element 1: Collecting Helpful Information about Urban Adolescents
- Essential Element 2: Navigating the Urban Environment for Youth
- Essential Element 3: Segmenting Your Audience
- Essential Element 4: Creating Audience Profiles
- Essential Element 5: Establishing Behavioral Objectives and Messages
- Essential Element 6: Identifying Communication Channels and Environment
- Essential Element 7: Developing Messages for Urban Adolescents

### 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

## CONDUCT A COMMUNITY MAPPING OR URBAN ASSESSMENT



Part 2 > Essential Element 2 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, effective and in line with community values. Use **Worksheet #2: Urban Assessment** and **Worksheet #3: Community Mapping** to learn more about this.

Previous

Essential Element 2

Next

Identify Potential Priority Partners

# Part II

Pretesting is an essential part of developing effective SBCC materials. Pretesting measures the reaction of your intended audience to questions about messages or draft materials before they are produced.

### Reminder! Reminders for Pretesting

- Even if some...
- Spend...
- direct...
- time...
- re...
- ma...
- C...



To get a picture of "normal sound," think of Awa during a typical week in her life and the various channels through which she receives content...

Awa wakes up early on Monday to hear her favorite radio DJ chatting about how to have a healthy relationship and she mentions that the Bright Star City Clinics are places where young people can get information on contraception.

As she listens to the radio, she hears the promotional spot reminding her to tune in at 4:00 a.m. every Wednesday for the latest episode of "Zanbe Love," the serial drama about the love lives of urban adolescents that is funded by the Let's Talk About It program. Once her mom is awake, she turns off her radio program to listen to the news.

As Awa walks to school, her journey takes her through a small trading centers with small shops. She often sees a poster in the window of her favorite clothes store with a picture of a young girl on her way to university and a tagline that says she avoided an unintended pregnancy by using contraceptives and is pursuing her dreams. She continues walking along the main road as mini-buses pass by, several with posters of the different characters in "Zanbe Love" on the side of their vans.

After school, Awa often looks for her friend Léonore, who sells grains and talks in the city market. On Wednesdays, at her peer education training. This week, she shares what she learned about how to have a healthy relationship and calls Awa about the risks of having a sexual relationship. She answers Awa's questions as best she can, but also suggests that she go to a Bright Star City Clinic to get accurate information from a health care provider.

On Wednesday, Awa listens for 30 minutes to "Zanbe Love." This week, she finds out that her favorite character, Léonore, may have to drop out of school because her parents can't pay her the school fees. If they have a sexual relationship, but she remains strong and refuses. This always resonated quickly and the information is private.

On Fridays, Awa often works in the Central Market selling clothes and, after closing up her stall for the day at noon, she heads out to meet some friends at a café and through most businesses are closed, this one seems to still be open...

As you can see from Awa's week, she was exposed to positive messages about contraception and services.

Her favorite radio program discusses SRH and reminds listeners of the Bright Star Clinics and their services.

Radio spots remind her of the Zanbe Love serial drama, where SRH is discussed. Going to school she sees posters and billboards on buses about SRH and Zanbe Love.

Her friend is becoming a peer educator and shares information about SRH with Awa.

Ensuring that your SBCC programs use similar messages across different channels will increase the likelihood that your intended audience will buy them. Think about them and promote your action!

### Segmentation is important because:

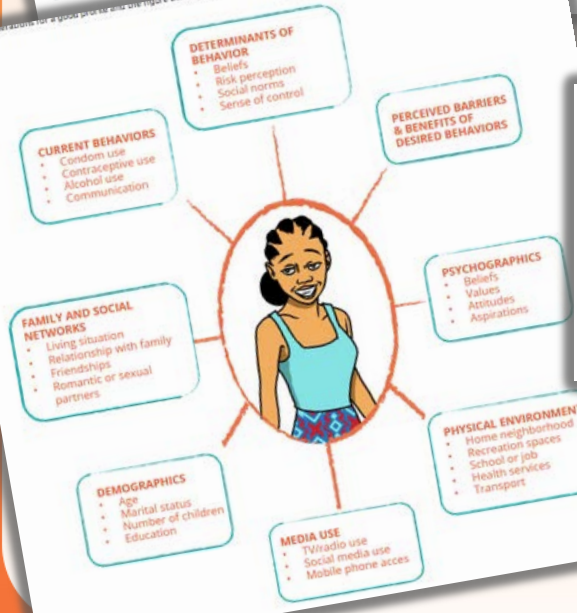


Different urban adolescent audiences have the list of different urban adolescent group Adolescents section. Those young people are different despite all being in the same city, these you places, growing up in different environment and at risk for different things. A married ad...

different needs

### 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.



# Part II

## Essential Element 2: Navigating the Urban Environment for Youth

**T**his 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.
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- 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:

#### ESSENTIAL ELEMENTS

Essential Element 1: Collecting Helpful Information about Urban Adolescents

Essential Element 2: Navigating the Urban Environment for Youth

Essential Element 3: Segmenting Your Audience

Essential Element 4: Creating an Audience Profile

Essential Element 5: Establishing Behavioral Objectives and Indicators

Essential Element 6: Identifying Communication Channels in the Urban Environment

Essential Element 7: Developing

# Part III

## PART 3: CHALLENGES AND STRATEGIES FOR IMPLEMENTATION

HOME > PART 3: CHALLENGES AND STRATEGIES FOR IMPLEMENTATION

- Who will be responsible for activity design? Funding? Roles? Monitoring?
- Does everyone know their roles?
- What if something goes wrong? Are you allowing room for delays in funding, implementation, approvals, etc.? Make your implementation plan SMART, too!

Implementing SRH SBCC programs for urban adolescents can be challenging. Here are some common challenges that you might face and suggested strategies for dealing with them.



### Challenge

Resistance from parents/adults to your SRH SBCC program with urban adolescents.



### Challenge

Teachers often do not have the time or the interest in delivering your program.



### Challenge

Young people, particularly in urban environments, are very mobile.

## CHALLENGE 4

HOME > PART 3: CHALLENGES AND STRATEGIES FOR IMPLEMENTATION > CHALLENGE 4

### YOUNG PEOPLE, PARTICULARLY IN URBAN ENVIRONMENTS, ARE VERY MOBILE


Trying to access them more than once can be difficult.

#### Strategy


Highly mobile populations in urban areas may be difficult to keep track of if the program requires repeated interaction (i.e., multiple IPC sessions and follow-up on whether implementing skills learned) and evaluation. If there is a chance that you will only have one chance to reach an individual, then structure the activity differently for one-time sessions versus multiple sessions.

If using a pre-/post-survey for activities, consider a format for collecting data before and after each session. For mass media evaluations reaching larger populations, a representative sample is fine and it is not necessary to match the pre- and post-surveys to the same individual. Also consider other channels to reinforce your messages, such as radio or mobile phone interventions, which may be more accessible to mobile youth and not reliant on personal contact at set times and places.

Develop brochures and flyers with key information that can be distributed during sessions so that mobile youth can take with them.

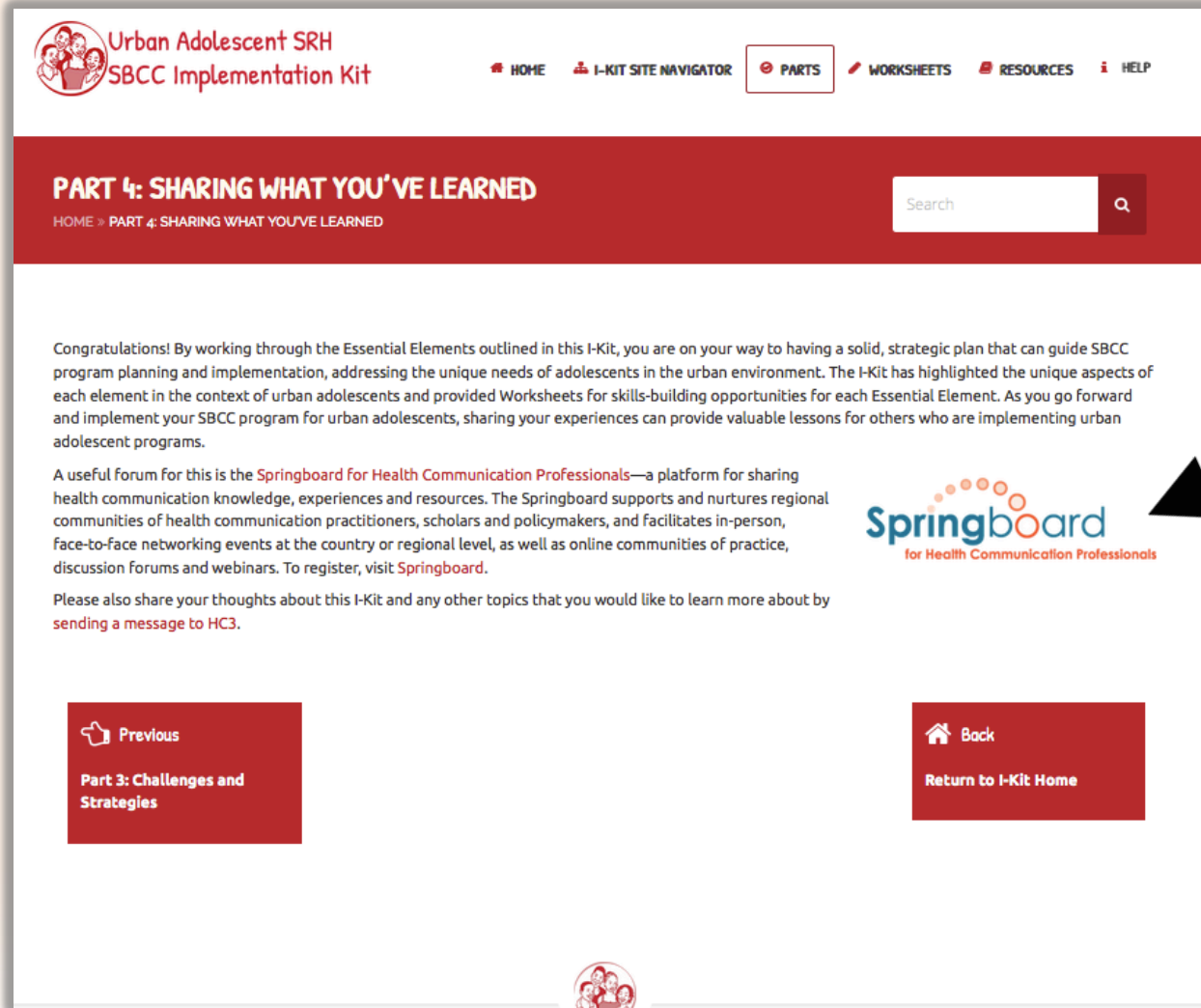
 Previous

Part 3: Challenges and Strategies

Next 

Challenge 5

# Part IV



**Urban Adolescent SRH  
SBCC Implementation Kit**

HOME I-KIT SITE NAVIGATOR PARTS WORKSHEETS RESOURCES HELP

## PART 4: SHARING WHAT YOU'VE LEARNED

HOME » PART 4: SHARING WHAT YOU'VE LEARNED

Search


Congratulations! By working through the Essential Elements outlined in this I-Kit, you are on your way to having a solid, strategic plan that can guide SBCC program planning and implementation, addressing the unique needs of adolescents in the urban environment. The I-Kit has highlighted the unique aspects of each element in the context of urban adolescents and provided Worksheets for skills-building opportunities for each Essential Element. As you go forward and implement your SBCC program for urban adolescents, sharing your experiences can provide valuable lessons for others who are implementing urban adolescent programs.

A useful forum for this is the [Springboard for Health Communication Professionals](#)—a platform for sharing health communication knowledge, experiences and resources. The Springboard supports and nurtures regional communities of health communication practitioners, scholars and policymakers, and facilitates in-person, face-to-face networking events at the country or regional level, as well as online communities of practice, discussion forums and webinars. To register, visit [Springboard](#).

Please also share your thoughts about this I-Kit and any other topics that you would like to learn more about by [sending a message to HC3](#).

[Previous](#)  
Part 3: Challenges and Strategies

[Back](#)  
Return to I-Kit Home





# Springboard Discussions



- Springboard is an online forum for SBCC colleagues to share information and discuss ideas.
- Additional I-Kit conversations will take place through Oct 30
- Invite your colleagues to register and join as well!

# Next Steps

- **French I-Kit**
  - Available in November
  - Online Site in December
  - Webinar in January



- **Contact us:**  
<http://sbccimplementationkits.org/urban-youth/contact-us/>

# Questions and Additional Resources



The webinar recording and presentation slides will be emailed to all participants for reference and to share with others

## Resources:

- HC3 Project: <http://healthcommcapacity.org>
- Register on Springboard: <https://healthcomspringboard.org>
- Participate in Springboard I-Kit Conversation:  
<https://healthcomspringboard.org/discussions/topic/urban-adolescent-srh-sbcc-implementation-kit/>.
- Online I-Kit: <http://sbccimplementationkits.org/urban-youth/>
- Other Program Tools and Resources: <http://www.thehealthcompass.org>