



Urban Adolescent SRH SBCC I-Kit Pilot

FAMILY HEALTH OPTIONS KENYA: INCREASING SBCC CAPACITY

September 2017

ABOUT THIS BRIEF

The Urban Adolescent Sexual and Reproductive Health (SRH) Social and Behavior Change Communication (SBCC) Implementation Kit (I-Kit) is a resource created by the Health Communication Capacity Collaborative (HC3) project. The I-Kit is a tool for program managers or youth organizers to: expand staff and youth capacity, develop new programs and project proposals, revise existing programs to include SBCC and set organizational research agendas. The I-Kit provides overviews of SBCC and youth development (Part 1); offers examples from a fictional setting, called Zanbe; proposes seven Essential Elements (EEs) of SRH SBCC program design for urban adolescents (Part 2); addresses specific implementation challenges (Part 3); and encourages users to share what they have learned (Part 4). Each EE is accompanied by interactive worksheets allowing users to apply what they learn to their own work:

Essential Element	Worksheet
1. Collecting Helpful Information about Urban Adolescents	#1: Making Sense of Primary and Secondary Research
2. Navigating the Urban Environment for Youth	#2: Urban Assessment #3: Community Mapping
3. Segmenting Your Audience	#4: Segmenting Your Audience
4. Creating an Audience Profile	#5: Summarize Key Information about Your Audience #6: Audience Profile
5. Establishing Behavioral Objectives and Indicators	#7: Behavioral Objectives #8: Behavioral Indicators
6. Identifying Communication Channels in the Urban Environment	#9: "Day in the Life" #10: Reviewing Available Communication Channels #11: Selecting Communication Channels
7. Developing Messages for Urban Adolescents	#12: Creative Brief #13: What Youth Say

To understand real-world application of the I-Kit, HC3 partnered in 2015 and 2016 with five Pilot Partner (PP) organizations in Benin, Madagascar and Kenya. Each organization applied and adapted the I-Kit to one existing adolescent SRH project in its portfolio. In 2016, HC3 conducted field visits to each PP; lessons learned were distilled into an **I-Kit Supplement**. In 2017, HC3 conducted quantitative research to understand each PP's I-Kit experience. The results are summarized in this case study.

INTRODUCTION

Family Health Options Kenya (FHOK) is a nonprofit, volunteer-based, non-governmental organization (NGO) in Kenya that was established in 1957 and became affiliated with the International Planned Parenthood Federation (IPPF) in 1962. FHOK is a leading service delivery organization that complements the efforts of the Ministry of Health (MOH) by reaching out to marginalized, underserved and vulnerable populations, including young people, with information and services on voluntary SRH and family planning (FP) services.

With funding from USAID through IPPF's Sustainable Networks project, FHOK is implementing the GREAT (Girls, Reproductive Health, Empowerment, Access and Transformation) project in Homa Bay County in Kenya's Western region, about 350 kilometers (220 miles) from Nairobi. Homa Bay (like many other urban regions) provides more sexual freedom for adolescents. Examples of risky SRH environments in Homa Bay County include discos or nightclubs, matanga dances/ funeral-related functions held at night that attract young people, universities and technical schools and marketplaces.

The goal of GREAT is to increase access to FP information, counseling and services to adolescents, including those at risk of human immunodeficiency virus (HIV) and those living with HIV, while reducing risky sexual behaviors among young people.

In order to improve SRH service delivery for adolescents, the skills of FHOK facility and community-based health workers (including HIV service providers) needed strengthening to meet the FP needs of adolescents and provide FP method mix at service delivery points. Deliberate efforts to reach adolescents living with HIV and AIDS with FP messaging and services were needed. Because FHOK headquarters staff members were in Nairobi, they planned to host a five-day workshop with partners in Homa Bay to use the I-Kit to develop an SBCC strategy to identify the communication objectives, message, target groups and channels of communication to reach these adolescents in Homa Bay. This SBCC strategy was intended to complement the rest of the activities under the GREAT project and be integrated into the implementation of GREAT project activities. FHOK I-Kit pilot activities took place from March 2016 to September 2016.

I-KIT PILOT OBJECTIVES

Unlike other PPs, who applied the I-Kit to an existing adolescent SRH project, the goal of FHOK's pilot project was to conduct a workshop with Homa Bay partner organizations and use the Urban Adolescent SRH SBCC I-Kit to gather insights about local youth. The insights would ultimately be used to develop an overarching SBCC strategy to complement GREAT project activities. The main workshop objectives were to:

1. Orient participants to the GREAT project implementation in Homa Bay
2. Enable participants to understand the meaning and importance of SBCC to help priority communities address sexual and reproductive health and rights (SRHR) issues



Workshop facilitators and participants on the last day of the workshop in Homa Bay. © 2016, Allison Mobley, all rights reserved.

3. Introduce participants to a selection of EEs and tools that guide the creation, or strengthening, of SRH SBCC programs for urban adolescents aged 10 to 19
4. Teach participants how to use the I-Kit to plan or strengthen an existing SRHR program

USING THE I-KIT

The FHOK PP team included four individuals, referred to hereafter as the training team. Ultimately, the training team consisted of a program manager and monitoring and division manager from FHOK, and a project officer and youth lead from the IPPF-Africa Regional Office (IPPF-ARO). Each member joined the team at different stages during the workshop planning process, and lived and worked in Nairobi at the headquarters of their respective organizations. HC3 provided virtual technical assistance from March to August 2016, specifically aiding the training team to complete [Worksheets 1 through 3](#).

The FHOK program manager worked closely with MOH in Homa Bay County, the coordinators of all partners and stakeholders. MOH recommended certain organizations working with adolescents and youth and invited them to participate in the workshop. This activity was also included in its annual work plan, indicating the importance that it placed on this activity. In addition to MOH representatives, a total of 11 partner organizations participated in the workshop from September 19 to 23, 2016.

The training team decided that all of the EEs were important and would be covered during the workshop. It divided the responsibilities so that each member was responsible for facilitating workshop sessions, presenting slides about the EEs and guiding the worksheet exercises.

It is worth mentioning that as service delivery providers, FHOK and IPPF were not very familiar with SBCC. Because IPPF was very interested in learning more and eventually creating a regional strategy, the organization hired the Centre for Communication Programs Nigeria¹ to conduct a training session for regional staff on SBCC strategy development. This training took place the week prior to the Homa Bay workshop and was a good precursor to the I-Kit workshop.

“ We realized that the Essential Elements are linked and there’s no way you can use one and leave the other and that is the reason why we ended up using all the Essential Elements because one Essential Element was building up to the other.”

SUCCESSSES AND WHAT WORKED WELL

In addition to achieving the workshop objectives, the training team also strengthened its SBCC capacity and began to incorporate its recently developed skills into other projects. FHOK appreciated that the I-Kit was easy to understand and share with others, provided an opportunity to increase the SBCC skills among other partner organizations working with youth and helped it see its audiences in a new way. Specific successes included:

- **Understanding new concepts.** Participants appreciated the Adolescent Development Chart because it described adolescents developmentally and helped with segmentation. They also found the Zanbe examples very helpful. Having a relatable setting and individuals helped to illustrate the concepts throughout the I-Kit. Referring to the example Zanbe worksheets helped the participants when they were unsure how to complete a worksheet.
- **Expanded knowledge of SBCC program design.** Participants were not familiar with behavior change theories and appreciated learning about the socio-ecological approach because this was a new way to look at addressing an issue. In the past, they only addressed individuals and peer or family structures and not also the community and social structural levels. The P-Process was new and highlighted the need to evaluate and evolve their programs continuously. They also liked the ideas and process introduced in the Diffusion of Innovation theory. Participants also mentioned that they usually

¹ The Centre for Communication Programs Nigeria is a sister organization of the Johns Hopkins Center for Communication Programs (CCP) in Baltimore, Maryland, the lead organization for the HC3 project.

were not involved in designing a program and were usually told by donors or headquarters staff what the objectives and activities would be for a program. In the past, when implementing projects, they usually had a program objective and sometimes communication objectives. The I-Kit taught them how to establish behavior change objectives for the intended audience, and this step was seen as critical. Participants also learned that behavioral indicators are more specific indicators needed for behavior change programs. The participants liked the grouping of indicators on behavior change and found it helpful to avoid overlap of program objectives and behavioral objectives. The categorization of opportunity, ability and motivation indicators was also new to the participants. They realized they needed to have a clear program goal from the beginning to clearly define behavioral objectives.

- **Implications for FHOK and other organizations.** The I-Kit workshop expanded the SBCC knowledge base for FHOK and beyond because individuals came from a variety of partner organizations. FHOK was able to increase the skills among its team and the participants to use SBCC in their current and future projects as well as gather their insights on youth in Homa Bay using the worksheets.
- **The I-Kit provided a new way of thinking about the audience.** Team members found the audience segmentation worksheets very helpful because previous projects had not gone into this level of detail, and the participants found this information useful. Developing an audience profile also brought the audience to life for participants and helped them understand their audience as human beings instead of vague concepts. Additionally:
 - » Participants appreciated [Worksheet 5](#), asking that they state the intended behavior of the audience. They felt that this was the most important question. This worksheet helped to define what the program intended and it was pointed out that it will be used again when defining objectives.
 - » Participants said [Worksheet 9](#) was easy to fill out and was useful to determine which communication channels to use and the messages to reach adolescents based on their activities. They commented that referring back to their audience profile helped them think about what people are doing in their lives in order to select the channels.
 - » Another new concept was understanding the environment for urban adolescents. Collecting

this information and mapping the community provided more insight into what life is really like for an urban adolescent, all of the key influencers and their role in the lives of the intended audience.

- » There was an “a-ha” moment with [Worksheet 12](#) when a participant realized it was not the message for the audience, but for those creating the message. Other participants suggested referring to the previously completed worksheets that can help someone develop a creative brief.
- » Participants enjoyed [Worksheet 13](#), and many thought this was the most interesting worksheet.



Workshop participants completing a worksheet. © 2016, Allison Mobley, all rights reserved.

CHALLENGES AND LESSONS LEARNED

The FHOK team pointed out a few challenges working through the I-Kit, including:

- **Help using SBCC models and theories.** Because the participants were less familiar with SBCC models and theories, they were not able to identify the behavior change theory that would help the intended audience and desired behavior change. It was suggested that a section be added on how to interpret theories and practically apply them. Some participants did not understand how to use theories to sustain behavior. When creating an audience profile in Worksheet 5, participants suggested adding more questions to help the user decide which SBCC theories to use.
- **Collecting data and conduct research. [EE 1: Collecting Helpful Information about Urban Adolescents](#)** was challenging. Although participants recognized the importance of research, they stated

that finding relevant research or conducting it themselves was challenging. They felt that the tasks required someone with research skills to conduct and analyze for both secondary and primary research. They also noted that it would have been helpful to collect secondary data or conduct the research in advance of the workshop. They suggested putting more of an emphasis on research and stress how the findings are helpful at the beginning of the I-Kit and throughout the design process. For example, when they started on [Worksheet 10: Revising Available Communication Channels](#), they realized they did not have the data to complete the worksheet. In the beginning of the I-Kit, it might be helpful to have a checklist of all the data that might be helpful. They also suggested providing examples of primary data that were used in the Zanbe example to encourage people to look beyond DHS data.

After conducting the workshop, FHOK identified lessons learned and ways to adapt the I-Kit for its use moving forward:

- **Adapting the I-Kit to include all “adolescents” and not just “urban adolescents.”** In Kenya, the training team suggested renaming the I-Kit “Adolescent SRH SBCC I-Kit,” removing “urban” because they felt EEs can be used for all adolescents, whether urban or rural. Several saw less of a need to distinguish between geographic areas and saw more similarities for adolescents across urban, peri-urban and rural areas. For example, an adolescent may live in the rural area but attend school in an urban area. At this time, participants felt, there is less of a stark contrast between rural and urban areas in Kenya than in the past given the proliferation of technology (e.g., mobile phones, the Internet), bars and clubs in rural areas and even some universities relocating to rural areas. Other similarities mentioned included the same educational curriculum, religion, beliefs, language and the life changes of adolescence in general. Participants also thought the I-Kit should address specific issues for lesbian, gay, bisexual and transgender (LGBT) adolescents.
- **Distribute the I-Kit to participants in advance.** For the workshop, FHOK decided not to distribute the I-Kit in advance and, instead, present the elements of the I-Kit in a classroom setting and have participants work in small groups to complete the worksheets. Although this approach was instructive, in the future they recommend giving copies of the I-Kit in advance to all participants to use and refer to throughout the process. This step could encourage

individuals to review and identify the challenging concepts to discuss and clarify with others.

- **Involve adolescents.** The workshop included participants from organizations serving youth in Homa Bay, but it did not include members of the intended audience. Suggestions were made to involve adolescents throughout the process and highlight this more prominently in the I-Kit, possibly in red, bold text (currently, specific opportunities to involve youth have a designated icon to draw users' attention).
- **Add SBCC strategy development to the I-Kit.** Although the I-Kit EEs were helpful, the FHOK team had wanted to end with a strategy. It suggested that the I-Kit conclude with tips on how the worksheets can be used to develop an SBCC strategy. A resource for this purpose is included in the [I-Kit Supplement](#).

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The I-Kit has put us somewhere. If you look at those components of [the] I-Kit, you will discover the only thing now missing is [to] come up with the strategy because everything else has been set up -- collecting full information about the adolescents, navigating in urban environment, all those sections...”

- **More technical support and site visits.** Regarding HC3 technical support, FHOK was happy with the guidance provided and requested even more. Instead of one site visit, it suggested three—the first at the start of the project, the second during the workshop and the third to develop the SBCC strategy. The team leader also suggested that FHOK keep in touch with HC3 and others to support the implementation of SBCC programs for adolescents. He suggested setting up South-South exchanges to learn from other pilot teams implementing in their countries.

CONCLUSIONS

The I-Kit presented new, compelling material that challenged and transformed the way FHOK works. These changes included appreciating the need to be more inclusive of adolescents and youth when designing programs for these unique audiences, and recognizing the importance of the socio-ecological fabric in which adolescent SRH norms are created, perpetuated and changed. Another asset of the I-Kit was its usefulness as a training tool that can be used by multiple organizations across an array of adolescent SRH projects. However, workshop participants and training team members all noted that due to the truly technical nature and amount of reliable information required to complete the I-Kit's exercises and processes methodically, it is important to first take time to review the I-Kit thoroughly before diving in, rather than progressing from worksheet to worksheet in a short timeframe.

Because the training team's overarching goal was to use the I-Kit to help design an SBCC strategy for a new program rather than refine a specific program, as the pilot intended, team members did wish for additional guidance on formulating such a strategy. They also wished for additional technical support to this end. Another point the team debated was how useful was the distinction of urban and rural adolescents within their implementation contexts and, similar to some other partners, saw the potential of applying the I-Kit's EEs to both populations together, particularly given adolescents' common movement between urban and rural areas, and the increasing omnipresence of technology.

Overall, FHOK was grateful for the opportunity to use the I-Kit and to strengthen the capacity of its staff, MOH and local partners in SBCC.

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