

# Audience Segmentation

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# Let's start with a game

- make groups of 6 people in a circle
- please keep your masks on
- identify the first speaker (everyone will be a speaker)
- the rest of the group is the audience
- the next slide will describe an audience and give a topic the speaker should talk about to that audience
- after about 1 minute, the audience will change and the speaker has to adjust how they address the audience
- after another 1 minute, the person to the left is the new speaker and will have a new topic, etc

Speaker 1

Topic: signs and symptoms of  
COVID-19

Audience: school children

Speaker 1

Topic: signs and symptoms of  
COVID-19

**New** Audience: the elderly

Speaker 2

**New** Topic: mask wearing

Audience: the elderly

Speaker 2

Topic: mask wearing

**New** Audience: University students

Speaker 3

**New** Topic: physical distancing

Audience: University students

Speaker 3

Topic: physical distancing

**New** Audience: people who live in high density housing



Speaker 4

**New** Topic: testing for COVID-19

Audience: people who live in high density housing

Speaker 4

Topic: testing for COVID-19

**New** Audience: school teachers

Speaker 5

**New** Topic: COVID-19  
vaccination

Audience: school teachers

Speaker 5

Topic: COVID-19 vaccination

**New** Audience: people who listen to rumors

## Speaker 6

**New** Topic: lock-downs or stay at home orders

Audience: people who listen to rumors

## Speaker 6

Topic: lock-downs or stay at home orders

**New** Audience: people who follow rules

# Debrief

# What Audiences?

- **Priority audience:** populations whose behaviour the intervention aims to change. It is not always the most affected audience, but an audience's whose behavior change is most likely to lead to the desired outcome.
- **Influential audiences:** populations who interact with and exert an influence on the primary audience.

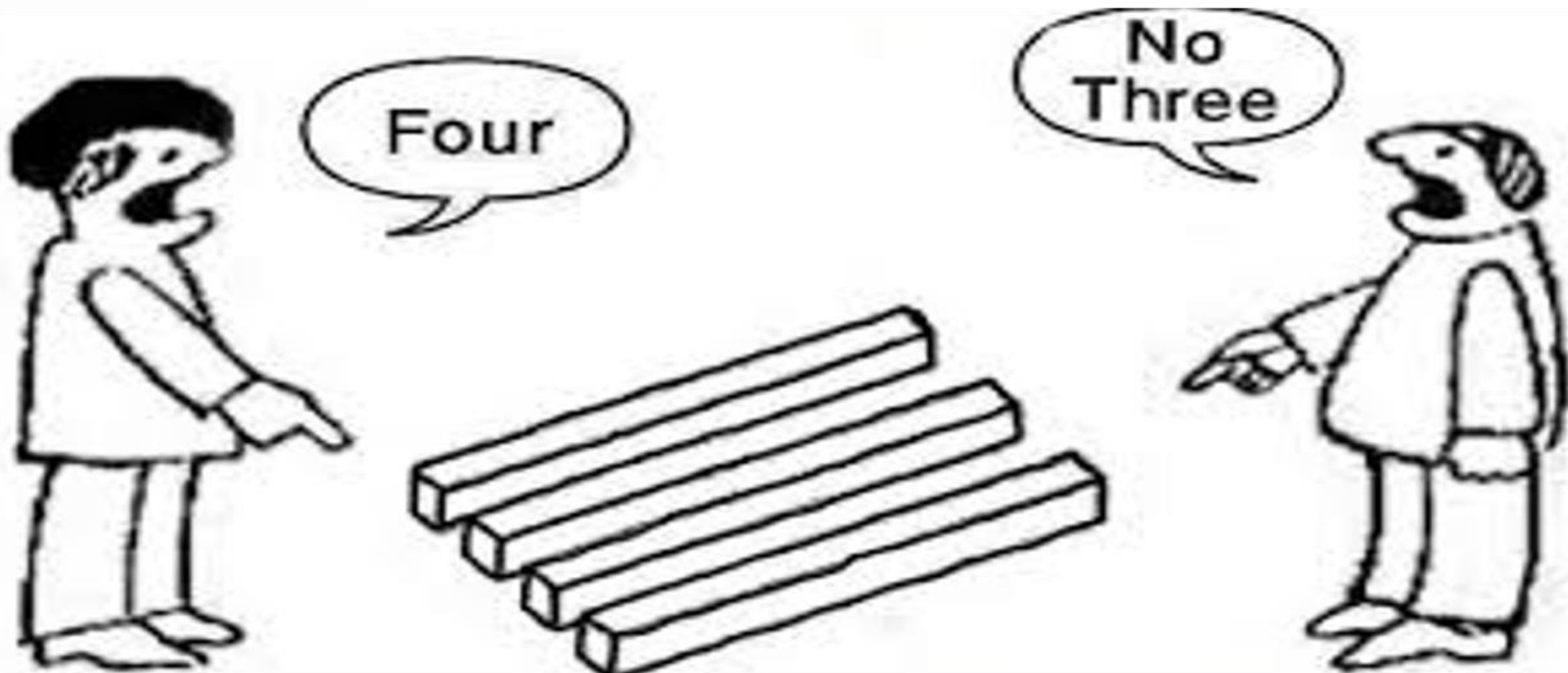


# Why is Audience Analysis and Segmentation Important?

# We all have different perspectives



And we see things differently





# Why is Audience Analysis and Segmentation Important?

- In-depth understanding of characteristics, needs, values, aspirations and behaviors.
- Supports development of activities, materials, messages and the selection of communication channels.
- Audience can be defined succinctly (e.g., *Men – Age 15-49*). Subgroups have different characteristics and needs.
  - Differences captured, strategies designed, and most critical subgroups can be targeted.

# Example Audience Segments

Men aged 15 to 49	
Audience Segments	Examples of different communication approaches
Living in an urban setting vs living in a rural setting	Available channels of communication and their popularity, lifestyles and literacy levels may be different in rural and urban areas.
Educated vs not educated	Communication materials and activities will need to be tailored differently depending on the literacy level of the audience.
Younger (15 to 24) vs older (24 to 49)	The types of activities, messages and communication channels that resonate with 15-to-24 year olds are likely to differ from those that resonate with 25-to-49 year olds.
Employed vs not employed	Activities to reach employed and unemployed men will differ, as will they type of messages that resonate with them.
Men who already practice the desired behavior vs men who do not	Those who already practice the desired behaviors may need reinforcing messages, while those who do not practice them may need incentives and factual information about why the desired behavior benefits them.

# Fictional Example of Primary Audience

- Situation analysis during an Ebola outbreak found that traditional leaders promote unsafe burial practices, rejecting recommendations for safe burials.
  - As a result, unsafe burial practices led to the further spread of Ebola among community members.
  - Although leaders were not the most affected by the virus, they constituted a primary audience as changing their beliefs to promote safe burials would considerably contribute to curbing the outbreak.

# Key Steps to Audience Analysis / Segmentation

- Select **priority audiences**
- Identify **attitudes, knowledge and practices**
- Identify **barriers** and **facilitators**
- Consider audience **segmentation**
- Select **influencing** audiences



# Select Priority Audiences

- **Rapid needs assessments** and **secondary research** support the identification of affected individuals, or those with control over factors causing or aggravating the emergency.
  - E.g., epidemiological evidence to identify those most affected and at risk of the emergency.
- Only audience(s) whose behaviors are **most important to change** should be targeted.
  - Number of priority audiences will depend on whose practices and behaviors significantly impact the problem.
  - Analyze data and consider audiences at different levels of the socio-ecological model (discussed earlier).
  - Keep vulnerable groups in mind; they may be at greater risk.

Ideational Factor	Questions that help explore ideational factors - behavior
<b>Knowledge</b>	What does the audience know about <b>COVID-19</b> ?
<b>Beliefs</b>	What beliefs does the audience have about <b>COVID-19</b> ?
<b>Attitudes</b>	How does the audience feel about <b>COVID-19</b> ?
<b>Self-Image</b>	How does the audience see their role with respect to the <b>pandemic</b> ?
<b>Perceived risk</b>	Does the audience feel at risk of being affected by the <b>epidemic</b> or by the <b>virus</b> ? How at risk does the audience feel?
<b>Self-efficacy</b>	Does the audience feel capable of engaging in risk reduction behaviors to avoid being affected by the <b>virus</b> ? How capable do they feel?
<b>Emotions</b>	What emotional reactions does the audience have towards <b>COVID-19</b> ?
<b>Personal Advocacy</b>	Does the audience feel capable to discuss the problem <b>caused by the pandemic</b> and advocate for protective behaviors? How capable do they feel?
<b>Norms</b>	What are the community's beliefs and attitudes towards <b>COVID-19</b> and how it is being addressed?
<b>Culture</b>	What cultural beliefs and norms influence how the audiences respond to <b>COVID-19</b> and how it spreads?
<b>Social influences</b>	What levels of support do the audience believe they can get from friends, families and community members to engage in risk reduction behaviors?

# Identify Barriers and Facilitators

## Barriers

- **Habit:** Comfortable doing as they always have done.
  - May be difficult to change.
- **Lack of Self-efficacy:** Emergencies take populations by surprise; panic and powerlessness can ensue.
  - Lack of confidence to take protective actions may lead to denial.
  - Messages may not be heard and actioned.
- **Fear:** Common reaction that may message response.
  - May lead to panic or denial, especially if self-efficacy is low.

## Facilitators

- **Positive Deviants:** Already practice desired behaviors.
  - Can be role models to encourage others to adopt protective behaviors.
- **Desire to Stop the pandemic:** Some may desire and personal interest to adopt protective behaviors to reduce the e pandemic.
- **Fear:** Can be motivating if knowledgeable to reduce risk.
  - But using scary messages and fearful graphics can backfire and lead to denial.

# Identify Barriers and Facilitators (con't)

## Barriers

- **Rumors and Stigma:** Tend to spread as people try to address questions and fears.
  - May lead to stigma about issue.
- **Negative Experiences:** Some may have negative experiences of how the pandemic is addressed.
  - May lead to resistance to efforts and/or rumors.
- **Lack of Coordination:** Activities and messages need to be coordinated.
  - Lack of coordination, mixed messages, or interventions may hinder response effort.

## Facilitators

- **Communication Infrastructure:** Functioning and coordinated radio network or other communication services, including mobile phone networks
  - Collect rumors and address them and stigma in real time.
- **Positive Experiences:** Some who have recovered from COVID-19 or didn't get infected when exposed.
  - Can increase the feeling of self-efficacy among the intended audience and reduce stigma.

# Identify Barriers and Facilitators (con't)

## Barriers

- **Cultural Practices:** Some might contribute to the spread of the emergency or prevent protective actions to be taken.
- **Lack of Accessible Services:** Can be a barrier to behavior change.
- **Lack of Commodities and Stock Ruptures:** Harder than usual to keep health facilities stocked.
  - Ruptures in medication and commodities can impede uptake of health-seeking behaviors.

## Facilitators

- **Community Leaders:** Religious and traditional leaders can be key in promoting desired behaviors.
  - They can represent a valuable resource for the communication response.
- **Cultural Practices:** Some may include aspects that support protective behaviors.
- **Support Services:** Local organizations and services may exist to support engagement in protective behaviors.
  - These can be capitalized on to encourage behavior change.

# Audience Segmentation

Audience variations for communication approaches include:

- **Socio-demographics:** e.g., sex, age, education, income, employment, marital status, ethnicity, religion, language.
- **Geography:** e.g., rural or urban areas, type of community, access to information and services.
- **Knowledge:** e.g., about COVID-19, risk reduction behaviors.
- **Behaviors:** e.g., practice of relevant behaviors, frequency of practice, stage of change, media habits.
- **Psychographics:** e.g., values, aspirations, or benefits from the behavior change, interests, attitudes, opinions, personality, preferences.

# Tips for Selecting Key Audience Segments

- Consider the **size of each segment**.
  - Assess whether behavior change in that segment will significantly impact response to the emergency.
- Determine if segments can be **reached adequately** with available resources.
  - If not, it may be necessary to discard that segment.
- Seek segments whose **behavior is most likely** to change.
  - Can impact the problem relatively quickly, and create agents of change for promoting further behavior change.
- Ensure each audience segment is **different enough** to warrant a different approach.
- Ensure each audience segment is **homogenous enough** to be targeted with the same messages and channels.

# Questions to Consider: Influencing Audiences

- Who controls or influences behaviors of each audience?
  - Or of resources required for behavior change?
- How do they exert their influence?
- What are their current practices related to the COVID-19 protective measures?
- What are their attitudes, beliefs, and knowledge about COVID-19?
- What might be barriers to involving them in the communication response?
- What are benefits that they can gain from being an intermediary in a communication response?



# Example Activities for Influencing Audiences

- **Trainings for local leaders:** About COVID-19 so they understand risks and are motivated to support communities in adopting protective practices.
- **Testimonials of people who have been vaccinated:** To reassure communities of the importance and safety of vaccination.
- **Peer educators:** To inform friends and neighbors about the protective measures.

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