

Young People Telling Stories to Inspire Change



A Systematization of
Entertainment-Education
Projects Led by the Regional
Adolescent and Youth Councils
for the Prevention of Teenage
Pregnancy in Peru

Javier Ampuero Albarracín

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Table of Contents

● Introduction	6
● Chapter 1: Teenage Pregnancy and the Andean Plan	10
● Chapter 2: My Community: An Entertainment-Education Approach to Communication for Social Change	22
● Chapter 3: The My Community Program for the Prevention of Teenage Pregnancy in Peru: A partnership of UNFPA Peru and PCI-Media Impact	40
● Chapter 4: Results from the My Community Programs Led by the Ucayali and Ayacucho Regional Adolescent and Youth Councils	74
● Chapter 5: Lessons Learned and Reflections on the My Community program for the Prevention of Teenage Pregnancy	94
Annexes	
● Annex 1. Peru My Community Program Teams	110
● Annex 2. User Guides for the Radio Dramas “Páginas de amor/Pages of Love” (Ucayali) and “Cuando el amor agarra/When Love Takes Hold” (Ayacucho)	114
● Bibliography	152



Introduction

Young People Telling Stories to Inspire Change tells the story of two innovative projects that demonstrate the central role of education and communication in the construction of an active citizenry.

This report presents the methodology used by Entertainment-Education projects led by groups of young people in Ucayali and Ayacucho who are concerned about preventing teenage pregnancy in their communities.

The stories told by these teenagers and young people, who used radio as a medium of communication, became important resources for area youth. The stories enabled young people to gain knowledge about developing gender and sexual relations that are characterized by respect for individual choice, and to gain the necessary skills to prevent unplanned pregnancies.

The processes of creating stories, constructing characters, producing each radio magazine show, broadcasting each episode of the radio drama, encouraging community action, and monitoring and evaluating the impact of the Entertainment-Education program on the attitudes and behaviors of the target audience, are only some of the activities in which the adolescents and youth of Ayacucho and Ucayali have demonstrated their capacity for leadership and have carried out their duty as citizens to address issues of public interest.

Without a doubt, raising awareness and educating in an entertaining way by combining entertainment and education - in short, doing Entertainment-Education - is a powerful way to produce changes in social norms. This power of Entertainment-Education is demonstrated through the projects we, the United Nations Population Fund and PCI-Media Impact, share with you today.

Like the projects it describes, this report seeks to encourage processes of communication and community participation around a sensitive, but high priority issue: teenage pregnancy. This report is only possible thanks to the partnership and collaborative work of many in Peru, including the United Nations Population Fund, PCI-Media Impact, the youth groups in Ayacucho and Ucayali, and our local partners in both regions.

We invite you to enjoy these stories to inspire social change; stories in which young people are simultaneously both the protagonists and the catalysts for the changes we all desire so that these youth can grow up in an environment that respects the sexual and reproductive rights of adolescents and youth.

ESTEBAN CABALLERO CARRIZOSA
Representative of the United Nations Population Fund, Peru.

1.

CHAPTER



Teenage Pregnancy and the Andean Plan



In recent years, the average number of children born per woman of childbearing age (Total Fertility Rate) has experienced a sustained and considerable decrease in the Andean countries. However, curiously, this trend does not translate to teenage girls. In fact, the data demonstrate that in some countries the rate of teenage pregnancy has increased.

“While the general Total Fertility Rate average in the Andean sub-region decreased more than 30% between 1975 and 2005, the rate of teen fertility decreased only 6%, and even demonstrated a trend towards increase in some countries.” (ORAS-CONHU, 2009: 65)

It is estimated that of the seven million teenage girls between the ages of 15 and 19 who live in Andean countries, more than one million are already mothers or are pregnant (ORAS-CONCHU, 2009). With either motherhood or pregnancy, the life of each girl changes drastically: she is uninformed as she has not completed her education, has not acquired the necessary skills or knowledge about infant health or child rearing, has not begun to work or fully participate in her community and, usually, has not received critical understanding or support from either her family or her state. Motherhood can place an adolescent girl in a situation that is dangerous for her health, her life, and the life of her baby, and which can lead her to postpone or, often, give-up her dreams and life plans, leaving her in a situation of frustration, violence, and greater poverty.

In a recent publication (MINSa/UNFPA, 2010a), we described an interesting exercise we carried out with more than seventy teenagers from different neighborhoods in Lima. As part of this activity, we asked the participants to write short stories about their friends’ every day experiences of sexuality and health. When reviewing their stories, we realized how heavily a potential or actual pregnancy weighs on youth: more than half of the stories, which were written mainly by girls with a few written by boys, centered around the topic. The dramatic conflicts in the stories were rooted in the doubt and uncertainty that surround a pregnancy, and resulted in different types of dilemmas for the boys and girls featured in the stories.

The dilemmas teenage girls encounter are related to the support she anticipates receiving to help her cope with the situation: whether or not to tell her partner, and if he will support or reject her; whether or not to tell her parents; whether or not to stay in school; whether she will receive the support of her parents; if she should seek the support of her friends; or whether or not to have the baby.

For teenage boys, the dilemmas are related to doubt about fatherhood and the possibility of being deceived: feeling pressure from the girl to become a father; being mistreated by the girl’s mother or father; feeling paralyzed and not knowing how to address the situation; being afraid that his own parents will find out; or feeling relieved when the pregnancy turned out to be just a scare.

The stories show the featured girls and boys surrounded by other teenagers, including the partner with whom they share the drama, and the friends to whom they turn for an open ear or for guidance. On the other hand, adults (i.e., healthcare professionals) either do not appear in the story or are characters that provoke fear in the teenagers and who react violently (i.e., parents).

Often these stories do not have a happy ending: the support expected from parents does not materialize, and there are even stories that describe suicide attempts, youth being kicked out of their homes, students abandoning their studies, and trips to “hide the embarrassment”, etc.

These stories show that pregnancy is a very real part of the consciousness and daily life of adolescents. Even so, youth do not feel supported in this area either because neither their parents nor the health system provide guidance about how to avoid risky situations; or they do not receive the physical and spiritual company they need when facing a pregnancy test; or they do not receive the affection or security they seek when facing an unexpected pregnancy during their teenage years.

Knowing the situation and the consequences of teenage pregnancy in our region, during the XXVIII meeting of Ministers of Health from the Andean Region (Peru, Colombia, Ecuador, Bolivia, Chile, and Venezuela), held from March 29th to 30th, 2007 in Santa Cruz de la Sierra, Bolivia, the authorities deemed teenage pregnancy a threat to public health in the region and declared that plans for its prevention and comprehensive treatment are priority issues. As a result, the Ministers created an Andean Sub-regional Committee that would, in collaboration with UNFPA and PAHO/WHO, produce an Andean Plan to address the root causes of unplanned teenage pregnancy in a way that respects the cultural diversity and norms of each country (Resolution REMSAA XXVIII/437 - <http://www.orasconhu.org>).

That same year, with the support of UNFPA (United Nations Population Fund), the Andean Plan for Teenage Pregnancy Prevention was created with the goal of “Contributing to the reduction of barriers that impede young people from accessing health services; promoting the exercising of ones’ human rights, including sexual and reproductive rights; and to promote social and gender equity, with a focus on intercultural and social participation.” The four specific objectives of the plan are to:

- 1 Conduct a situation analysis of teenage pregnancy in the sub-region.
- 2 Identify models of service delivery that overcome the barriers of access to health services and the analytical mindset of the health sector.
- 3 Promote the participation of teenagers through knowledge sharing activities.
- 4 Increase awareness among authorities, civil society, communication professionals, and health providers of the importance of creating policies and taking actions that promote the prevention of teenage pregnancy.

Between 2008 and 2011, thanks to the technical support of UNFPA and financial assistance from the Spanish Agency for International Development Cooperation – AECID, the Andean Plan for Teenage Pregnancy Prevention was executed in six target countries. One of the principle action items was to empower youth organizations to fight for their reproductive rights and for the prevention of teenage pregnancy.

Teenage Pregnancy and the Andean Plan in Peru

Peru has more than 27 million inhabitants¹, most of which (76%) are concentrated in urban centers due to migration and high birth rates. As a result, during the last fifty years, the country’s urban population has increased five fold². More than 2.73 million Peruvians are teenagers between the ages of 15 and 19. Twelve-and-a-half percent of women within this age range are already mothers (9.9%), or are pregnant for the first time (2.6%). The five regions of the country that show the most alarming statistics regarding teenage pregnancy are those located in the Amazonian region: Loreto (30%), Madre de Dios (27.9 %), Ucayali (24.9 %), Amazonas (21.4 %), and San Martín (21.2 %) ³.

In Peru, the sexual activity among youth under the age of 18 is a reality that adults, including some authorities, refuse to acknowledge. This attitude is apparent in government regulations that aim to repress teenage sexuality instead of providing information to adolescents. It is known that 4 out of 10 women have their first sexual relations before they are of legal age⁴. Even so, today the Penal Code does not recognize the ability of teenagers between the ages of 14 and 18 to make decisions about their own sexuality. Before the Penal Code was modified in 2006⁵, this was a recognized right.

1 27,412,157 inhabitants is the exact figure, according to the most recent national census data. 2007 National Census, XI of Population and VI of Housing.

2 INEI. Study of Internal Migrations in Peru, 1995. INEI, 2007 National Census, XI of Population and VI of Housing.

3 Demographic and Family Health Survey (ENDES) 2011. National Institute of Statistics and Information. Peru.

4 As an average, 40% of women had their first sexual relations before reaching 18 years of age. However, in some regions this statistic is larger, reaching, for example 72.7% in Ucayali. Continual Demographic and Family Health Survey (ENDES) 2010. National Institute of Statistics and Information. Peru.

5 Law 28704, published April 5th, 2006.

As a consequence of this change, consensual sexual relations with and between minors are illegal, and are considered in all cases to be “statutory rape”, a crime that carries a sentence of 25 to 30 years in prison. For this reason, hospitals and health care centers are required to report every case in which a teenager accesses labor and delivery services. If prior to the modification of the penal code taking a teenager to a health care center was not an easy thing to do, there now exists a huge gulf between youth and health centers. This gulf has increased minors’ vulnerability to unplanned pregnancies, sexually transmitted diseases, and HIV/AIDS, especially for those with fewer economic resources or education⁶.

In light of this, the consequences for teenagers exercising their sexual and reproductive rights in this legal and political context are grave. To change these regulations would not suffice to solve the roots of the problem, which are entwined in our history and culture: the conservative, paternalistic, prohibitive, and fearful attitudes that adults adopt when dealing with teenage sexuality. For that reason, the situation requires a strategic plan that combines short-term advocacy against conservative policies and norms, with a prolonged and tenacious challenge of the perceptions, attitudes, and everyday actions of families, schools, the healthcare system, and the media that form the basis of the shared beliefs that convert adolescents into objects to be protected, sanctioned, and silenced. If these common beliefs are not uncovered and progressively transformed, there is no guarantee that any legislative advance achieved at the national, regional, or local level will be permanent.

6

A deeper analysis of this situation can be found in “Los establecimientos de salud como escenarios de la vida y la salud sexual de las y los adolescentes. Agrégame a tus contactos, hazte fan y apoya la causa para superar las barreras que nos distancian”. (Health Centers as places of the sexual life and health of teenagers. Add me to your contacts, become a fan and support the cause to overcome the barriers between us.) MINSA/UNFPA, 2010; and also in “Situación, barreras legales y alternativas frente a la penalización de las relaciones sexuales consentidas entre y con adolescentes de 14 a 18 años de edad”. (Situation, legal barriers and alternatives to consensual sexual relationships with or between teenagers from 14 to 18-years-old). UNFPA, Manuela Ramos, PROMSEX, 2010.

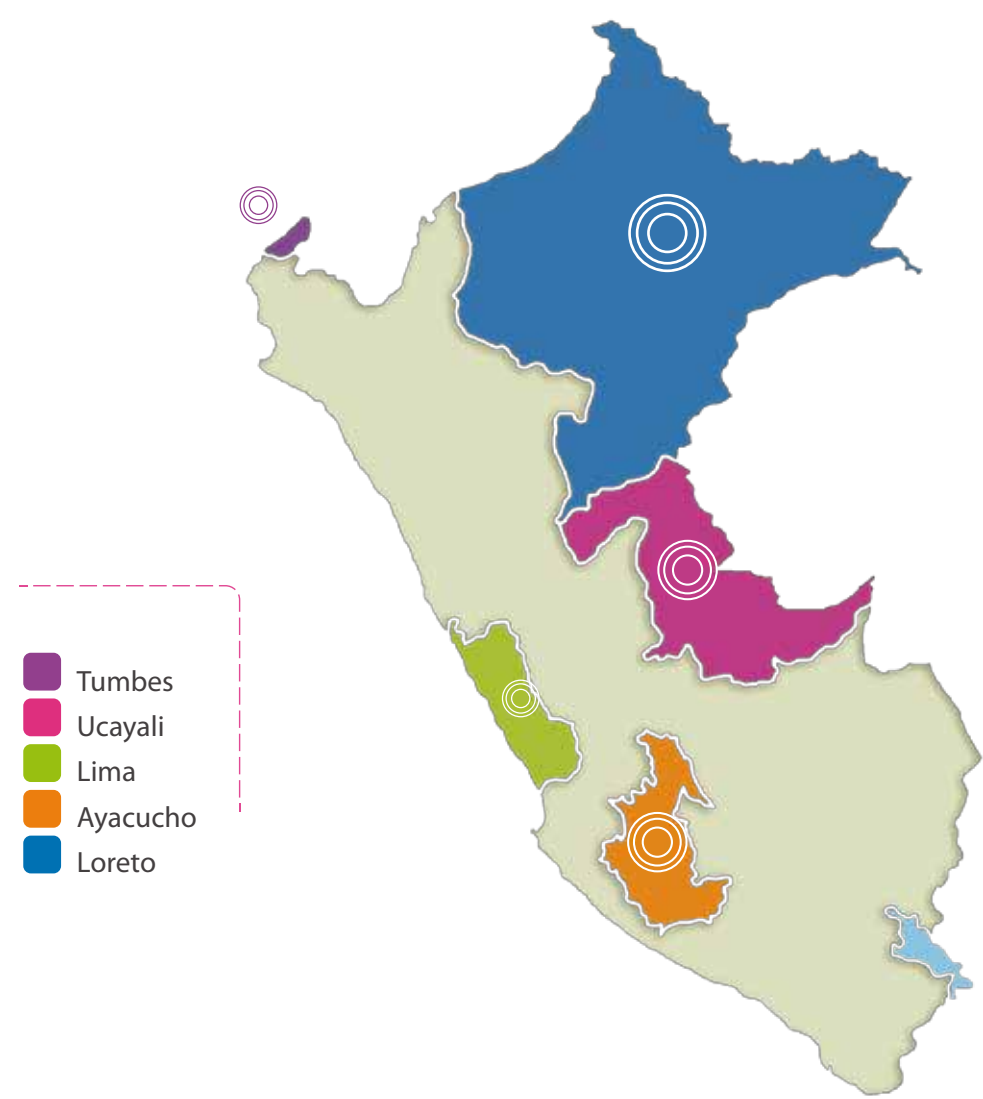
In mid-2008, UNFPA Peru began to implement the Andean Plan for the Prevention of Teenage Pregnancy at the national level. The following year, a study identified more than 400 youth organizations and networks in various regions within the country that could potentially be empowered to lead participatory processes and political action to promote the sexual and health rights of teenagers in their communities.

In 2010 five regions were selected for the implementation of the Andean Plan, especially the implementation of activities geared toward strengthening adolescent and youth organizations and their political and public activities. The chosen regions were: Ayacucho, Lima, Loreto, Tumbes, and Ucayali. In each location regional committees were established by engaging previously identified youth organizations and networks. Together, these groups elected a national committee, which met for the first time in September 2010 and adopted the name National Council of Adolescents for the Prevention of Teenage Pregnancy (CONAAJPEA).



PERÚ Prevention of Teenage Pregnancy

Five Regional Councils of Adolescents for the Prevention of Teenage Pregnancy



- Tumbes
- Ucayali
- Lima
- Ayacucho
- Loreto

CONAAJPEA has two outlined objectives:

- a) Contribute to reducing barriers that impede adolescents from accessing health services, and encourage youth to exercise their human rights, including sexual and reproductive rights, and gender and social equality, emphasizing intercultural and social participation.
- b) Actively engage in the formation of public policies and development initiatives that address the prevention of teenage pregnancy through coordinated engagement in social development initiatives and by representing the youth perspective in decision-making processes.

The Council's three main action items include:

- Increasing awareness among authorities, civil society, communication professionals and healthcare providers about the importance of (1) having national and regional policies and programs that contribute to the prevention of unplanned pregnancies in teenagers; (2) preventing a second pregnancy in girls who are already teenage mothers; and (3) addressing the specific needs of pregnant teenagers or teenage mothers and fathers who need support to be able to assume the role of mother/father under the best possible conditions.
- Mobilizing collective action through the youth organizations to contribute to increasing awareness about the issues of prevention and services for teenage pregnancy, and to guarantee sexual and reproductive rights for teenagers.
- Overseeing the fulfillment of each action item established in the Andean Plan for the Prevention of Teenage Pregnancy, the National Multi-sectoral Plan for the Prevention of Teenage Pregnancy, as well as other national or regional plans.

It is evident that the youth-generated action plans, which aim to monitor the implementation process of the Andean Plan for the Prevention of Teenage Pregnancy in Peru, identified from the outset that communication is a strategic tool for achieving their advocacy goals.

The time has come for youth's ideas and voices to move from the wings to center stage, and, in so doing, create a diverse generation of youth who can build a common agenda with which to make themselves heard and have the power to influence policies, programs, and sexual and reproductive health services.

The initiatives started by these youth leaders should not only target their peers or the authorities, but also the deep-seeded beliefs of the general public that form part of the cultural fabric that has, for a long time, maintained a double standard by which to judge the sexuality of men and women, of adults and youth, and of heterosexuals and homosexuals. In other words, the changes generated by a youth-led project in the short-term should aspire to support the medium- and long-term transformation we need as a society. To achieve this transformation, it is always desirable to maintain a vision of generating impact – at least indirectly – in regional and local policies, as well as in the social and cultural imaginary and norms.

The conclusions of a study about the barriers that distance youth from healthcare services (MINSa/UNFPA 2010a) stated that addressing this gap will require: people who truly believe that youth should be aware of, exercisers of, and defenders of their rights; educational, preventive, and sexual and reproductive health services that recognize the needs and expectations of youth; family dynamics that are based in dialogue and guided by example; local educational and communication systems that are free of taboos and prejudices about adolescent sexuality; and political initiatives and budgets that aim to achieve results that promote the wellbeing and health of adolescents. To remove these barriers will take a multidimensional strategy sustained over a web of multi-sectoral alliances to allows action at different levels:

- Raising awareness about, and gaining legal recognition for, the right of adolescents to experience a pleasant and healthy sexuality.
- Empowering adolescents to become the protagonists of an inter-generational movement that influences authorities, policies, and budgets.
- Shining a light on our own prejudices, relationship styles, and daily practices to ignite cultural transformations that will help us become better people and communities. This process will help us re-invent our traditional models of being a father, mother, professor, doctor, adolescent, political figure, communicator, etc.

Finally, we must not negate the idea of changing the perceptions, attitudes, and practices that circulate in society under the guise of common sense. Any intervention that seeks to achieve change should contribute to these long-term transformative processes by sharing stories and dialogue about youth, their sexuality and rights, and opening up spaces of debate where their voices and ideas are heard. For this, communication strategies that emphasize social change are key. A social change focus requires building local alliances with journalists and the media to go beyond the traditional dissemination of campaign messages. Adolescent and youth leaders should participate in the media and utilize the spaces created by communication programs to build relationships of trust and influence in the daily lives of the public. Youth should listen, converse, share life stories, help to imagine and ignite concrete changes in the day-to-day, and learn to intertwine the quotidian expectations and emotions of the people with the institutional and normative transformations they seek.

2

CHAPTER



My Community:
An Entertainment-Education Approach
to Communication for Social Change

2

The Strategic Value of Communication in Development

Communication for social change breaks the molds established by old factions of development professionals who argued for the simple broadcasting of information, for the persuasion of people to accept the “right” ideas and practices, or for using the propaganda machine to promote products or services. Rather, communication for social change seeks to involve communities as agents of their own change and communication. The process is rooted in local dialogue and debate, so that proposed changes are aligned with local social, political, and cultural contexts.

The process of communication for social change strengthens self-identity and self-expression, and encourages feedback between action and reflection (Gumucio, 2011) because, contrary to conventional wisdom, the raw material with which communicators work is not information or media, but stories and human relationships.

Are teenagers able to make their own decisions about their sexuality? Can men maintain control over their impulses, or should women always set limits and think about consequences? Society discusses or tells stories disguised as common sense about these issues and we, as communicators, can either reinforce or interpret them to make the stories visible, raise awareness, or provoke public dialogue to either change or accept them.

Is it possible to establish dialogue between parents and their children without parents invoking their authority? Can women take responsibility for their own health not only in the home, but also in the political arena? Communication can contribute to improving relationships between diverse social actors by increasing the visibility of and empowering the most excluded individuals, helping people to come together in spite of their differences.

Therefore, communication contributes to development in two ways:

- **When it intervenes in the stories** (what people think, feel, say) that circulate in our society about a given topic. The purpose of a communication-based intervention could be, for example, to reduce prejudice and discrimination, offer truthful information, and shape information to fit the knowledge and perceptions of each target audience, etc. The challenge of these types of interventions is to contribute in a way that makes people imagine and commit themselves to change, through the innovative use of language and discussion.
- **When communication intervenes in established relationships** between groups of people with specific interests in and roles for any given issue (young people, adults, leaders, authorities, journalists, teachers, etc.). The purpose of communication in this case could be helping to solving conflicts, increasing awareness and empowerment of some social sectors, encouraging the recognition of one another, decreasing or ending abuse, etc. The challenge in this instance is contributing to make change happen, demonstrating its feasibility by sharing concrete experiences rooted in dialogue and action.

We learn more from what people tell us (stories), than from counting people (statistics) because even though we strive to explain “why” with “how many”, we know that numbers will never help us to understand life, lessons learned, and changes in people and families. This is because, unlike counting immunizations or protected species, changes in people’s lives are hard to quantify with numbers.

Communication contributes to transforming the “beneficiaries” of development into actors for development. The contributions of communication to this process are observed at three levels:

- **Public and political inclusion.** This occurs when communication contributes to generating changes in perceptions, discussions, and public and political actions surrounding an issue by influencing authorities, government employees, decision makers, media, and public opinion in order to obtain improvements in policies, programs, and services. Communication initiatives can raise the visibility of unknown actors, and generate debate about their undervalued agendas.
- **Citizen empowerment.** Communication can strengthen the power of citizens that are involved in or affected by a problem, developing their communication, organization, and political advocacy skills to transform them into catalysts of change.
- **Changes in daily life.** Communication can facilitate knowledge to people, families, and communities, allowing them to take ownership of their attitudes, knowledge, behaviors, and relationships tied to the issue.

Our country is very diverse. While this could be our greatest wealth, it often results in inequality and discrimination. Inequality manifests itself not only at the level of access to services, but also in the quality of treatment and in the regular mistreatment of one another. Prejudiced and exclusionary discourse and treatment are part of our deep-seeded common beliefs and history. For this reason, marketing campaigns can barely scratch the surface of, let alone touch the heart of, our unease and unrest.

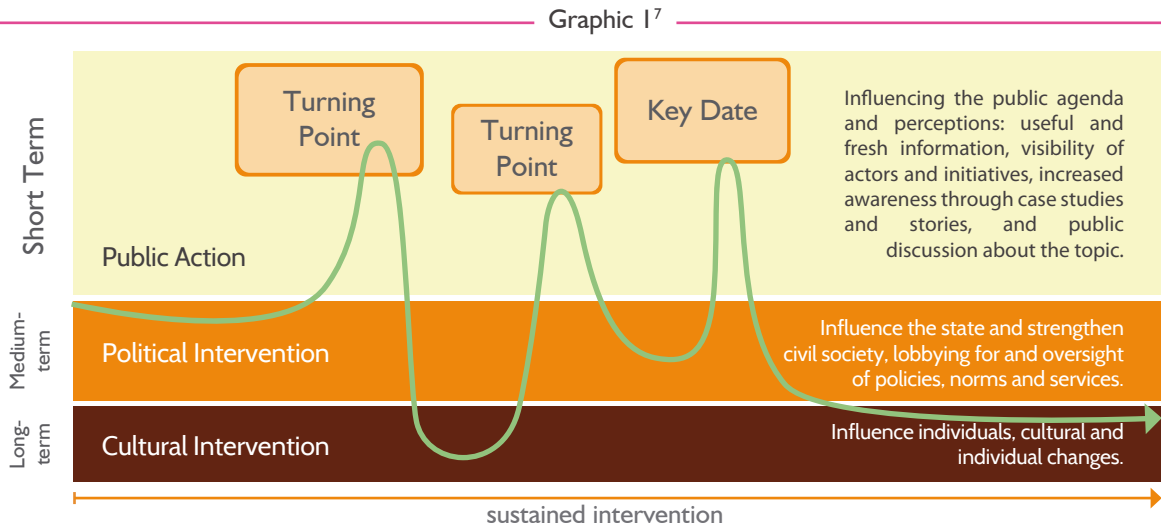
If we review the content of newspapers, television, or radio programming, we can easily see discriminatory views that are effortlessly communicated because they are sustained in the attitudes and emotions of daily life.

In general, when issues of development are covered by the media, the strategies of discourse employed by both the leaders of the causes and communicators can generally be characterized by one of these four un-recommended perspectives: (1) the indifferent perspective either does not cover the issue, or limits coverage of it to special days (Women's Day, Youth Day, Earth Day, Water Day, etc.). Proponents of this perspective use the excuse that there are several issues of public interest, and so there is always another topic that is more important to cover. (2) The alarmist perspective tries to instill fear in its audience by associating the development issue with an imminent risk or danger to encourage people to adopt an attitude of prevention. (3) The pitying perspective tries to move the audience by playing upon their emotions, showing a series of "victims" that need assistance and protection. (4) The moralist perspective judges affected individuals

and their manner of thinking or acting, criticizing them for the way they distance themselves from what is supposedly "right" or "normal".

In this framework, indifference generates invisibility of the topic and the people it affects; fear leads the audience to view affected people as potential aggressors; pity promotes the generalized perception of affected individuals as victims; and morality reinforces perceptions of alleged blame and inappropriate conduct (Ampuero, 2006). These perspectives are different types of discrimination and exclusion, and are a part of the public's general beliefs and perceptions that need to be confronted head on.

How do we confront these perspectives? By re-building stories (narratives, beliefs, perceptions) and relationships (treatment, actions) using a new point of reference – one of self-worth, of valuing others (who look and think differently), and of articulating a new vision of "us". We can ignite this effort by offering new communication strategies and approaches that sustainably act on three levels: short-term public action, medium-term political action, and long-term intervention in cultural imaginaries and patterns (see graphic 1).



7

Levels of Communication Interventions. From: Ampuero, Javier. "Enfoques y estrategias para una respuesta comunicativa al VIH". ("Focuses and strategies for a communication response to HIV"), 2007.

Entertainment-Education: Communicating With and From the Soul

"On Saturdays I would call my family together under the pretense of "we are going to eat breakfast" and we would listen to the radio drama. I was really surprised because they said: How can they say such things! They're encouraging teenagers to have sex! I stood up to them and I told them that talking about sexuality is normal for young people, so they should adapt to the reality we live in."

"For a long time I tried to talk about sexuality, but my father is a little conservative with me and wouldn't talk about it. My mom was the only one who would talk about it...and only a little bit at that. But as we've been listening to the radio drama, they have loosened up a little and have been telling me about their experiences so I can be more careful. I think that this radio drama helped them lose their embarrassment about discussing sexuality with their children and about telling them how to protect themselves so that when the time comes, we don't make mistakes." (Ivana, 15-years-old)⁸.

What comes to mind when we listen to a radio drama, a film, or a story? We usually imagine a cast of characters moving through different scenarios and experiencing (either joyfully or painfully) an adventure wrought with conflict, goodbyes, homecomings, passions, and moments of pain and joy. Of course we also imagine the radio, the screen, or the magazine where this adventure of sounds, images, or strokes of a pen reached us.

However, if we think about it, a radio drama, a short film, or a short story is much more than an adventure of sounds, images, or graphics encased in the pages of a magazine or enshrined on the case of a CD or DVD.

This fictional story was conceived in a process that transcended life itself. A torrent of real life situations, characters, places, phrases, and conversations were the "inspiration" or starting point from which this mix of reality and fiction was created. That storybook, or audio or video story will always send us on the adventure of its creation, in which people of flesh and blood feed the story with their life experiences, dreams, and fears. That adventure is captured in a product of communication.

8

Listener of the Entertainment-Education radio drama "Aquí no pasa nada"(Nothing Happens Here), a co-production of Cusco AIDS Network and PCI-Media Impact in Peru. 2011 Interview.

However, the process does not end there. The story, which recreates the lives of many people, comes back to its originators, to the people whose stories it tells. The adventure of the product itself evokes countless new adventures, like the one told by Ivana in Cusco, when it reaches its audience. Audience members will remember things they had forgotten; they will think about their past experiences and identify their mistakes; they will identify with a character; they may share the story with friends to clear-up a point from a previous conversation; they might find out things that they never expect; the audience will enjoy this delicious fantasy of living someone else's life, of doing and saying (through imaginary characters) what is desired or forbidden; this is the adventure of the product, which liberates the adventure of interaction.⁹

Because our communication strategy uses storytelling as a fundamental ingredient for generating transformative processes, we work with not just with one, but with three adventures: the adventure of the product, of creation, and of interaction. Each one of these adventures is an opportunity to ignite processes of participation and change for individuals and their social, political, and cultural contexts.

Entertainment-Education (Edutainment), as Thomas Tufte says, “combines entertainment with education, using TV and radio dramas, as well as musical styles, theatre and talk shows” (Tufte, 2004). In other words, Entertainment-Education is a communication strategy that “recreates narrative styles and symbolic interactions that come from mass culture – radio dramas, soap operas, musical clips, talk shows, short stories, etc.- that are adopted locally to promote processes of community reflection, learning and action concerning specific social issues” (Ampuero, 2012:80).

Thomas Tufte identifies three eras in the historical evolution of Entertainment-Education. The first era is tied to social marketing and family planning, and focuses on changing individual behaviors, the use of mass communication media, and the support of experts in developing content that is technically “right”. The second era includes and values community participation in the creative process, and combines the use of media and direct work with civil society organizations. The initiatives of the third era focus their efforts on identifying problems and developing the skills to solve them, breaking the issues into processes of debate and public and political advocacy (Tufte, 2004).

9 | Ampuero, Javier (1992). “Reflections on communication and education through media”, (Reflexiones sobre la comunicación y la educación con medios gráficos) Calandria Peru, 1992.

Therefore, Entertainment-Education can produce work with a long-term focus, raising awareness about problems and initiatives to promote deep change, empowering affected or excluded people and groups so that they become the proponents of solutions, and generating feelings of ownership of new knowledge, attitudes, and daily practices within the community.

“(Entertainment-Education) can stimulate the process of social and behavior change by drawing listeners’ attention to socially desirable behaviors. Furthermore, when listeners develop parasocial relationships with the characters in an entertainment-education program, they may consider changes in their own behavior. The mass media alone seldom effect individual change, but they can stimulate conversations among listeners, which create opportunities for social learning as people, individually and collectively, consider new patterns of thought and behavior.” (Pappa M, Singhal A and others, 2000: 33)

The advantage of using entertainment resources and formats to address the issues of development is that they go beyond “preaching to the choir” by including in the debate – whether it is about adolescent sexuality, democracy, or human trafficking - those sectors of the population that do not see themselves as affected by the issues, or who do not feel connected to the issues in their daily lives. What happens to the characters in the fictional story is experienced and felt in real life by an audience that faithfully follows the characters who relive their daily problems, and inspire listeners to think about new ways to solve their own problems. Because of this, thanks to the emotional ties generated between the fictional characters and the audience, in addition to enjoying the narrated story, audience members gather knowledge so they can re-start their lives.

“As a mother, I’ve learned that I have to be as close as possible with my son, to guide him, to support him with any doubts he has. If I don’t have the answers, I look for help to be able to guide him, to be there through thick and thin so he doesn’t make mistakes. For me personally [the radio drama] has been a huge help, because even though there is information on the television or radio, it doesn’t encompass the experience of, what I have felt listening to this radio drama and the things that happen in it.” Stay at Home Mother, Peru¹⁰.

10 | Interview with a listener of the serial drama “Empezando a Vivir” (Starting to Live), by PCI-Media Impact and Calandria. Chimbote, Peru, 2007.

In developing the Entertainment-Education initiative, it was important to consider and incorporate the three principal motivations that lead people to connect to and stay engaged with communication programs¹¹:

- **Enjoyment.** Everyone wants to enjoy the broadcast or performance, to experience it with all senses open to the new experience, to relax and be entertained.

"I personally consider myself not to be one of those who watch soap operas, since every character is so stereotypical. [The radio drama] is addictive because, on one hand, I can imagine, can create in my head this character in a different way than Claudia does, and she imagines that character in a different way than Mariela. On the other hand, as also happens in soap operas, each episode ends with a cliff hanger, something interesting that leaves you saying you need to listen to the next broadcast to know what happened, what will happen and how it will turn." (Young Woman)

"You follow everything that happens... It pulls you in with the art of humor, of mischief, so that when things are suddenly very caustic, very insipid, the youth say okay, no more, it's over." (Adult Man)

- **Learning.** People seek to access useful information and facts, to hear new tips and advice so that they know how to react in given circumstances, how to get closer to people or services that can help them; in short, audience members want to extract useful knowledge so they can live their best life. An important part of learning, of appropriating new knowledge, is self-discovery. Entertainment-Education strategies facilitate this process for the audience.

"(It has helped us) my daughter and I are able to discuss difficult topics that are hard to talk about face-to-face... and as she listened to the radio drama, she said: "Mom, but..." So it has been a tool that has opened a path of communication between me and my daughter." (Mother)

"It helps us become aware, to learn more from life. Perhaps we don't gain life experience, but as we listen, we constantly retain information and learn because life is hard, lots of things happen, and since these are real facts, things that constantly happen, it makes youth aware of what's going on around them." (Adolescent Girl)

- **To be noticed.** Everyone wants to be accepted and valued by others, to feel part of a community, to hear and identify with a story similar to their own, or to tell a story and feel heard.

"We have a need to talk to someone because at home no one listens to you, and then you listen to a program that opens doors for you to share and express whatever you want in that moment". (Adolescent Boy)

"I think I would compare [the radio drama] with a snapshot, because for me it is the image of the truth, not truth itself, but a representation of truth. I think that every young person, at some moment, has identified with one of the characters. I would say it's like a snapshot." (Adolescent Boy)

The My Community Program: A Path to Recreate and Promote Ownership of Entertainment-Education in Latin America

"[My Community] doesn't try to impose projects, but rather it shares ideas. It respects the cultures, languages, traditions, and lifestyles in our communities. It also gives us opportunities to stay in touch with innovative people from different countries who work to address the same problems that we do. Their efforts inspire us to better serve the communities with which we work." Yulder Florez, Network of Rural Communicators in Cusco and Apurimac, Peru

The My Community program is a methodology for promoting community appropriation and production of Entertainment-Education processes developed by PCI-Media Impact (Media Impact) in Latin America during the past ten years. The fundamental objectives of My Community in the region are to:

- 1 Develop the skills of networks, organizations, and local leaders so they can build communities that are better informed and more communicative, democratic, and developed.
- 2 Strengthen citizen expressions and actions to address local priorities: sexual and reproductive health, the environment, gender, human rights, etc.
- 3 Promote the knowledge, attitudes, and individual and collective practices that favor the changes the community itself has prioritized.

My Community is implemented in a way that values local experiences and processes, as well as previous knowledge about the issues addressed by the program. The program values existing talents and skills, and strengthens the community's ability to create, act-out, and produce stories, as well as design and implement campaigns to mobilize public opinion and action. My Community shares flexible communication strategies and methodologies and facilitates knowledge sharing between different coalitions and initiatives, consolidating the innovations made by each participating coalition.



The My Community Program

Recent Programs in Latin America¹²

COLOMBIA

- A) **Issues:** Youth and civic engagement.
Products: Video “Un sueño a cumplir” (A dream to fulfill), comic book series “Historias del parche” (Stories of the Patch), Radio drama “Lado A” (Side A), and “Así no hay quien aguante” (No One Can Stand This), and a series of children’s stories “Sonidos de la tierra mía” (Sounds of my Land). Dates: 2011-12.
- B) **Issue:** Violence against women.
Product: Radio drama “Juntadó, historias de río” (Juntadó: Stories of the River). Partners: Diakonia, Red Departamental de Mujeres Chocoanas, Radio COCOMACIA Stereo. Dates: 2011-12.

PERU

- A) **issues:** Water and Sanitation.
Products: Radio drama “Sed de ti” (Thirst for you) and “Munay unu” (Precious Water). Partners: USAID, Radio Cutivalú, Kallpa and Calandria. Dates: 2011-14.
- B) **Issue:** Violence against women.
Product: Radio drama “T’ikarinaykipaq Warmi (For You to Blossom, Woman)”. Partners: Diakonia, Red de Comunicadores Rurales, CMP Flora Tristán. Dates: 2011-12.
- C) **Issues:** Youth, Sexual and Reproductive Health.
Product: Radio drama “Aquí no pasa nada” (Nothing Happens Here) Seasons 1 and 2. Partners: Red Sida Cusco and Red de Comunicadores Rurales. Dates: 2009-10.

ECUADOR

- A) **Issues:** Prevention of teenage pregnancy, gender equality and urban cultures.
Products: Radio dramas “Domingo 7”(Knocked Up), “Toque Mágico” (Magic Touch) and “Entre botas, asfalto y rock and roll” (Between Boots, Asphalt and Rock & Roll). Partners: PRODH. Dates: 2007-09.
- B) **Issues:** Environmental conservation, youth, and sexual and reproductive health.
Products: Radio drama “Así somos” (This is How We Are) Seasons 1, 2 and 3. Partner: Radio Integración. Dates: 2008-2010

BOLIVIA

- A) **Issue:** Violence against women.
Product: Radio drama “Raíces de violencia” (Roots of Violence). Partners: Diakonia, CECOPI, and Radio Atipiri. Dates: 2011-12.
- B) **Issues:** Democracy and communication.
Product: Radio drama “Ciudad Espesa” (Dark City). Partners: Universidad Católica San Pablo. Dates: 2008-12.
- C) **Issues:** Youth, sexual and reproductive health.
Products: Radio drama “Buscando amor” (Looking for Love) Seasons 1 and 2. Partners: CECOPI and Radio Atipiri. Dates: 2009-10.

MEXICO

- Issue:** Violence against women.
Products: Radio drama “Corazón de Mujer” (The Heart of a Woman) and TV soap opera “Mucho Corazón” (A Lot of Heart). Partners: Gobierno de Chiapas and Sistema Chiapaneco de Radio, Televisión y Cinematografía. Dates: 2011

12 For further information about other PCI Media Impact programs and their partners around the world, see their Annual Report: http://mediaimpact.org/2011/wp-content/uploads/2011/05/FULL_AR_2010.pdf

During ten years of collaborative work and shared reflections with partner organizations in countries such as Peru, Bolivia, Ecuador, Guatemala, Honduras, Nicaragua, and Mexico, My Community has been able to develop numerous initiatives, encouraging processes of communication and community participation by weaving together four elements:

- 1 Participatory production of a serial drama that is built around educational themes. The drama is produced locally and is based on true stories, and showcases conflicts and characters that are inspired by both imaginary communities and real life.
- 2 Production of an interactive media program during which the serial drama is broadcasted. These interactive programs generate dialogue and debate with the audience, and promote information and access to services related to the theme(s).
- 3 Mobilization of citizen opinion and actions through community activities hosted in public places, such as public squares, streets, markets, schools, public transportation, clubs, etc.
- 4 Monitoring and evaluation of each initiative to systematize and enrich the Entertainment-Education methodology.

One underlying purpose of the program is for the Entertainment-Education methodology to evolve as different organizations and communities take ownership of it and enrich the methodology with new elements and discoveries that they have tested through programs implemented in their communities, with their audiences, and about causes and issues of interest to them.



3

CHAPTER



The My Community Program for the Prevention of Teenage Pregnancy: A Partnership of UNFPA Peru and PCI-Media Impact

3

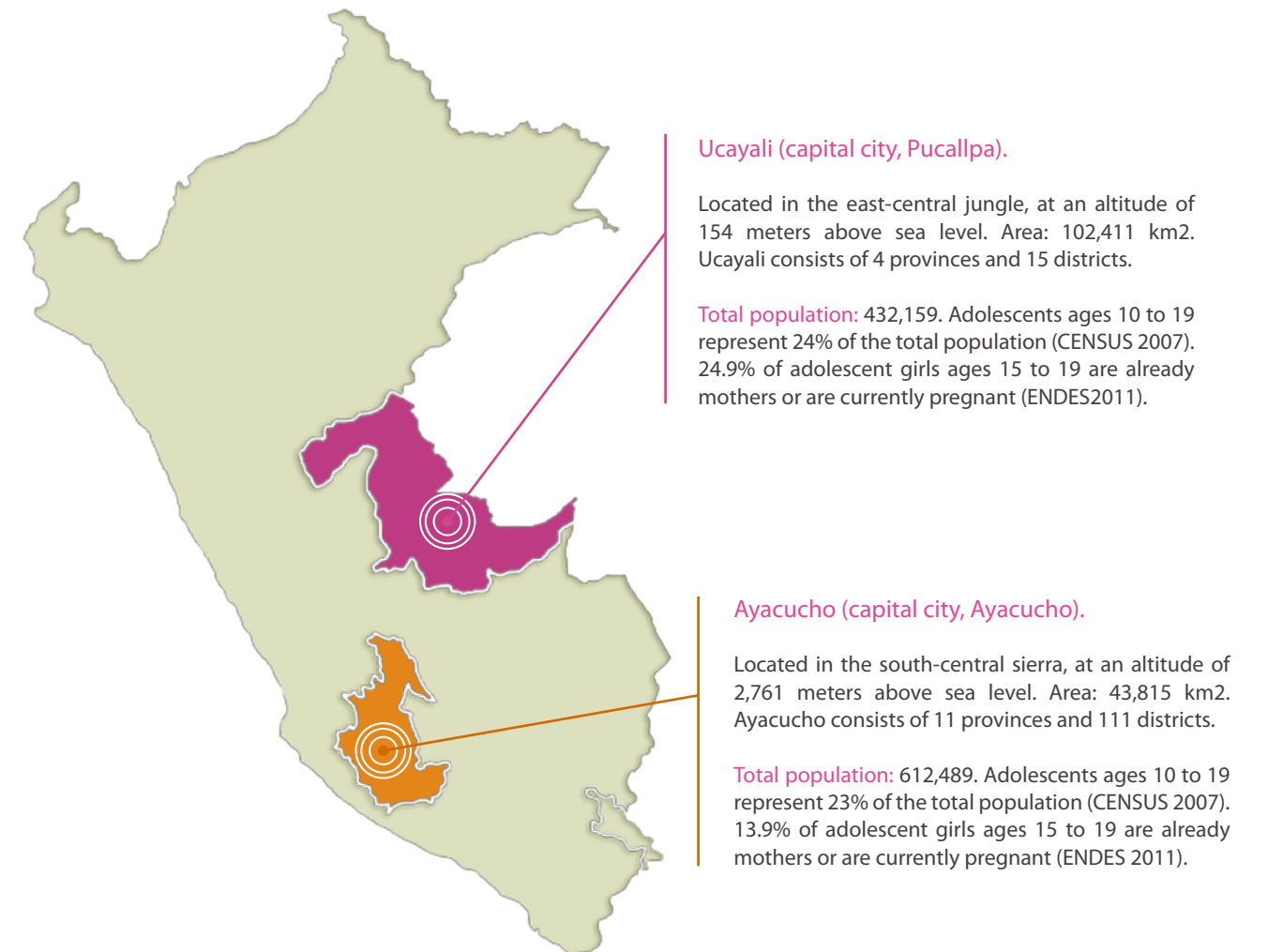
After getting to know one another's work, sharing ideas and work styles, and verifying the utility of combining resources and experiences, in early 2011, PCI-Media Impact (Media Impact) and UNFPA (the United Nations Population Fund) – Peru agreed to develop a joint communication and Entertainment-Education initiative for the prevention of teenage pregnancy in Peru. The program follows the My Community model and uses the thematic framework of the Andean Plan for the Prevention of Teenage Pregnancy. The following are the program objectives:

- 1 **Strengthen the capacities of the Adolescent and Youth Advisory Councils for the Prevention of Teenage Pregnancy** and other allied community organizations to use communication and Entertainment-Education to promote the sexual and reproductive rights of adolescents.
- 2 **Promote positive changes in daily life** (knowledge, attitudes, and practices) that favor teenage pregnancy prevention and respect for the sexual and reproductive rights of adolescents.

The program was implemented from March to November 2011 in Ucayali and Ayacucho, communities in which the issue of teenage pregnancy is critical, and two of the five regions with functioning Adolescent and Youth Advisory Councils, which were promoted by UNFPA as part of the Andean Plan.

Using My Community to Prevent Teenage Pregnancy: A Partnership of UNFPA Peru and PCI-Media Impact

Intervention Zones



The Regional Council of Adolescents and Youth of Ayacucho for the Prevention of Teenage Pregnancy (CRAJPEA) was created in September 2009. The group is comprised of representatives from 13 youth initiatives and organizations from Ayacucho¹³. CRAJPEA lobbies the regional government of Ayacucho to execute the objectives outlined in the Regional Plan for Equal Opportunities between Men and Women to implement policies, plans, and programs for the prevention of teenage pregnancy. To achieve this, the group has proposed two ordinances: one that establishes the obligation of educational institutions to provide comprehensive sex education during the school day, and another that requires the implementation of differentiated sexual and reproductive health services for adolescents in healthcare establishments.

The Regional Council of Adolescents and Youth of Ucayali for the Prevention of Teenage Pregnancy (CRAJUPEA), was established in Pucallpa on October 24th, 2009 as a space for youth participation and advocacy. The council consists of adolescents and youth from 11 regional organizations. CRAJUPEA lobbies the regional government to implement Regional Ordinance 011, approved in May 2009, which refers to promoting youth's access to sexual health and education services.

The My Community program developed by the UNFPA and Media Impact, offered regional councils and youth organizations in Ayacucho and Ucayali: a) Training and on-going technical assistance – virtual and on site – to support the design, implementation, and evaluation of a strategic communications and Entertainment-Education plan to promote the prevention of teenage pregnancy, including production and broadcast of an Entertainment-Education serial drama and community mobilization activities. b) A seed grant for the design, implementation, and evaluation of the activities outlined in the program plan.

CRAJPEA in Ayacucho is also supported by two NGOs, Health Without Borders - Peru and Health Poverty Action, which act as advisors and grant administrators. Similarly, two NGOs, Promsex and Equality and Development, with the collaboration of the youth organization “Dejando Huellas” (Leaving Footprints), support CRAJUPEA in Ucayali. These organizations act as advisors and grant administrators.

13 | Mesa de Concertación de la Juventud Ayacuchana; Consejo Provincial de la Juventud de Huamanga; Asociación de Alcaldes, Regidores y Líderes Estudiantiles – AARLE; Proyecto Hatun Ñan – UNSCH; Centro de Investigación y Desarrollo Económico CIDEUNSCH; Voluntariado por la Paz – VOPA; Allpanchik Rayku; Red Najak; Ñoqanchiq; MANTHOCC; MNNATSOP; C.E. MATT – UNSCH; CIADE.

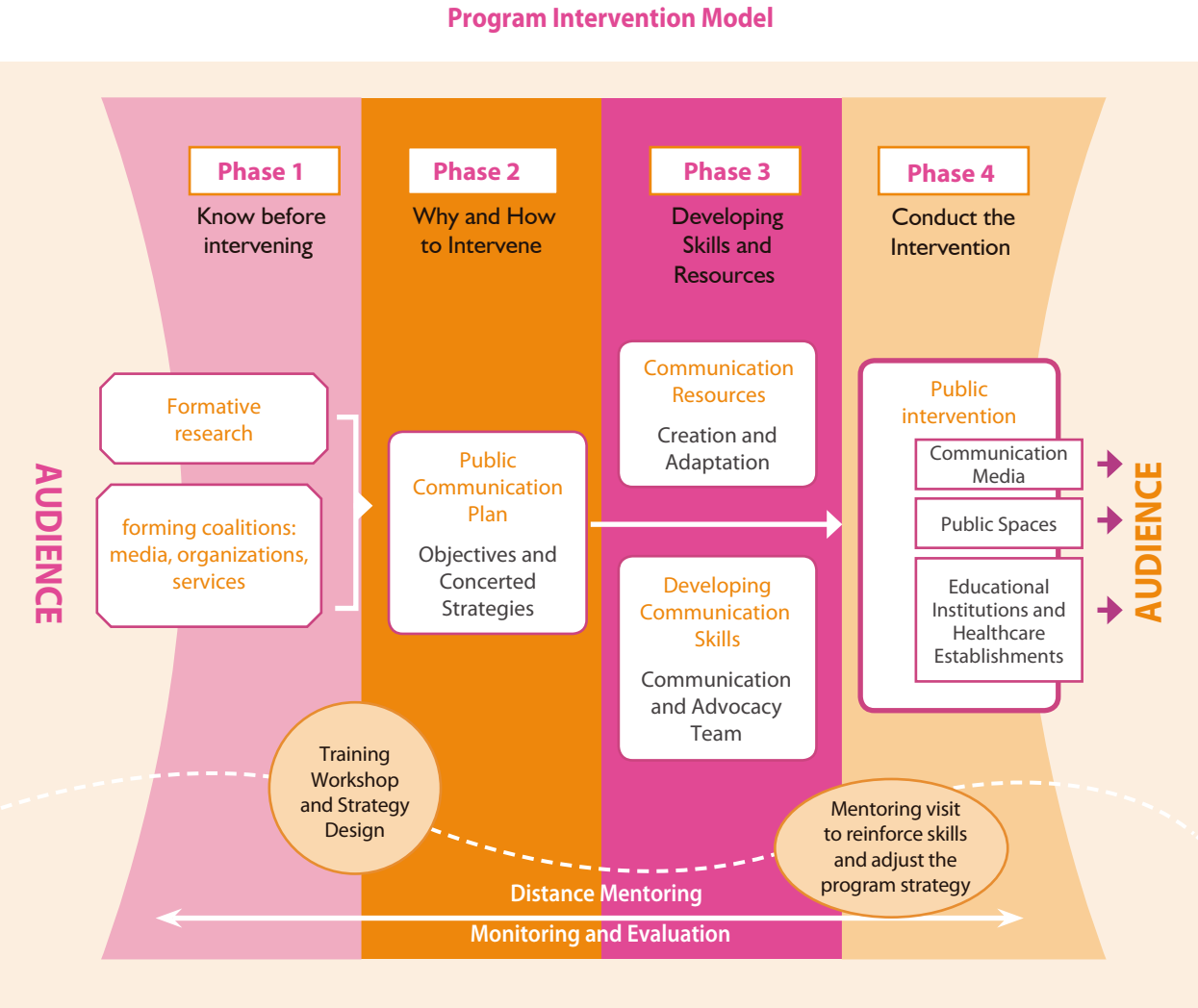
The process of learning and taking ownership of the Entertainment-Education methodology, which occurred with the launch of the My Community program in both regions, consisted of six steps:

- 1 **Formative research and proposal development.** UNFPA and Media Impact invited the regional councils from Ucayali and Ayacucho and their partner organizations to form coalitions to participate in the My Community Program. Each coalition presented a project proposal to implement in their communities. Through subsequent virtual meetings with each local coalition, the program partners used the information gleaned through the diagnostic assessments and existing advocacy plans to help each coalition define their target audiences and specify priority issues, as well as identify available resources and communication programs to support their work. In addition, the program partners requested that each local coalition conduct a “Story Harvest”, during which they gathered stories and case studies about love, sexuality, relationships with parents and school officials, treatment of peers, etc. from local youth; inputs from every day life that could be used in the training workshops.
- 2 **Planning and training workshops.** The program partners conducted a four-session workshop in each community. Members of the regional councils and their partner organizations attended these workshops. The purposes of the workshops were to train local coalitions in the Entertainment-Education methodology; design a communication plan; create the plot, characters, and outline of the serial drama; and establish a mentoring plan for each local coalition.
- 3 **Baseline Assessment.** With the participation of the trained adolescents and youth, the program partners designed and conducted a baseline panel survey in educational institutions in each community. This assessment collected information that was used to adjust the project work plans, and that served as a comparison for the final program evaluation.
- 4 **Execution of the communication plans.** In each region, the groups were organized to prepare and execute the three activities central to their intervention plan: an Entertainment-Education radio serial drama, for which the first episode would be piloted with adolescents and youth; a radio magazine to broadcast the radio drama and open up spaces for public dialogue about the topic; and a series of community mobilization events in strategic public places.

- 5 **On-site and virtual mentoring.** The program mentors maintained frequent communication with the two trained coalitions to support the radio drama scriptwriting, cast selection, and the pilot of the first episodes of the drama. In addition, the mentors supported the design and enumeration of the baseline surveys, facilitating the use of complementary tools, sharing recommended practices, and answer questions as they arose. The mentors also visited each community to monitor program implementation, hold brief refresher trainings, and to adjust the radio broadcast and community mobilization strategies. During these visits, the coalitions and mentors also prepared the tools for the final program evaluation.
- 6 **Evaluation and systematization of the experience.** Together, the program partners and participants designed and conducted a final evaluation. This evaluation targeted the same individuals that responded to the baseline survey to be able to measure the impact achieved by the My Community programs implemented by the regional councils. Finally, the program partners conducted an internal evaluation with members of the Regional Councils of Adolescents and Youth to analyze the program results and distill lessons learned during their experiences with the program.

The My Community model that was shared with the regional councils for its adaptation to the local context consists of four phases: (1) Formative research (know before intervening); (2) Planning and training (why and how to intervene); (3) Development of skills and resources; and (4) Conduct the intervention.

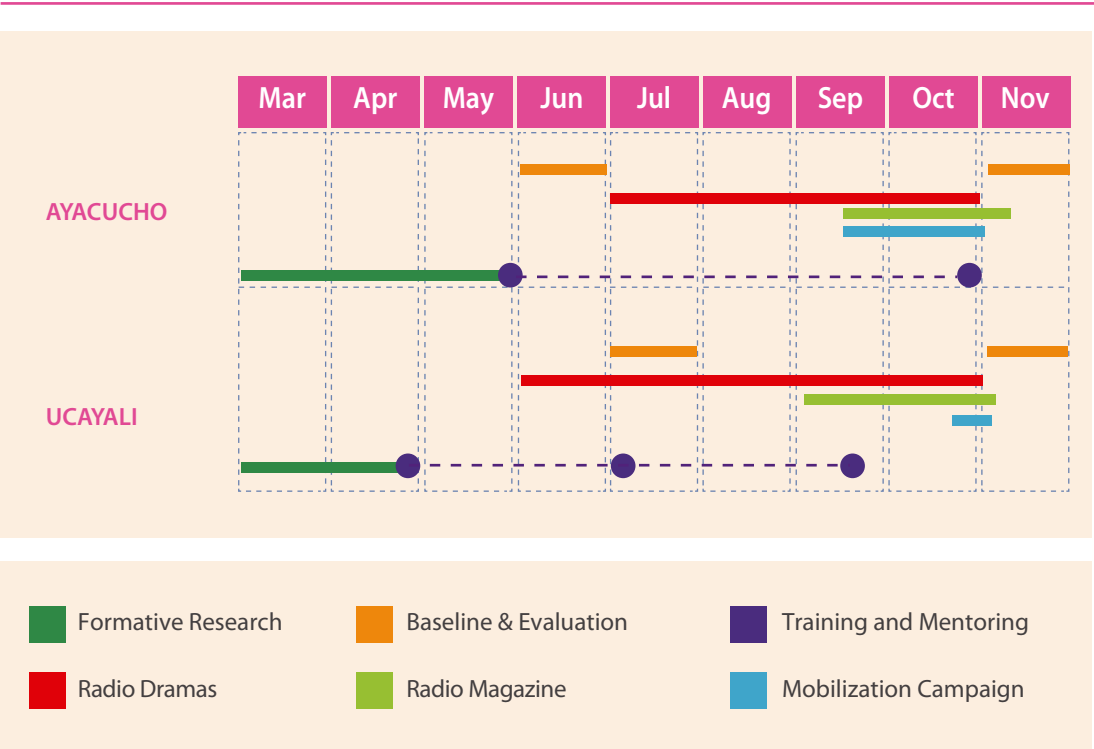
Graphic 2¹⁴



14 | Graphic taken from: Ampuero, Javier. "Edutainment: trigger changes from sensitivities and pleasure", a Powerpoint presentation in the workshop "Training and planning in communication and edutainment". PCI Media Impact / UNFPA. Ucayali, April 2011; Ayacucho, May 2011.

The Plan for Developing a My Community Program in Each Region

The six stages of My Community were simultaneously implemented in both Ucayali and Ayacucho throughout the planned nine months of the intervention; there was minimal variation in implementation between the two regions, as seen in Graphic 3. The longest stage, as is typical, was stage four: execution of the program plan. This stage took four to five months total, and included production of the radio drama, broadcast of the radio magazine shows, and the community mobilization activities.



1 Communication and Entertainment-Education for the Prevention of Teenage Pregnancy Training and Planning Workshop

After receiving the program proposals from each coalition, capacity building workshops were hosted to train members of the regional councils and their partner organizations in the Entertainment-Education methodology so they could design and execute a plan to prevent teenage pregnancy in their communities.

The workshop in the city of Pucallpa (the capital city of Ucayali) was held from April 27th to 30th, while the workshop in Ayacucho (the capital city of Ayacucho) took place from May 25th to 28th.

The first third of the workshop was dedicated to working with the participants to draft a communication intervention plan for the prevention of teenage pregnancy. This plan complemented the political advocacy strategy of each regional council. For this portion of the workshop, the facilitators shared and analyzed programs and products made by My Community coalitions throughout Latin America, talked about communication for social change and Entertainment-Education, and analyzed the issue of teenage pregnancy in the region. The coalitions were able to use this information to define their target audiences, objectives, results, and communication program intervention strategy.

The rest of the workshop was dedicated to learning the methodology of creating an Entertainment-Education story. The teams of youth participants engaged in skill-building activities that provided training and, at the same time, advanced the process of creating the initial product of their intervention plans: the radio serial drama.

First, each group created their values grid, a tool that is crafted using the results of the formative research and that defines the educational content that will guide the creation of the characters and plots for the Entertainment-Education drama. The values grid is built by weaving together three strands of educational stories that analyze the current status of the issues to be addressed by the initiative. The program uses this tool to identify the values, perceptions, attitudes, and everyday practices to be promoted or challenged by the program in order to catalyze change. After the creation of the values grid, the coalitions started creating their radio dramas, producing first drafts of their characters and plots that, after being tested with members of the target audience, the coalitions will continue to develop with the support of various local stakeholders.

The results of the first My Community workshop were critical to the remainder of the process:

- A. **Established Entertainment-Education Coalitions.** 35 adolescents and youth, 14 from Ucayali and 21 from Ayacucho, learned to apply the approach and methodology of Entertainment-Education to the objective of preventing teenage pregnancy. These youth created two local coalitions that were in charge of implementing the established program plans, which clearly defined each coalition member's responsibilities.

Media Impact & UNFPA My Community Training and Planning Workshop Participants		
	Ucayali	Ayacucho
Age		
10 to 14	0	1
15 to 19	5	8
20 to 24	3	11
Over 24	6	1
Gender		
Male	8	13
Female	13	8
Total	14	21

The participants from both workshops evaluated the experience extremely positive, as can be seen in the table of workshop evaluation results.

Media Impact & UNFPA My Community Training and Planning Workshop Participants		
	Ucayali	Ayacucho
In general, do you think the workshop was:		
Excellent	70%	86%
Good	30%	14%
Regular	0%	0%
Bad	0%	0%
What was the most important thing you learned in the workshop? (multiple options)		
Steps to create a radio drama: values grid, storylines	67%	32%
Entertainment-Education/ story creation	27%	14%
Comprehensive Sexual Education, Prevention of Teenage Pregnancy	7%	25%
Steps to make radio programs	20%	--
Team work / knowing how to listen / how to share	7%	11%
Leadership and self-esteem, letting go of embarrassment	--	11%
Knowledge about issues of communication	7%	--
Other	7%	7%

“We’ve learned something new, at least new for me and my organization: Entertainment-Education. We were doing some of it before, but were focused on the “edu” part, meaning everything needed to be educational. It was part of our vision of the way we did things, but now we’ve learned that it’s valid for these products to be entertaining, that the kids learn as they have fun. We have also learned to write scripts, to put together a values grid and radio drama.” Xuxa Diaz Lopez (23 years old), Challenges & Change, Pucallpa

B. Designed Communication and Entertainment-Education Plans. 3Two program plans were outlined, including budgets and timelines. The program plans were tied to the political advocacy plans of the Regional Council of Adolescents and Youth in each region. Each plan included: a baseline assessment, the production of a radio drama, the production of a radio magazine show, community mobilization activities, and a final evaluation.

UCAYALI PLAN		
Target audience	Adolescents ages 14 to 18 from the districts of Calleria, Manantay and Yarinacocha, in the province of Coronel Portillo	34,500
Secondary audience	Parents and close relatives of members of the target audience. Teachers of members of the target audience. Other youth (friends and older siblings of members of the target audience).	258,000
Objectives	Promote positive changes in the everyday lives of residents in these three districts to favor the prevention of unplanned teenage pregnancies and respect for the sexual and reproductive rights of youth.	
Expected Results		
Adolescent males and females are capable of making their own responsible, autonomous, and informed decisions about their sex lives, reducing the risk of unplanned parenthood or contracting an STD.		
Adolescent males and females value romantic relationships that are based in mutual respect and gender equality.		
Parents value frequent communication about issues of sexuality with their adolescent children to prevent unplanned pregnancies.		
Teenagers own their right to receive evidence-based information and sexual and reproductive health services, and they support the initiatives of CRAJUPEA to defend youth's ability to exercise their rights.		
Key Activities		
Baseline survey (June to July)		
Entertainment-Education radio drama: 16 episodes (June to September)		
Entertainment-Education radio magazine show: 16 additional broadcasts (July to August, the radio drama was included from September to November)		

Support for the Weekly March for the Prevention of Teenage Pregnancy (political advocacy plan)
Support activities for Amazon Student Day (August 20 th)
Support Aactivities on Youth Day (September 23 rd)
Games and contests about responsible sex lives and relationships rooted in gender equality with youth in night clubs (August to November)
Interactive theater in marketplaces about sexual education between parents and their children (July to August)
Campaign to favor normative changes through online social networks (June to November)
Final evaluation survey (November)

AYACUCHO PLAN		
Target audience	Male and female teenagers from 14 to almost 18 years of age in the city of Huamanga.	24,644
Secondary audience	Parents and teachers	196,746
Objectives	Promote inter-generational communication and teenager’s adoption of life plans, encouraging the prevention of teenage pregnancy and respect for the sexual and reproductive rights of youth.	
Expected Results		
Adolescents understand what comprehensive sexual education is, recognize their right to receive sexual education in school, and demand counseling sessions led by health center personnel about issues of sexual and reproductive health, including the prevention of teenage pregnancy.		
Adolescents identify the Regional Youth Council as a space for youth participation in activities to prevent teenage pregnancy, and know and support the council’s proposals.		
Adolescents know about the differentiated sexual and reproductive health services that are available in the Hospital of Huamanga; they demand that similar differentiated services be implemented in other health establishments.		
Parents value the importance of communicating with their children about sexuality and life plans, and support their participation in activities organized by the CRJ.		
Teachers are willing to address issues of sexual and reproductive health during counseling sessions; they support the initiative to implement comprehensive sexual education in schools.		

Key Activities
Baseline survey (June to July)
Entertainment-Education radio drama: 14 episodes (June to October)
Entertainment-Education radio magazine: 14 broadcasts (September to December)
Artistic Fair “When Love Takes Hold: Put your heart and youth into raising awareness about the prevention of teenage pregnancy (PTP).” Collection of signatures on petitions for comprehensive sexual education (CSE) and (CDJ).
Informative fairs (games, video chats, and radio drama listening) about CSE and inter-generational communication for parents and teachers.
Final evaluation survey (December)

C. Created radio dramas based on each cultural context. Each group discussed which aspects of teenage pregnancy they would address; which attitudes, practices and information they would provide; and which perceptions and behaviors they would question. As a result of this discussion, each group created a values grid, which defined the educational content of their respective radio dramas.

The Ucayali coalition’s values grid consists of three thematic axes: adolescents and a responsible sex life; equitable relationships between men and women; and communication between parents and their children about sexuality.

Educational Issues	Positive Values	Negative Values
Teenagers have sexual relations without using a condom, increasing the risk of unplanned pregnancy or contracting an STD.	Teenagers decide whether or not to have sexual relations without the influence of peer pressure.	Male and female teenagers prefer to have sexual relations without a condom, using the excuse that they don’t feel the same pleasure when they do.
Youth don’t exercise their right to access sexual and reproductive health information and services.	Teenagers decide to correctly and consistently use condoms during sexual relations.	The numbers of teen pregnancies, and STD and HIV infections increase.
	Teenagers believe is possible to have enjoyable sexual relations while using a condom.	Teen mothers quit school out of shame and social pressure.

Educational Issues	Positive Values	Negative Values
	Teenagers exercise their right to receive sexual and reproductive health information and services, and they support norms that allow them to exercise their right.	Youth don’t know their right to access sexual and reproductive health information and services.
Male teenagers say that women exist to obey men and use pressure, violence, and coercion with their girlfriends, preventing them from making autonomous decisions, creating a dependent and submissive relationship.	Male and female teenagers value relationships based on mutual respect. Teen boys listen to their girlfriends, respect their decisions, and they express their affections without fear of being considered less of a man. Women act with confidence and independence.	Both male and female teenagers think males are superior. Teen girls have low self-esteem; they believe and adopt their partners’ decisions. To be considered a man, a male teenager has to be dominant in a relationship; he must have other girlfriends, be tough and not express any feelings.
Parents don’t talk about sexuality with their teenage children, out of shame, lack of knowledge, or because they believe their children are too young to discuss the topic.	Parents value frequent communication about sexuality with their teenage children to prevent unintended pregnancies.	Parents want to make all the decisions in their children’s lives. Teenagers don’t talk about sexuality with their parents because they fear violent reactions.

The Ayacucho coalition’s values grid is organized around three thematic axes: sexual relations between teenagers who are in a committed relationship; communication about sexuality between parents and their children; and creating a trusting relationship between teachers and students.

Educational Issues	Positive Values	Negative Values
Teenage girls establish dependent relationships with their partner, accepting his decisions without questioning them because they fear they will lose his affection.	Boys and girls strengthen their self-esteem; they learn to value their own qualities, their life plans, and to accept themselves as they are.	Emotional dependency of teen girls on their boyfriends; boys take advantage of this situation.
Experienced friends influence and awaken other girls’ inquisitiveness about their own sexual debut.	Teen couples talk to each other, generating an environment of mutual respect and trust, so they know what each expects of the other.	Use of alcohol as a tool to pressure girls and to have sexual relations.
Girls think they can change boys.		Peer rejection of boys who are not sexually active.
Boys try to prove their manhood by having or inventing numerous girlfriends at a time, or claiming they have had sex with many girls.	Best friends serve as a support to strengthen their friends’ and serve as confidants.	Peer rejection of “dull” girls who don’t stay out late or who have never had a boyfriend.
Teenagers don’t trust their parents enough to talk about love and sex because their parents spend all their time working, are stressed, tired, or are in a bad mood because of the family’s finances; they have macho behaviors; they have had a limited sexual life; and they belong to a conservative society.	Parents show affection, attention, and concern, and strengthen their teenage children’s self-esteem.	Careless parents don’t listen to or pay attention to their children.
	Teenagers, aware of their vulnerability to STDs and unplanned pregnancies, talk to their parents about sexuality.	Due to a lack of attention and listening from parents, youth rebel by having irresponsible sexual behaviors, cutting their life plans short, becoming pregnant, or contracting an STI.
Children do not speak to their fathers in a meaningful way; the father promotes a macho mentality in his sons and is overprotective of his daughters.	Mom and dad give an example of equitable relations for their children.	Parents raise their children to have a sexist attitude.

Educational Issues	Positive Values	Negative Values
Conservative teachers in charge of giving counseling sessions don’t talk about sexual and reproductive health despite being trained to do so, leading students to talk about sex in secret.	Teachers in charge of counseling sessions use a comprehensive sexual health approach (how our body works, understanding our emotions and feelings, acting in accordance with our values) to talk about issues of sexuality in their classes and develop mentoring relationships with their students.	Teachers don’t talk about sex for fear of not knowing how to respond to students’ questions or for fear of eliciting negative reactions from the parents.
Teachers are more concerned about the academic aspects of the students’ education, and they don’t get involved in problems that arise between students.		Students don’t take information or classes about sexuality seriously. Sometimes they feel embarrassed or intimidated.
To protect their institutional image, schools prohibit expressions of love between couples. In some cases, school officials crack the whip and repress affection and sexuality between youth peers, forcing teenagers to seek out places that are hidden and dangerous.	Principals, teachers, and support staff establish relationships of trust and dialogue with students, prioritizing the comprehensive education of their students.	Parents don’t want their children to receive information about sexual and reproductive health at school.

Using their values grid, each coalition unleashed their creativity to write the dramatic storylines of the radio drama plot, create the character profiles and relationship map, and outline the series by blocking out episodes according to the issues and dramatic climax. In Appendix 2, the reader can see the user guide for each of the radio dramas, including episode descriptions, discussion questions, and key messages promoted. In addition, all of the episodes of each series can be heard on the enclosed CD.

“Páginas de Amor/Pages of Love” – radio serial drama, Ucayali, 16 episodes

This drama chronicles adventures of love and friendship in a group of adolescents. Patty is Luis’ girlfriend, but her father does not approve of their relationship. Mayara tries to destroy the relationship between Luis and Patty, because she cannot stand to see her ex-boyfriend so happy with another girl. Luis does not know how to handle the problems caused by Mayara, and having been advised by Pepe, thinks he can date both girls at the same time. Carlos declares his love for Andrea and they start a secret relationship, fearing that their parents will not support their love. Under the influence of his friends, Carlos begins to feel jealous and to control Andrea’s life so that she respects him as the man of the relationship. At first, Andrea accepts Carlos’ attitude because she believes it is his way of expressing his love, but the situation soon becomes unbearable. Will the characters learn to make their own decisions despite the peer pressure? Will they find the path to communication and mutual respect in their relationships? Will they get the understanding and advice they seek from their parents and teachers?

The boys and girls in Ucayali who participated in the workshop had high expectations about the potential impact of the soap opera: *“A radio drama has never been broadcasted in Ucayali, it’s something new. There have always been radio programs with young people as hosts, but the broadcast of a radio drama has never been done before. I think that it is a challenge for us to grab the attention of the audience, to make them like it and, above all else, get them to participate in the program.”* Verita Ramos, “Dejando Huellas”, Ucayali.

“[We hope] teenagers and parents who listen to this radio drama will identify with the characters and their situations, that they wonder not only what is going to happen with a particular character but also think, “I believe my son is going through the same, or I believe I’m behaving this way”. The people identify with the characters and so are empowered by the information they receive, and they are willing to change some habits or behaviors that may promote teenage pregnancies.” Saul Linares, Cedro, Ucayali.

“Cuando el amor agarra/When Love Takes Hold” – radio drama, Ayacucho, 14 episodes

This story chronicles the life of a group of teenagers in a school called “General Honors” in San Fermín. Diego, Andrea, Marilyn, and Anahi find love and must make decisions about their first sexual experiences, the possibility of an unplanned pregnancy, and violence. Diego finds himself at a crossroads, and he has to decide whether to go along with the macho mentality of his friend or to challenge it and acknowledge his true love and admiration for Andrea. Andrea suffers from a lack of understanding from her father, who is a teacher that is obsessed with discipline and appearances. Marilyn and Anahi share the anguish of an unplanned pregnancy, and must fight stigma and prejudice at their school, where they find the support of a teacher who helps them navigate the situation.

The Ayacucho coalition also trusted in the potential reach of the story they had begun to write during the initial workshop: *“With this radio drama we hope to change the ideas of some people, we don’t want them to stop being conservative, but we want them to at least talk about sexuality and pregnancy prevention with their children. I hope that by the end of the year boys and girls are better informed, aware of their sexuality, and that parents begin to talk to their children without fear.”* Yenifer Chavez Alarcon (16 years-old), Ayacucho

Two exercises about radio production were conducted after each training workshop: the pilot of the first episode of each radio serial drama, and the production of a live radio magazine show about the prevention of teenage pregnancy that incorporated the pilot episode of the radio drama in the show. These activities served as the basis from which the teams could outline their series and the radio programs hosted by and featuring youth in their community. The pilot episodes produced in each workshop can be heard on the enclosed CD.

2 Baseline Assessment

In each region, the coalitions that were trained at the workshop designed baseline survey questionnaires using as a guide the proposed results and indicators listed in their intervention plans, as well as the content of the serial drama’s values grid. The surveys were prepared with the aim of gathering information that would allow the coalitions to measure pre-intervention knowledge, attitudes, and behaviors related to sexual and reproductive health in teenagers, and to understand how youth consume communication products, especially radio.

Then the coalitions selected the educational institutions where they would administer the surveys, and gathered information about the quantity of students at each school to be able to calculate the number of surveys to be administered.

From June 20th to 24th, CRAJPEA administered 495 surveys in six educational institutions in Ayacucho: Mariscal Caceres, Nuestra Señora de las Mercedes, Faustino Sanchez Carrión, San Juan, Abraham Valderomar, and Nuestra Señora de Fatima.

In July, CRAJUPEA administered 253 surveys in six educational institutions in Ucayali: Yarinacocha National School, Faustino Maldonado, Marko Jara, San Fernando, Comercio, and La Inmaculada.

The baseline survey was administered to a total of 748 teenagers between the ages of 14 and 18 in both regions where My Community was implemented. The information gathered by the coalitions in each region was recorded and processed in a Survey Monkey database designed by Media Impact. The reports containing the survey results about the perceptions, attitudes, and practices of teenagers with regard to sexuality, health, and education, and youth patterns of radio consumption and use of wireless technology proved very useful for adjusting the design of the communication strategy in both regions. Specifically, these reports helped to refine the messages and content of the radio dramas, and to select the radio stations and broadcast times with the highest share of teenage listenership.

The main results of the baseline survey conducted in each region are published and analyzed in Chapter 5.

3 Producing and broadcasting radio serial dramas about the prevention of teenage pregnancy

After the workshop, the coalitions gathered and involved more local teenagers in the creative process of creating the radio drama and the strategy for its use. Both coalitions locally produced a total of 30 episodes of two radio serial dramas, using local talent for script writing, acting, and production; they also produced and aired a total of 44 episodes of two radio magazine shows.

Ucayali: Páginas de Amor/Pages of Love by Radiolescentes

With the support of 16 adolescent and youth participants who served as actors, writers, and producers, CRAJUPEA produced 16 episodes of the radio serial drama “Páginas de Amor/Pages of Love”.

This radio serial drama was broadcasted under the supervision of four young producers and hosts as part of the radio magazine show “Radiolescentes” on Radio Progreso 107.7 FM¹⁵ on Tuesdays and Fridays at 3pm. When selecting the radio station and broadcast schedule, the coalition considered the results of the baseline assessment, which revealed that 87% of adolescents listen to the radio, and 4 out of 10 of these teenagers prefer Radio Progreso (37.3%) over other radio stations (Moda: 25%; Studio 92: 11.4%); also youth usually listen to the radio from Monday to Friday (53.6%) between 3pm and 6pm (63.5%).

When “Radiolescentes” began broadcasting on Tuesday, August 9th, it used a musical radio magazine format with “shout outs”, to make the show appealing to the young audience. The broadcast of “Pages of Love” began on Friday, September 9th and ended on Tuesday, November 8th. There were a total of 27 broadcasts.

“They called us or sent us (the hosts) messages, even two hours after the broadcast finished the messages kept coming. A 15-year-old boy never missed a program; now that we have finished the broadcast he misses “Radiolescentes”. Since today is Thursday, he sent a message saying: “I’ll be listening for you tomorrow, please come back.”

“In the last show, a week ago, we got very sad. We had tears in our eyes because we had to say good-bye. But we hope to come back with a lot of enthusiasm, a lot of smarts. Because “Radiolescentes” is here, it has stayed in the region.” Cecilia Chujutalli (19 years-old), Host of Rradiolescentes” and a representative of CRJUPEA

15

Radio del Progreso is a that was located on the seventh place rating in Pucallpa, with an average of 2100 listeners. Source: MarketReport, January 2011, CPI.

The “Radiolescentes Online” Facebook account was opened on August 6th as a way to keep in touch with the young audience. It garnered 642 registered fans by the last week of the broadcast. Communications from listeners usually came through text messages sent to the hosts’ cell phones or as a message on the Facebook page. On the Facebook page, in addition to greetings and basic exchanges, there were also very interesting debates including the following, which occurred when the coalition posted the slogan of the Ministry of Health campaign for the Week for the Prevention of Teenage Pregnancy:



Radiolescentes Online. (Posted Image) Think, don't swap your dreams for diapers.

*TS: F***, I wish I would have seen this before haha*

Radiolescentes Online. Hahahaha but you can prevent a second pregnancy... so talk to your partner.

WEC. Woouooa ...great ad, but in my opinion I think that is a little offensive because we know very well there are teen moms and dads in our community, and that being a parent was not and still is not an obstacle to achieving our goals...it's just a personal opinion, good luck guys keep up the radio show, which is very popular not only among teenagers but also among parents, which is good... hugs to everyone.

TS. hahahaha.. don't mention it... I don't want any more kids, my beloved son is enough hahaha

TS. I think it's ok, the hard part is when you find out and think your dreams are over but when you see your son, you feel that a new dream was born with him.

Radiolescentes Online. WEC nice comment.... We are first in pregnancies among 12 to 14 years olds... and teenage pregnancy is the second most common cause of youth dropping out of school, the ideal would be that pregnancies are wanted and NOT TOO LATE OR TOO EARLY OR TOO OFTEN.

ES. I'm posting from twitter!! :)

WEC. That's right radiolescentes, and you are doing an important job with your radio show by perhaps preventing these unwanted teenage pregnancies. Keep it up...You are doing a great job in our region, cheers and blessings...it's time for lunch...hehehe

HI. Hello boys and girls, I agree with WEC... And we let MINSA know, we believe the message is non inclusive, discriminatory, and always focused on women, who are portrayed as responsible for the pregnancies. Do girls who are already mothers not have dreams? As a national campaign, it is lacking a focus on rights, let alone an inter-cultural focus, it seems that conservative ideology is still dominant and it contains little analysis of reality, as you say. That's why we will not stand for that slogan on such an important date like the week of prevention of teenage pregnancy. We propose this slogan: "No more early pregnancies, prevention is in our hands".

ES. I agree with HI

AGR. Yep =)

NMC. I have swapped my dreams for the joy of being a mother!!!

Radiolescentes Online. Hi, thanks for comments heheheh... I'm sure there are lots of slogans that make us reflect. But we need to think about a few things... I did some research and people who have worked on communication projects know that EVERYTHING HAS TO BE PILOTED, although many of us don't feel that way :D. The slogan offered by Lic HI is good but we need to ask ourselves if prevention is truly in our hands. There are many laws and norms that impede teens from accessing information or contraceptive methods. IS THAT IN YOUR HANDS? According to many studies...over 80% of teens start their sex life in an involuntary way... is it in their hands? It is true that many strategies from MINSA are usually directed toward women as the one responsible for the pregnancy. But there are organizations that host interesting dialogue about the issue. LET'S EMPOWER WOMEN SO THEY DECIDE and so no one else decides for them. HOW AWESOME... women with autonomy... women deciding for themselves and thinking about themselves...in their future...like NMC who wants to be a mother...isn't that cool? There are many things to improve, a lot to do... we hope you keep following us in this process that we have started... we want a change... we want teenagers who decide for themselves and don't swap their dreams for diapers... and we want for a child not to be an excuse to not move forward. Prevention of teenage pregnancy in Ucayali... needs everyone... WE HOPE TO STAY IN TOUCH WITH YOU ALL.

IWEC. Very good comments... I never thought my comment would have such a ripple hehehe... sexual and reproductive health specialists keep commenting... despite all of this let's keep moving forward... teen moms and dads I invite us to keep fighting for our dreams, dreams that will come true with will and effort ... and stop using our kids as an excuse not to move forward... words from a teen dad.

WEC. Hehehehehehe ok no more comments hehehehehe why are you missing out on this chance to speak doctor

CChM. That's right folks we should all work to reduce the high number of teenage pregnancy in our region...it's great that this slogan started a debate... that's what facebook is all about, right? To let everybody say what they feel and think. That's the gist of a social network and I'm glad many of us are interested in TEENAGE PREGNANCIES.

MF. How beautiful... they think... lots of teenagers

MF. Too bad they just... think,,, -:-

MF. Jese!!!

MF. What's up...Mr. TS ...hahaha

TS. What's up young MF

MS. Woouooooaaaa.... What a nice slogan, of course our dreams don't have to end simply because of motherhood... naaaa guys life goes on... this inspires us to move forward... just the opposite... this is really good I like it.

JL. When the time is right...our dreams will become diapers... but only at the right time. Taken from the "Radiolescentes Online" Facebook account (13-09-2011, 12:48 to 15-09-2011, 14:24). The names of the participants have been changed to initials to maintain their anonymity.

The Radiolescentes Online Facebook account was created to enrich the bond between the radio magazine show and its audience. Yet, it also became a communication channel that generated its own relationship dynamics with teenagers. The coalition even created a character that dialogued with Facebook fans.

"We created a Facebook page and everyday we had to invite many new friends so that people knew more about Radiolescentes. We created a character called Estrella Vasquez to talk with the fans to tell them to listen to the program and go on the Facebook page. Estrella talked to everyone. One of the fans even fell in love with her; he sent her messages. Estrella gained the trust of all the fans; they trusted her a lot. One time they were talking with Estrella about homophobia and a guy told her he was gay and his parents didn't know about it, he asked if we could talk about homophobia on the show, o we talked about it on Radiolescentes because he asked Estrella, and that day he called the show. It was a pretty long conversation that is saved on Facebook, he tells Estrella a lot of private things." Cecilia Chujutalli (19 years-old) host of Radiolescentes and representative of CRAJUPEA.

Ayacucho: Cuando el amor agarra/When Loves Takes Hold by Zonadolescente

The Ayacucho coalition, with the participation of 17 teenage actors, produced 14 episodes of the radio serial drama "Cuando el amor agarra/When Love Takes Hold". There was a public casting call to select the teenage actors who portrayed the drama's characters. Similarly, to select the adult actors and actresses, the coalition appealed to local parents and to representatives of the Federation of Mother's Clubs in Ayacucho.

A production team of seven teenagers was in charge of producing and hosting the radio magazine "Zonadolescente/Teenzone", where the radio drama "When Love Takes Hold" was broadcasted on Radio Las Vegas (which later changed its name to OK radio) 106.1 FM¹⁶, at 7pm on Tuesdays and Thursdays.

The CRAJPEA baseline survey results were taken into account when selecting the broadcast time and radio station. The baseline survey established that practically all adolescents (99.8%) listen to the radio and prefer two stations, Radio Moda Mix (43.3%) and Las Vegas (27.1%); they listen to the radio every day (50.4%) between 9am and noon (24.9%) or between 6pm and 9pm (23.3%).

Broadcast of the radio magazine show started on September 20th and the radio drama "When Love Takes Hold" premiered on Friday, September 30th. "Teenzone" aired until November 15th (17 total broadcasts). Taking into account the results of the baseline survey, as well as comments and messages received through telephone and Facebook, the coalition decided to rebroadcast only the radio drama daily at the same time as the broadcast of the radio magazine. Therefore, between Monday, October 31st and Thursday, November 17th, "When Love Takes Hold" was rebroadcasted on Radio Moda Mix at 7pm, the same time that "Teenzone" aired on Radio Las Vegas.

"Next Tuesday is the last program and I feel sad because it has become part of my routine to go to the program every Tuesday and Thursday, to talk to the guys. For me, really, this is a way to de-stress, to forget about family problems, academic problems. I have fun doing the show, talking with teens that call the radio and send their messages." Rocío Cohaila (18 years-old), host of "Teenzone" and a representative of CRAJPEA.

The team took advantage of their visits to and mobilization activities in educational institutions to form "listening clubs" to promote listenership and evaluate the radio magazine show.

"Listening clubs have been put together in each school, and have been included in a registry. We are constantly greeting the kids on air, they are going onto the Facebook page, and they write us asking us to give shout outs to listeners in Mariscal, Mercedes, Abraham Valdelomar, and the San Juan school". Gustavo Aliaga Quispe (19 years-old), Producer of "Teenzone", a member of CRAJPEA, Ayacucho .

"More girls than boys listen to the program. Most boys do not care about these issues; women do a little more. It's because of the education the boys receive at home, the boys see the machismo that started long ago, and so they learn it. To reach more boys, you need to tell more jokes, play reggaeton music, or give advice to boys who are in love but don't know how to tell the girl. In the radio drama there are mostly situations for women and not for men, and in the scenarios we do hear, women are the victims and men the perpetrators." Our Lady of Mercy High School Listening Club, Ayacucho

The Facebook account "CRAJPEA Teenzone" was created to keep in touch with the show's audience, and now has 150 followers. An average of ten listeners participated in each program, using text messages and Facebook messages.

"At the beginning of the program we provide the numbers where we receive messages, and our listeners begin to send text messages. Mainly we will get shout outs, suggestions about the topic of the day, listeners will share their experiences, send music requests, give us compliments, comments on the radio drama. Mostly we receive messages from boys asking for contemporary music. The group has a Facebook page where the teens can enter and leave messages, and where we can talk with them. We have a laptop and an internet connection in the booth with us to be able to connect. The interaction on the Facebook page is much greater because the teens are connected to the internet and listening to the radio at the same time. So they send us comments, greetings and we respond on the Facebook wall and try to get them to comment about the subject. In Hotmail we get about 15 messages a day, and on Facebook another 15. There are days where we exceed this amount, and others when not as many people connect. We add an average of 30 people to the Facebook page each program. Before the messages were limited to greetings, but today the teens add comments about the subject of the day." Mayra Rojas and Yack Melgar, Reporters and Audience Interaction Monitors for "Teenzone", Ayacucho.

4 Community mobilization activities

To raise awareness and generate public dialogue about the issues, the coalitions executed various activities tied to the radio magazine show in public squares, streets, markets, and educational institutions.

In Ucayali six activities were held in educational institutions, markets, and a nightclub. According to records from the events, an estimated 450 teenagers, youth, and parents participated.

"In the nightclub 'The Academy' we had a lot of pick-up. I did not think that would happen because I go to a club to dance, to have fun, and if someone says to me 'hey listen to the program, pay attention...' I am not going to give them any attention. The reality was different: we got to the club, the boys and girls began to scream, and we gave out 'Radiolescentes' t-shirts, stickers, and bottle-opener key chains. We started holding contests and everyone participated, they even asked us to go up on stage. We also went to Bellavista Market, which is one of the busiest markets in the whole region. We got there at 6 in the morning, which is a busy time when people go shopping and vendors arrive. We had aprons to give away that day. I put on my apron and the guys on the team did too, then, with our megaphone, we said: 'Ok, who wants to compete.' The ladies were excited, many of them told us they may not have the knowledge to talk about sexuality with their children, but they would love that their children receive good information." Cecilia Chujutalli (19 years-old), Host of "Radiolescentes" and a representative of CRAJUPEA

Date & Time	Venue	Description	Educational Issues
Tuesday, October 25th 6:30 am	Bellavista Market	<ul style="list-style-type: none">• Open invitation during the peak of the market.• Hosting games related to Ordinance 011.• Key information on Ordinance 011.• Awards for the participants.	100 parents willing to talk to their teenage children about issues of sexuality, and who recognize the importance of Ordinance 011.
Tuesday, October 25th 12:20 pm	San Fernando School	<ul style="list-style-type: none">• Presentation of theatre production Claun to promote in adolescents an attitude of autonomy to decide about their own sexuality without pressure from their partner or friends, and promotion of the Radiolescentes radio program.• Games and contests related to the theatre show.	50 boys and girls learned about the importance of adolescents having an attitude of autonomy to decide about their own sexuality without being pressured, and learned about Radiolescentes.
Friday, October 28th 12:20 pm	Inmaculada School	<ul style="list-style-type: none">• Presentation of theatre production Claun to promote in adolescents an attitude of autonomy to decide about their own sexuality without pressure from their partner or friends, and promotion of the Radiolescentes radio program.• Games and contests related to the theatre show.	50 boys and girls learned about the importance of adolescents having an attitude of autonomy to decide about their own sexuality without being pressure, and learned about Radiolescentes.

Date & Time	Venue	Description	Educational Issues
Friday, November 4th 12:20 pm	National School of Yurimaguas	<ul style="list-style-type: none">• Presentation of theatre production Claun to promote in adolescents an attitude of autonomy to decide about their own sexuality without pressure from their partner or friends, and promotion of the Radiolescentes radio program.• Key information about Ordinance 011.• Games and contests related to the theatre show.	50 boys and girls learned about the importance of adolescents having an attitude of autonomy to decide about their own sexuality without pressure, and learned about Radiolescentes
Tuesday, November 8th 7:00 am	Micaela Bastidas Market	<ul style="list-style-type: none">• Open invitation during the peak of the market.• Hosting games related to Ordinance 011.• Key information on Ordinance 011.• Awards for the participants.	100 parents willing to talk to their teenage children about issues of sexuality, and who recognize the importance of Ordinance 011.

In Ayacucho, between September and October, the coalition hosted information fairs in three schools: Our Lady of Mercy, Faustino Sánchez Carrión, and the Gran Mariscal Cáceres School. The purpose of these fairs was to encourage reflection about adolescent sexuality, ways to prevent teen pregnancy, and ways to protect oneself from contracting STIs and HIV/AIDS. Each fair was comprised of a series of activities including videos projects, rapid HIV testing by health personnel, promotion of the radio drama and radio magazine show through the loudspeakers, and collecting signatures in support of the regional ordinance. Approximately 750 adolescents participated in the three fairs, and 537 signed the petition for the adoption of the proposed regional ordinance on comprehensive sex education.

On Sunday, October 18th in the Main Plaza, the coalition hosted the Festival of Information "Put Heart into Preventing Teen Pregnancy", in favor of the adoption of the proposed Ordinance of Comprehensive Sexual and Reproductive Health Education. The coalition had three stands at the fair where they distributed informational materials, led educational games, and collected signatures in support of the adoption of the regional ordinance. The health staff from the Teen Clinic at the Regional Hospital of Ayacucho also had a stand where they distributed information about preventing teen pregnancies. Approximately 800 people participated in this event, both directly and indirectly, and 546 people signed the petition in favor of the regional ordinance.

Finally, on Friday, November 4th, the coalition held a forum, "Put Heart into Preventing Teen Pregnancy", for the adoption of the proposed ordinance on Comprehensive Sexual and Reproductive Health Education.

The petition signatures were collected during school and public fairs hosted as part of the My Community program; it was signed by 1,007 students, 42 teachers, and 126 parents. (CRAJPEA, UNFPA and others, 2011).

5 Mentoring: direct and virtual

After the training workshops for the teams in Ucayali and Ayacucho, Media Impact periodically held virtual mentoring sessions with each coalition to support them during the processes of scriptwriting, casting actors and actresses, producing and testing the pilot episodes, and producing of the final episodes of the dramas. This mentoring took place over email, Skype, and phone calls starting in May. By July and August, the mentoring was mostly directed toward the design of the radio magazine shows and the community mobilization activities outlined in the program plan.

The Pucallpa team received two in-person mentoring visits, the first on July 6th and the second from September 21st to 23rd. The visit to the team at Huamanga occurred from October 18th to the 21st. These visits were very useful for reinforcing the knowledge of the coalition members, for interviewing listener groups, and for implementing adjustments to the intervention strategies based on observations from community events and information gleaned in the interviews with listener groups.

The mentoring visits in each region, which occurred mid-way through program implementation, were critical to reinforcing coalition knowledge about specific Entertainment-Education tools in a way that was relevant to each group's experience; to strengthening the capacity of each team to replicate, identify, and recreate the learned methodology, and to involve diverse community stakeholders in the program; and to defining next steps.

6 Evaluation and systematization of the experience

The regional teams designed a final evaluation survey that contained questions similar to those used in the baseline survey to measure changes in the knowledge, attitudes, and practices of adolescents resulting from the implementation of the program, and to assess the knowledge and relationships established during the execution of the main activities of the intervention plan: the radio serial drama, the radio magazine show, and the community mobilization activities.

The final evaluation was administered to the same students surveyed during the baseline assessment in order to measure the impact of the intervention conducted by the Regional Councils of Adolescents and Youth as part of the My Community program.

As is typical in this type of study, it was not possible to locate and survey in the final assessment 100% of the people surveyed in the baseline. In Ucayali 70.8% of the adolescents from the baseline survey (179) were interviewed, and in Ayacucho 76.5% (379) were interviewed.

Also, the program partners took advantage of the National Meeting of Regional Youth Councils for the Prevention of Teenage Pregnancy that was held between the 10th and 12th of November in the city of Tumbes, to evaluate the contribution of the My Community program to internally and publicly strengthening the regional councils of Ucayali and Ayacucho. This survey also measured the desire of the other three regional councils (Tumbes, Lima, and Loreto) to replicate the program in their communities.

The main findings from the baseline and the final evaluation from each region and the results of the regional councils' evaluation of the program are published and analyzed in the next chapter. The most important findings and results of the My Community programs that were implemented by the Regional Councils of Adolescents and Youth from Ucayali and Ayacucho have been included.

4.

CHAPTER



Results of the My Community Program
Implemented by the Regional Councils of
Adolescents and Youth from Ucayali and
Ayacucho

4

"Teenzone is live and direct, and if you mess up you have to fix it immediately because time keeps going. So, I learned how to manage the pressure. That has been a very useful skill, because now when I have several exams, I can handle that pressure and find quick solutions to my problems." Rocío Cohila Aréstegui, CRAJPEA, Ayacucho

As was previously explained, the joint UNFPA Peru and PCI-Media Impact (Media Impact) program to utilize My Community for the prevention of teenage pregnancy in Ucayali and Ayacucho had two main goals. The first goal was to strengthen the Regional Councils of Adolescents and Youth, and the other was to positively impact the perceptions and attitudes of adolescents about their sexual and reproductive health.

In this chapter, we will share the achievements of the My Community program observed in the results of the baseline and evaluation surveys that were conducted with adolescents between the ages of 14 and 18 from twelve educational institutions in Ucayali and Ayacucho. We will also share the evaluation and the conclusions drawn by the representatives of the Regional Councils in the national meeting in Tumbes, in addition to other testimonies and interviews.

Objective 1: Enhance the communication skills of the Regional Councils of Adolescents and Youth to promote the sexual and reproductive rights of the adolescents. What was achieved?

Public recognition of the Regional Councils and their initiatives

With the implementation of My Community, the councils increased their visibility among adolescents in their communities. This visibility is indispensable for further strengthening the relationship of representation and leadership for sexual and reproductive rights between the councils and local teenagers. As can be seen in the table, there was a solid increase in audience knowledge about CRAJPEA in Ayacucho and CRAJUPEA in Ucayali.

Do you know about the Regional Council for the Prevention of Teen Pregnancy (CRAJPEA/CRAJUPEA)?				
	Ayacucho		Ucayali	
	Baseline	Final Evaluation	Baseline	Final Evaluation
Yes	14.1 %	35.5 %	11.5 %	86.4 %
no	85.9 %	64.5 %	88.5 %	13.6 %

Interestingly, recognition of the regional councils is associated with even greater improvements in knowledge about their initiatives and the implementation of regional ordinances that favor youth’s ability to exercise their sexual and reproductive rights. After finishing the My Community program, the regional councils managed to double knowledge about their initiatives in Ayacucho; in Ucayali this increase was eight-fold.

Do you know about the ordinance mandating that health facilities should have sexual and reproductive health services for adolescents?				
	Ayacucho		Ucayali	
	Baseline	Final Evaluation	Baseline	Final Evaluation
Yes	28.7 %	49.1 %	10.7 %	86.4 %
no	71.3 %	50.9 %	89.3 %	13.6 %

As a result of the combination of the political advocacy strategy and the public impact generated by the My Community program, CRAJPEA induced the Ayacucho Regional Government to approve its proposed regional ordinance: on November 12, 2011, the Regional Ordinance for the Prevention of Teenage Pregnancy was presented to and unanimously approved by the Assembly of the Regional Council. This story was published in the newspaper El Peruano on December 24th of the same year.

Effective Communication Between the Councils and Adolescents

With the implementation of My Community, the Regional Councils of Adolescents and Youth learned to convert their agenda - the adoption of laws about comprehensive sexual education and differentiated health services for adolescents – into a cause supported by every teenager. They developed their ability to create dramatized stories and construct new ways of relating to their audiences. It was through these mechanisms of relating to youth that the councils managed to effectively place their agenda into the daily lives of their community’s adolescents and youth.

"Tying My Community to the CRAJUPEA advocacy plan has been very rewarding. The whole project has been managed by youth and has been extremely well received. We had the radio program 'Radiolescentes' and, at the same time, we could promote the activities of CRAJUPEA. When we wanted to talk about the council, we used the radio. For example we would say: 'guys don't forget that today, there are elections for the council'. And already having the members of the partner organizations, in addition to the other people who listened to the show, as a captive audience was really helpful for making announcements. Having the radio show made things easier; people knew more about us and what we were doing." Cecilia Chujutalli Mego, CRAJUPEA, Ucayali

"If the My Community project, for which we created the radio show, informational fairs, and where we shared information about the collective, had not existed surely many people would not have found out about our work. In this process a lot of people have joined the collective. Currently there are 60 participants who have joined thanks to the information fairs and the "Teenzone" listener clubs. During this process, these people began learning that there is a council that works to promote the prevention of teen pregnancy, that we do political lobbying to get ordinances passed, that we are kids just like them. The radio program was a good choice because we had direct contact with everyone; it's done a lot for the council." Rocío Cohila Aréstegui CRAJPEA, Ayacucho

The level of listenership attained by the radio programs is evidence of the communicational strength of the Regional Councils of Adolescents and Youth: 4 out of every 10 adolescents in Ucayali and Ayacucho listened to the radio dramas and radio magazines.

Did you hear the radio drama and radio magazine?		
	Ayacucho	Ucayali
Yes	30.3 %	43.6 %
Probably, yes	14.2 %	1.7 %
No	55.4 %	54.7 %

Among those who reported having heard the CRAJUPEA or CRAJPEA radio programs and radio dramas, 7 out of 10 adolescents rated them as good or excellent.

In general, what do you think of the radio drama?		
	Ayacucho	Ucayali
Excellent	27.8 %	17.3 %
Good	46.7 %	67.9 %
Average	23.7 %	14.8 %
Poor	0%	0%
Awful	1.8%	0%

In general, what do you think of the radio magazine?		
	Ayacucho	Ucayali
Excellent	33.7 %	0 %
Good	42.6 %	76.5 %
Average	22.5 %	23.5 %
Poor	0 %	0 %
Awful	1.2 %	0 %

Additionally, after the My Community intervention, there was evidence of a significant increase in the levels of discussion about the prevention of teenage pregnancy in adolescents' everyday conversations.

In general, what do you think of the radio magazine?				
	Ayacucho		Ucayali	
	Baseline	Final Evaluation	Baseline	Final Evaluation
Yes	62.0 %	95.9 %	32.0 %	100 %
No	38.0 %	4.1 %	68.0 %	0 %

The radio programs produced by the Regional Councils of Adolescents and Youth were a significant factor in the increased level of conversation about the issue: 26.5% of adolescents from Ayacucho said that it was in the radio magazine, "Teenzone", that they heard about the prevention of teenage pregnancy, while 93.8% of adolescents from Ucayali say they heard about the issue in the radio magazine show "Radiolescentes".

Both councils demonstrated that their improved communication skills were not limited to the radio; they were also able to mobilize participation in everyday meeting spaces, including schools, public plazas, clubs, and markets.

In Ayacucho, 52.7% of individuals surveyed remembered the community mobilization activity that took place in their school, while 13.6% participated in the Put Heart into Preventing Teen Pregnancy Fair that was held in the main square of the city. In Ucayali, between 1 and 4 of every 10 listeners participated in at least one of the mobilization activities undertaken in schools, markets, and nightclubs.

The majority of people surveyed correctly identified the Entertainment-Education activities that took place in public spaces as initiatives of the Regional Youth and Adolescent Councils or their radio programs.

Who organized the activities about the prevention of teen pregnancy?		
	Ayacucho	Ucayali
The Radio program ("Teen Zone" / "Teen Radio")	27.0 %	97.2 %
The Regional Council of Youth and Teens CRAJPEA / CRAJUPEA	38.2 %	2.8 %
Other	34.8 %	0 %

These data support the conclusions reached by members of CRAJPEA and CRAJUPEA when they evaluated the usefulness of the My Community program for consolidating their organizations.

We were able to promote our councils because, thanks to the radio program, individuals and the community knew us and knew of our work. My Community contributed to bringing together the councils and the adolescents. The simple fact of being on the radio program made us feel closer to the kids; they called the program and there was more direct contact between us and the other youth.

We strengthened the political advocacy processes of the councils with the community mobilization and radio programs.

We put the issues of sexual and reproductive health, the sexual and reproductive rights of adolescents and youth, and the prevention of teenage pregnancy on the public agenda and on the agenda of the teenagers.

We also strengthened the social communication and community mobilization capacities of the councils. Before the program, many of those who were part of the project, including the hosts and part of the My Community coalition, hadn't the slightest idea of how to do a radio program or arrange community mobilization activities.¹⁷

Objective 2: Promote positive change in the daily lives of adolescents that encourages the prevention of teen pregnancy and respect for their rights. What was achieved?

The interventions implemented by the Regional Youth and Adolescent Councils from Ucayali and Ayacucho using the My Community framework demonstrated important advances in the extent to which their platforms and educational messages influenced the knowledge and perceptions of local adolescents.

Four out of ten adolescents listened to the radio programs.

To determine the intervention's level of impact in each location, it is important to know the percentage of adolescents who actually heard the radio drama and the radio magazine show, as these were the spaces created by the regional councils to promote the values, knowledge, attitudes, and experiences upon which to open dialogue with their audiences.

17

Conclusion of the group work of teams from Ayacucho and Ucayali. National Meeting of Regional Youth and Adolescent Councils for the Prevention of Teen Pregnancy, Tumbes (Peru), November 2011.

As was previously mentioned, in Ayacucho 44.5% of adolescents surveyed said they listened or probably listened to the drama "When Love Takes Hold" and the radio magazine show "Teenzone", while 45.3% percent of adolescents surveyed in Ucayali said they listened or probably listened to "Pages of Love" or "Radiolescentes".

As is usual, radio drama listenership was incomplete, especially in Ayacucho where only 15% of the audience was able to listen to all, or more than half, of the 14 radio drama episodes. In Ucayali, the series was heard in its entirety by 53% of the audience. Even so, as occurs in most programs, there are "star" listeners who not only followed the whole series, but who also made connections between the radio drama plot and what happens in their lives, analyzed the behavior of the characters, and extracted lessons from the drama for their lives.

"The drama is called 'When Love Takes Hold'. It takes place in a school where the Principal is called Magno Castro. One day he gathered the teachers to tell them to speak more about mathematics, physics, and chemistry during counseling hours. But there was a teacher named Erica that contradicted him, saying that in counseling hours teachers should talk about premature pregnancy. Andrea's mother told her that they were going to celebrate her fifteenth birthday party, but her father, Magno Castro, didn't want to. So Andrea told her mom that she was going to do homework, so she could leave home and go to her friend's party. She attended her friend's fifteenth birthday party; her brother saw her leaving the house and said he was going to tell his dad. That evening, Andrea's father beat Andrea and her mother. Something similar happened to me. I told my mom I was going to a party, she told me to come back early and I was going to, but my friends told me, 'Stay, a little longer'. My mom came to the party, pulled me out of it and hit me. I suggest that kids don't lie to their parents. If they are going to go out to a party, tell the truth." Brisel, (15 year-old), listener of "Teenzone", Ayacucho

"What most surprised me about the drama is the trust students have for their teachers, because I would usually not have that much trust for a teacher. I think it's good that the teacher is conscientious and builds trust with her students so that she can help them. The boyfriend was asking a girl to prove her love [by having sex], and said 'if you love me, you must prove your love'. The girl was pretty confused, and approached the teacher to ask: teacher, what can I do?" Talia (15 years-old), listener of "Teenzone", Ayacucho.

As too often happens, most of the audience listened to the programs alone (68% in Ayacucho and 46.9% in Ucayali). Adolescents who were able to listen to the radio magazine shows with others mostly listened with friends from school (35.8% in Ucayali and 10.1% in Ayacucho); fewer still listened with family (12.4% in Ayacucho and 11.1% in Ucayali).

"I listen to the program alone in my room while doing an assignment for school or finishing something that I need to do. I listen alone because everyone else in my house is older." Betsy (15 years-old), listener of "Teen Zone", Ayacucho

"It was past eight, I was having dinner and waiting for it to be nine. I went downstairs alone, I turned on the radio and then sat down and started to paint an assignment for school, and I listened by myself. Upstairs, my sister was listening too, and the two of us alone talked about what we heard. It was the first time I heard the program." Yovana, (15 year-old), listener of "Teenzone", Ayacucho

As was previously mentioned, most of the audience of both radio magazine shows rated it as good or excellent. They rated the radio serial dramas in a similar way. When asked about which segments of the radio magazine show they liked most, adolescents from Ayacucho said they most value the opportunity to hear the perspectives, stories, and opinions of other teens.

Aside from the radio drama, what do you like most about the radio magazine?		
	Ayacucho	Ucayali
Stories shared by other adolescents	39.6 %	27.2 %
Audience opinions	6.5 %	27.2 %
Radio host commentary	21.9 %	11.1 %
Music	18.3 %	11.1 %
Interviews with experts and guests	11.2 %	6.2 %
Commentary from Don Anticucho / Contreras	2.4 %	13.5 %
Radio spots	3.6 %	3.7 %

The principle suggestions for improving the radio programs proposed in the final evaluation surveys, were:

- **To share more real testimonials**, case studies, stories, and interviews with adolescents about the discussion topics. Yovana, a 15-year-old listener from Ayacucho, requested “that people share real examples, real facts. Since the show is only on twice a week, we may feel a need to talk about something, especially if there are people there to help. There are a lot of young ladies or young men who want to talk.”
- **To encourage parental participation on the radio** to hear what they have to say about the issues. "I would love for the program to be for parents too, so they can also understand their children," said Talia a 15-year-old listener from Ayacucho. “Mothers leave their children to live their own lives and they have no idea what happens.”

"More girls than boys listen to the program. Most boys do not care about these issues; women do a little more. It's because of the education the boys receive at home, the boys see the machismo that started long ago, and so they learn it. To reach more boys, you need to tell more jokes, play reggaeton music, or give advice to boys who are in love but don't know how to tell the girl. In the radio drama there are mostly situations for women and not for men, and in the scenarios we do hear, women are the victims and men the perpetrators."

- To extend the duration of the radio programs and to provide more time for psychologists to take questions from adolescents and share their advice.
- To improve the music, to include music that teens listen to; some listeners explicitly refer to K-Pop (Korean Pop).

Teens improve knowledge of their sexual and reproductive rights

There is evidence that the radio drama and radio magazine show had a strong positive impact on adolescents' and youth's knowledge about sexual and reproductive health, especially with regard to the information and critical issues emphasized by the regional councils from Ayacucho and Ucayali during the My Community program.

Ayacucho

- Comprehensive Sex Education (CSE).

84.6% of final evaluation respondents affirm having heard of comprehensive sex education, compared with 64% in the baseline survey.
- Regional ordinance in favor of CSE.

36.7% of final evaluation respondents affirm knowing about the ordinance, versus 23.4% who knew of it before the intervention.
- Regional ordinance in favor of differentiated service for adolescents in health facilities.

49.1% of final evaluation respondents said they knew about this project, compared to 28.7% who knew about the project before the intervention.

- Differentiated sexual and reproductive health service for adolescents at the Hospital of Huamanga.

32% of final evaluation respondents knew about the service, compared with 14.5% who knew about it before the My Community program.

Ucayali

- Laws that reduce the rights of adolescents.

46.9% of final evaluation respondents said they know there is a law that does not recognize the ability of adolescents to decide to and consent to have sexual relations, compared with 19% who said the same in the baseline.

49.4% of final evaluation respondents knew there is a law that obligates teenagers to be accompanied by their parents or guardians to receive condoms and contraceptives in a health center or hospital, compared with 17.4% that said the same in the baseline.
- Regional Ordinance 011 establishes comprehensive sexual and reproductive health services for adolescents in health establishments.

86.4% of final evaluation respondents claimed to know of the project, compared to 10.7% who knew about it before the intervention.

Additionally, in both locations the issue of teenage pregnancy prevention has greater presence in adolescents' everyday conversations after the intervention implemented by the regional councils.

95.9% of the final evaluation respondents in Ayacucho heard discussions about the issue, compared to 62% in the baseline.

100% of final evaluation respondents in Ucayali heard discussions about the issue, compared to 32% who said the same in the baseline.

For most adolescents, the increased presence of the issue of teenage pregnancy prevention in daily conversation originated in the radio programs produced by the Regional Councils: 26.5% of respondents in Ayacucho said the radio magazine show "Teenzone" was their source of information, while 93.8% of respondents in Ucayali named the magazine show "Radiolescentes" as the source their information.

Adolescents are more willing to exercise their rights

After listening to the radio dramas and magazine shows produced by the regional councils of Ayacucho and Ucayali as part of the My Community program, there was a slight increase in adolescents' favorable opinions and attitudes about the defense of their sexual and reproductive rights. Even so, it will be necessary to continue reinforcing these attitudes with future interventions.

Ayacucho

- **Seeking-out differentiated services provided by the Hospital of Huamanga.**
88.8% of final evaluation respondents said they would be willing to use these services, compared to 86.1% who said the same thing before the intervention.
- **Replicating differentiated services in other health facilities.**
89.9% of final evaluation respondents said that other establishments should offer differentiated services like the Huamanga Hospital, compared to 87.5% who said the same before the intervention.

Ucayali

- **Willingness to use condoms in all sexual relations.**
87.7% of final evaluation respondents said they would be willing to use condoms, compared to 64.7% who said the same before the intervention.
- **Critical opinion of legislation that restricts the sexual and reproductive rights of adolescents.**
50% of final evaluation respondents disagree with the law requiring teenagers to be accompanied by their parents to receive condoms or contraception in a health-care establishment, compared with 29.5% prior to intervention.

The adolescents identified the ideas and changes promoted by the radio dramas.

Surveyed audience members accurately recognized the changes targeted by the regional councils of Ayacucho and Ucayali, which served as the foundation of the stories and characters of "When Love Takes Hold" and "Pages of Love". As can be seen in the table, when asked about the values promoted by the radio magazine and radio drama, surveyed adolescents practically recreated the values grids conceived by CRAJPEA and CRAJUPEA when they created their dramas.

Values or ideas promoted by the radio drama and radio magazine show		
	Ayacucho	Ucayali
Values that were in the values grid		
Decisions about one’s own sexual life without being pressured by others.	45 %	54.3 %
Communication and trust between parents and their sons and daughters to talk about sexuality.	46.2 %	35.8 %
Safe sex to prevent pregnancy.	--	55.6 %
Comprehensive sex education in schools.	26.6 %	--
Values that were not in the values grid		
Respectful treatment of women.	10.7 %	34.9 %
Participation of adolescents and youth in regional and municipal government decision-making.	7.1 %	2.5 %
Protection of environmental resources: sea, rivers, forests, land, etc.	3.6 %	2.5 %
Respect for gay, lesbian, transgender, and bisexual individuals.	7.1 %	1.2 %
Respect towards the people who have different musical tastes, ideas, neighborhoods, teams, and schools than I do.	10.7 %	0 %

Furthermore, the characters with which the audience most identified were the transitional characters (Andrea in Ayacucho, Patty in Ucayali), meaning those characters that embody the changes promoted by the radio dramas. The audience also identified with the positive characters (Karla in Ayacucho, Carlos in Ucayali), meaning the characters that embody the values promoted by the dramas.

With which radio drama character do you most identify?				
	Ayacucho		Ucayali	
Positive	Karla	5.9 %	Carlos	29.6 %
Transitional	Andrea	14.2 %	Patty	19.8 %
Others		27.8 %		27.1 %
None		52.1 %		23.5 %

“A serial drama is useful because sometimes we do not recognize what is happening around us and how we are acting. If we capture reality in the radio drama, many listeners can relate to the characters, or identify a colleague or a friend who resembles that character.” Mily, Actress in "When Love Takes Hold", Ayacucho

It is interesting to see the three main characteristics that listeners consistently cited as to why they identified with characters: solidarity in relationships with others, the ability to learn from difficulties and mistakes, and generally being a good person. This provided a list of personality traits that adolescents would like to share with their favorite characters, and that could help shape a desirable model of leadership: to be inspirational and a role-model for peers while remaining a teenager "like us", and without believing one is better than other youth.

According to the audience, Karla is very understanding and supportive, and helps her friends when they feel bad, and so is a role model. Andrea was wrong at first but learned to understand that not everything a boy tells you is for love; she is an extroverted girl, when she speaks she is eager to express herself and is cheerful, and she makes decisions about her sex life without being pressured by others. Carlos is very quiet, a good friend, and a good person. Patty is very quiet, simple, and neither a good nor a bad person, but she is very spoiled.

Listening to and following the plot of an Entertainment-Education fictional story can inspire concrete and simple changes in the daily lives of listeners. A teenager who, when asked why she identified with Andrea, said: “because my parents were like that [Andrea's parents] before I told them about the episodes of the radio drama.”

The audience was also able to identify with the characters that experienced the most important and positive transformations in each drama. The audience also correctly identified the transitional characters that were created by the coalitions in Ucayali and Ayacucho.

Character that had the most significant positive change				
Type of Character	Ayacucho		Ucayali	
Transitional	Andrea	5.9 %	Luis	23.5 %
	Diego	5.3 %	Patty	21 %
Others		29.0 %		41.9 %
None		59.8 %		13.6 %

The audience identified the following changes in the characters: Andrea learned about good communication with her parents and giving advice about prevention. Diego learned that he should never be with two girls when he only loves one; he regrets having played with Andrea's feelings, becomes faithful, and expresses his feelings for her. Luis becomes good; he stops being naive and easily influenced by bad friends, and learns to respect and ensure others respect his girlfriend. Patty is not influenced by others, and learns to make her own decisions and to garner the respect of others.

In conclusion, the radio dramas produced by the Regional Adolescent and Youth Councils were not only successful in generating emotional connections and empathy with their audiences, but also managed to communicate with clarity and precision the values and educational messages that served as the foundation for their plots and characters.



5

CHAPTER



Lessons Learned and Reflections on the
My Community Program for the Prevention
of Teenage Pregnancy.

5

Where we should go and what we must improve.

- 1 Reinforce the bridge that connects the political agenda of the councils and the daily needs of adolescents.

The experience of the Regional Adolescent and Youth Councils for the Prevention of Teenage Pregnancy is interesting because it brings together different organizations, some of which have previously worked with sexual and reproductive health, and others that have incorporated the issue into their body of work because of their participation in this program. The experience that the latter category of partner organizations brought to the program was also relevant. This is because the coalition came together not in the capacity of peer educators from adult-led sexual and reproductive health institutions seeking to inform youth, but to collaboratively intervene in policy decisions, in the creation or amendment of laws and the protection of their rights as adolescents and youth.

These young people have strengthened their capacities, gained confidence in themselves, and increasingly received recognition from the regional and local authorities with whom they work. These youth have also obtained concrete results, such as the adoption of the regional ordinances that support the sexual and reproductive rights of adolescents and youth. This was the case of CRAJPEA in Ayacucho, which is the most effective of the five councils in advocacy.

However, the path that joins policy and everyday life is not always in good condition. Rather, it often becomes obstructed due to neglect, and lack of use and maintenance. There are no places that are more removed from the public than those inhabited by policy, legislative activity, and public institutions.

For many citizens is not easy to understand how a law can negatively or positively affect their lives, hopes, and everyday relationships. Because of this, it is important to tenaciously demonstrate this connection in a practical way, and, most of all, to take over and intervene upon the bridge that should connect policy, legislation, and public institutions with the everyday demands and lives of citizens. This includes intervening upon concrete demands like the ones that emerged in a conversation with four fifteen-year-olds in Ayacucho:

"Something that I wanted to ask is what to do when one has that feeling or curiosity about the subject of sex."

"I wondered, is it good or bad to have a boyfriend? I have always wondered that, and have never found an answer because I have not asked anyone. We don't share these thoughts with our moms because they probably wouldn't know what to say. And it would be nice for someone to answer the questions we have."

"About that, not all mothers think alike. Some mothers say: 'At this age? You have not even finished studying and you're already thinking about that? When you grow up I do not know what will become of you!'" they say."

"There was a time when I felt the need to meet someone who might be with me, maybe because at home I did not feel the love of a mother, the kind of mother who comes in the morning and says 'I love you daughter', and who gives you a hug. I felt this need and, maybe, I was looking for someone who could say that to me."

"At school, there is not a specialist in these matters, a psychologist. I see that there are young people who really need to talk to someone, someone who is able to give guidance. But these days, we cannot even talk to the counselor because there is no trust; you know he is an ordinary person, that he may not have those answers you are looking for."

"There are psychologists in some health centers, but young people do not take the initiative to go. In health centers the service is very slow, and sometimes the next available appointment is for the following month, so if you need to go to see a specialist that day, you will not find a psychologist to help you. "

The answer to these immediate needs cannot have the following logic: we want to change the policies and laws which prevent you from exercising your rights, but be patient, because soon after we do you will notice positive and irreversible changes in your school, health centers, and perhaps even in your family, then you will feel the benefit of our intervention and understand the value of what we do.

Therefore, it was a good decision for UNFPA Peru and Media Impact to propose that the regional councils complement their vision of political advocacy with the approaches and strategies of My Community. Based on what was learned in the training workshops and interactions generated by the radio dramas, radio magazine shows, and community mobilization activities, councils could open a path of direct communication with the emotions, experiences, and hopes of the adolescents in their communities. As was stressed by the members of the councils of Ucayali and Ayacucho, "My Community helped bring together the councils and the adolescents. The simple fact of being on the radio program made us feel closer to them; they called the program and there was more direct contact between us and the other young people."

The regional councils must continue strengthening those attitudes and skills that enable them to appropriate and recreate the intervention strategies with which they can sew together the various textures, colors, and shapes of the daily lives of adolescents and youth with the patterns, designs, and shades of political and institutional life.

In this way, it will be possible to soften the divide that has placed, on one side, generic youth (jóvenes a granel) – the majority dispersed and anonymous, skeptical of policies, less willing to participate – and, on the other side, the brand name youth (jóvenes de marca) – leaders who fulfill the "quota" of youth participation, and who are skilled in campaigning and advocacy. Many times, these young leaders fail to understand the diversity of the generation they are called to represent. They distance themselves from the majority of young people to cling to the spaces of representation and decision-making, even though they are no longer in tune with the thoughts, feelings, and experiences of adolescents and youth (Ampuero, 2008).

This means, for example, that future Entertainment-Education series that are produced by the regional councils should expand their stories, characters, and dramatic conflicts to include this political and institutional dimension. The councils need to mobilize the opinions and actions of adolescents to achieve lasting answers to their everyday demands. Similarly, their community mobilization activities need to find a point of equilibrium in the void between the extremes of solemnity and the opaqueness of a debate with authorities who show no interest in most teenagers, and the other extreme of the triviality and splendor of an entertaining musical show, which awakens curiosity but not conscience.

Recognizing the crisis through which all forms of social and political representation continually pass, we are obligated to improve upon ideas and spaces of participation, letting the light and air of the streets into the interior of these institutions, and going out to meet with the young people who remain marginalized from decision-making. To understand and share in democracy, adolescents and youth need to learn to participate and experience effective participation that achieves results and positive changes in their everyday lives.

2 Generational renewal: generating more voices, more opinions, and more presence from adolescents in the long term.

The diverse and transient nature of youth presents a unique situation in which to promote the visibility and public participation of adolescents and youths.

Youth representation is transient in nature. That is, the ability to represent (understand, express, and mobilize) the successive generations expires faster for youth than for other segments of the population. This translates into the need for a permanent level of generational replacement inside of networks and groups that seek to express or represent youth; and the importance of a well planned process of transfer of skills, relationships, and experience to ensure continuity in the process of promoting the social and political legitimacy of youth.

These considerations were present when one action plan was integrated into the vision of many adolescent and youth organizations during the creation of the Regional Councils for the Prevention of Teenage Pregnancy. Even so, in practice, particular cliques and groups of young people have participated in a more sustained manner in the councils. That was evident from the start of the implementation of My Community, when less than one fifth of the training workshop participants were school-aged. A similar situation arose in the radio drama and radio magazine show production teams, for which the vast majority of actors and actresses, producers, writers, and hosts were young people aged 18 and over. Yet, the type of pregnancy the coalitions seek to prevent is a problem that teenagers understand first-hand, so they should not only be the target audience for action, but the protagonists of that action.

"We were surprised that the teachers said that in their morning classes seven girls are pregnant, and in their afternoon classes ten are. Teens who are sophomores, juniors, and seniors are in that situation. One of the teachers, who is worried about the situation, came and took us to her classroom so that the obstetricians could give lectures to her students. They asked us to have a week of pure lectures and to use the Mariscal Caceres School as a pilot site." Gustavo Aliaga Quispe, CRAJPEA, Ayacucho

"The group started with six or seven people and brought together three organizations, but now the group has grown. It brings together thirteen organizations and there are an average of thirty to forty youth who participate. We must continue to strengthen this, especially in schools. We would like very much to get into more schools, to organize groups of youth who reflect upon comprehensive sex education, about teenage pregnancy prevention in schools. This is the strong hold of teenage pregnancies in the region." Richard de la Cruz, CRAJPEA, Ayacucho

It is a major advance that these institutions are no longer led by adults for youth, but that young people now act as the spokespersons for the prevention of teenage pregnancy and for promoting their sexual and reproductive rights within the organizations. The challenge now is to empower successive generations of teenagers so that the youth themselves take ownership of, reinvent, and publicly lead the agenda.

The continued involvement of adolescents in an organizational capacity can be complicated, as scheduling and decisions about extra curricular activities are made by parents, who often do not appreciate and distrust activities that are not strictly academic -- especially if they have to do with sexual rights. On the other hand, there are not many teenagers who are motivated to engage in organizations that are dedicated to serious issues like the defense of their rights, health, or education. Therefore, the trajectory of organizations like the Association of Mayors, Councilmen and Student Leaders (AMCSL) in Ayacucho, are remarkable because they are platforms that, since 2001, have brought together young leaders from the student governments of the various educational institutions in the region, and have been the initiative from which many current young leaders have emerged.

Therefore, a way to achieve generational renewal and consequently the long-term consolidation of Regional Councils of Adolescents and Youth for the Prevention of Teenage Pregnancy would be to enhance the presence and participation of school governments or associations of adolescents, like AMCSL has done. To achieve sustainability it is important to train more adolescents in Entertainment-Education so they participate in the creation, writing, and performance of future series, giving shape to the experiences of their generational peers; to ensure youth voices host the radio programs so they can discuss their agenda with society; that youth assume leadership roles in planning and organizing councils; and that the current young leaders train their replacements, transferring their experience, knowledge, and contacts.

There will come a point when the current leaders will need more time for their careers or their work activities. They will gradually reduce their presence and so the regional councils, unless they secure the participation of future generations, will turn down the volume of their activities until they close their doors. Therefore, youth leaders should be aware that their ability to represent their peers does not last forever, but expires. Thus, part of their leadership duties is to prepare those who come after them to ensure that the organization and its goals go beyond individuals, capitalizing on the efforts of subsequent generations. As Ruben Blades says in the song "The Path": "I am and will be a traveler, I made and will make paths, my eyes on the horizon, I do not know when I'll arrive, but if you see my cross, follow the path in my name."

3 Strengthening the skills that have begun to develop.

These first experiences of appropriating and recreating the My Community methodology and strategy, and applying it to the prevention of teenage pregnancy have enabled the initial development of essential skill sets in the Regional Councils of Adolescents and Youth. For example, the coalitions have learned to create and produce Entertainment-Education series, to plan communication intervention strategies, to evaluate the results of their initiatives, and to produce and host participatory magazine shows.

But of course, these skills require new experiences and reinforcement to become embedded in the coalitions of adolescents and youth. For example, it is important to delve deeper into some areas, like developing a more profound knowledge of the language of radio to achieve aesthetic levels that generate more empathy and listening pleasure in the audience; ensuring the audiences, their voices, experiences, tastes, and ideas become the core of the communication interventions; and designing, applying, and analyzing research and evaluation tools. It is also important to consider developing other skill sets that would secure program sustainability:

“For example, [the program] needs to strengthen fundraising capabilities. Then we could go to institutions to get funding for the hour of radio; get donations of prizes so that when institutions no longer support us, we have sufficient capacity to get those resources to continue the program. After this successful experience we need to go see the regional government, the State authorities so that they assume the program as their own, so we do not rely on NGOs or institutions that can only encourage, but not give sustainability to these projects.” Rocío Cohila Aréstegui CRAJPEA, Ayacucho

To make this possible, it is necessary to adjust the program's training model, to increase the number of workshops and the amount of specialized mentoring visits with each coalition. On the other hand, we must strengthen the capacity of NGO advisers in each location so that they can work alongside the coalitions and guide the regional councils through the processes of implementing the My Community program.

4 To combine the various ingredients of the intervention

As the Regional Councils articulated their communication interventions, they used different resources and media platforms: they created their radio dramas; they broadcasted their radio magazine shows; they opened a Facebook account and used text messages on mobile phones to communicate with the audience as they were on air; they organized listening clubs in schools that could provide feedback on the programs; they executed community mobilization activities in various public spaces; and they hosted forums, working breakfasts, and meeting with authorities and other political advocacy activities.

However, some of these resources were not used to their full potential because either they came about after the program launch and there was insufficient time to think about how best to use them, or because they were never fully integrated with the other programmatic elements to achieve a more powerful and strategic combination.

This is the case, for example, of mobile communication and internet-based social networks. As can be seen in the following tables that contain information gathered in the baseline surveys, at least 6 out of 10 teenagers own a cell phone and use it primarily for making and receiving calls (Ayacucho) or for sending text messages and making calls (Ucayali).

Do you have a mobile phone?		
	Ayacucho	Ucayali
Yes	74.5 %	60.5 %
No	25.5 %	39.5 %

For what purpose do you most frequently use your mobile phone? (multiple choice)		
	Ayacucho	Ucayali
To send text messages	35 %	50.9 %
To make calls	60.7 %	45.6 %
To receive calls	53.7 %	30.4 %
To receive text messages	11.0 %	39.2 %
To participate in contests (by sending text messages)	1.6 %	5.3 %
Other reasons	4.3 %	10.5 %

One could imagine that the use of mobile phones is not limited to receiving text messages or calls from the audience during the broadcast of the radio magazine shows, as has been done, but also could be to send key information to the audience about the specific topic being addressed in the program, promos for the next episode of the radio drama, contest questions, or even answers to questions submitted by the audience.

In the following tables we see that 9 out of 10 teenagers use the Internet mainly to communicate via email and social networks. There is more frequent internet access among adolescents in Ucayali (daily or between 4 and 6 times per week) than in Ayacucho (between 1 and 3 times per week).

Do you use Internet?		
	Ayacucho	Ucayali
Yes	89.7 %	93.9 %
No	10.3 %	6.1 %

Which of the following internet tools do you use most?		
	Ayacucho	Ucayali
E-mail (Hotmail, Gmail, Yahoo)	69.4 %	9.5 %
Social networks (Facebook, Hi5, MySpace)	58.8 %	85.1 %
Online newspaper, radios and TV channels	21.8 %	0.6 %
Chat sites	18.5 %	3.6 %
Video Sharing Websites (YouTube, Vimeo, etc.,)	30.9 %	2.4 %
Video, Audio Communication (Skype, etc.)	6.2 %	0 %

Which of the following internet tools do you use most?		
	Ayacucho	Ucayali
Everyday	15.0 %	26.2 %
4 to 6 times a week	11.2 %	45.2 %
1 to 3 times a week	52.1 %	26.2 %
Less than once a week	21.8 %	2.4 %

The Facebook accounts created for the radio magazine shows have been a successful avenue for generating audience participation, especially in the case of CRAJUPEA in Ucayali. However, Facebook could have been used as a separate space for communication, without being subordinated to the radio program. It could have been used to begin discussions about relevant aspects of the issue of teenage pregnancy prevention; to influence and gather opinions about actual cases and situations related to teenagers or the issue; to host episodes of the radio drama or other audio, video, and graphic materials to trigger an exchange of views; and to share guidance and answers to questions raised by the audience. In this way, all of the interactions that take place during the week could be shared through the radio program to expand and enrich the communication generated in the social networks.

It is essential to continue to expand the network of friends and followers on the Facebook pages of "Radiolescentes" and "Teenzona", and especially to grow the participation of younger adolescents. This could imply connecting the community mobilization activities in schools, meetings with listeners clubs, and radio magazine promotional campaigns to the Facebook accounts. It would also be good to upload the listener testimonies, songs, questions, and answers, along with information collected in the frequent school visits, to the Facebook pages.

The strategic use of mobile phones and social networks in combination with radio programs and direct communication activities in public spaces will further strengthen the role of the Regional Councils as points of reference for promoting the sexual and reproductive rights of adolescents.

Envisioning and walking, the path is made

*"We need to ensure project sustainability, since attitudinal change is not achieved by an intervention of three or six months, we need to continue the process in the coming years. We need to continue strengthening the production team's skills in communication, content production, and messaging. This is very important because we have experienced the project and we realized that, often, we were missing the tools to carry out this project properly. Finally, next year a national network of communications and communicators should be created. This means that My Community should also be implemented in the other regions, and the communicators from each regional council could share their experiences and their resources, generating something very strong on a national scale."*¹⁴

14

Text taken from material produced by teams from Ayacucho and Ucayali. National Meeting of Regional Councils of Adolescents and Youth for the Prevention of Teenage Pregnancy, Tumbes (Peru), November 2011.

What could the medium-term approaches and strategies of My Community offer to initiatives that seek to strengthen the participation of young people, and to prevent unintended pregnancies, sexual violence, and STIs, particularly HIV and AIDS?

There are two scopes of work that can be pursued:

- 1 **Contribute to the internal and public consolidation of groups of adolescents and youth, and strengthen the members' leadership abilities:**
 - Developing their ability to recognize and analyze their communication environments, to identify problems, audiences, spaces, media, and opportunities for public involvement; as well as strengthen their abilities to design appropriate strategies for each setting.
 - Strengthening the youth's abilities to build stories and messages that, on one hand, facilitate internal consensus within the coalitions about their speeches and agendas, and on the other hand, transform these causes into issues of daily interest for most adolescents and youth, and for their family, community, and broader social environments.
 - Enriching youth knowledge and skills to creatively manage diverse communication and narrative formats and resources, including audiovisual, audio, graphic, and theatrical.

The methodology can help design medium-term Entertainment-Education and public advocacy plans that are organized by phases and locality, and guided by strategic objectives that promote the rights and civic participation of adolescents and youth.

- 2 Contribute to key audiences' (authorities, health professionals, teachers, parents, mothers, and community leaders) reflection, debate, and appropriation of knowledge, attitudes, and practices that promote the rights and social responsibilities of adolescents and youth.
- Using a methodology rooted in participation and ownership to create and produce diverse Entertainment-Education products (music, audio, graphics, theater, etc.) that are guided by medium-term strategic objectives with adolescents and youth.
 - Using youth-produced narratives to design and open opportunities for public debate and conversations about priority issues in the media and public arena, with the active participation of youth and adolescent leaders.
 - Igniting action or emblematic public change initiatives as part of the strategic plans designed and implemented with the active participation of coalitions of adolescents and youth.

Therefore, Media Impact and UNFPA Peru's view for the continuity of the My Community program is oriented towards the development of a program to strengthen the communication capacity of youth organizations to mobilize opinion and citizens actions around the youth agenda. This vision implies the further development of communication and Entertainment-Education skills, as well as training new generations of youth organization leaders so the organization's skills in political and public advocacy are sustained over time.

As part of this strategy, it would be highly advisable to create an Entertainment-Education television series about young people, citizen participation, and sexual and reproductive health. This fictional series, which would be broadcasted by a TV station with national coverage as part of a public advocacy strategy that includes mobilization through social networks, public spaces, networks of local television stations, in addition to forums and other more traditional spaces for debate, would be produced with the participation of partner organizations and young leaders.

This serial drama could trigger many new initiatives and programs because it would generate real public impact, fascination, and excitement for the sexual and reproductive rights of adolescents and youth. At the same time, it would present an opportunity to strengthen the communication skills of youth coalitions, and influence public opinion to advocate for policy changes and to use a rights-based framework to promote greater access to services for adolescents and youth.

The demand of adolescents and youth for public recognition will not cease, though the generation's composition and our country will change. The proposal to stimulate creativity and public communication as a way to encourage adolescents and youth to reflect upon and share their interpretation of the country, so that they get out of their comfort zone and dare to share their ideas, hopes, and feelings on the public stage, is still in force. This proposal encourages youth to take the difficult path of becoming active citizens in a country that reserves youth a dark and anonymous place in the stands because it wants them to be content with being only political spectators.

The battle is ultimately against the conformity that makes one accept things as they are, even if they seem unfair. All political, educational, cultural, or social initiatives that intend to make a real and significant impact on the country and its citizens should contribute to an underlying purpose: to demonstrate, with their own quotidian examples, that it is possible to generate change; that it is possible to know, believe, and defend the truth; that people who are like us can be trusted and respected, because we are the same, equal in rights and responsibilities.



1. ANNEX

Peru My Community Program Teams

1

Coordination, Training: Communication and Entertainment-Education:
Javier Ampuero Albarracín – PCI-Media Impact.

Coordination, Training: Prevention of Teenage Pregnancy:
Carmen Murguía Pardo, Celso Aróstegui Melgar, Zilda Cárcamo – UNFPA Peru.

UCAYALI

Coordinating Team: Regional Council of Adolescents and Youth of Ucayali for the Prevention of Teenage Pregnancy (CRAJUPEA), “Leaving Footprints” Youth Organization.

Radio Serial Drama “Páginas de Amor/Pages of Love”

- **Scriptwriter:** Javier Vásquez Isuiza.
- **Production:** Vera Isis Ramos Vásquez.
- **Editors:** Tito Rodríguez Flores and Moisés Monroy Mendoza.
- **Actors and Actresses:** Vanessa Chacón (Patty) / Jim Junior Arévalo Macedo (Luis) / Damaris Millán Flores (Andrea) / Fabricia Dávila Dávila (Luz) / María Lopez (Sara) / Samir Linares Barbarán (Carlos) / Rosalina Mera Gómez (Carmen Rosa) / Abraham Perez Ríos (Wilder) / Karina Dávila Dávila (Mayara) / Jimmy Utia Romero (Pepe) / Walter Pérez García (Reynaldo) / Julio Reaño López (Dr. Adalberto) / Magaly Agramontés Ríos (Chapita) / Alis León Savelbino, Thalía Briones Pezo, Keyssi Rodríguez (Extras).

Radio Magazine Show “Radiolescentes”

- **Producer:** Sandro Ricardo Villena Dahua.
- **Hosts:** Cecilia Chujutalli Mego and Samir Linares Barbarán.

Community Mobilization Activities: Cecilia Chujutalli Mego.
Monitoring and Evaluation: Karin Díaz Del Águila and Xuxa Díaz López.

AYACUCHO

Coordinating Team: Regional Collective of Youth and Adolescents of Ayacucho for the Prevention of Teenage Pregnancy (CRAJPEA Ayacucho), Health Without Borders - Peru (SSL), Health Poverty Action (HPA).

Radio Serial Drama “Cuando el amor agarra/When Love Takes Hold”

- **Scriptwriting:** Efraín Quispe, Rocío Cohaila and Yack Rojas.
- **Producer:** Luis Atachao Vélchez.
- **Actors and Actresses:** Gustavo Aliaga (Diego) / Yhasmin Pariona (Andrea) / Clelia Rivero (Rosario) / Crosbi Ataucusi Choquecahua (Félix) / Cledy Huarcaya (Anahí) / Naylea Dolorier (Marilyn) / Luis Atachao Vélchez (Daniel) / Miriam Cerdán (Yacky) / Lourdes Espinoza (Erika) / Yenifer Chávez (Karla) / Magaly Lezama (Julia) / Mily Chuchón (Brenda) / Leyla De la Cruz (Mariana) / Jack Rojas Alcarraz (Maik) / Diego Atachao Vélchez (Carlos) / Devis Rojas Aiquipa (Magno Castro) / Alina Morote Contreras (Chabuca).

Radio Magazine Show “Zonadolescente/TeenZone”

- **Producer:** Gustavo Aliaga Quispe.
- **Hosts:** Richard De la Cruz Enciso and Rocío Cohaila Aréstegui.
- **Reporters:** Yack Rojas Alcarraz, Mayra Melgar Ruiz, and Florentino Arango Llamocca.
- **Advisor:** Efraín Quispe.
- **Community Mobilization Activities:** Richard De la Cruz Enciso and Rocío Cohaila Aréstegui.
- **Monitoring and Evaluation:** Raquel Asencios and the Ayacucho-based HPA/SSL team.

Radio
Magazines





2. ANNEX

User guides for the radio dramas
“Pages of Love” (Ucayali) and
“When Love Takes Hold” (Ayacucho)



1 Introduction

The radio serial dramas "Pages of Love" and "When Love Takes Hold" were produced as part of the My Community program for the Prevention of Teenage Pregnancy. This program combined the strategy and experience of UNFPA Peru (www.unfpa.org.pe) working with adolescent and youth sexual and reproductive health, with the methodology and experience working in social change communication and Entertainment-Education of PCI-Media Impact (Media Impact), www.mediaimpact.org.

As part of this program, the Regional Council of Adolescents and Youth of Ucayali for the Prevention of Teenage Pregnancy (CRAJUPEA), and the Regional Collective of Adolescents and Youth for the Prevention of Teenage Pregnancy (CRAJPEA) of Ayacucho created and produced two serial dramas for youth. The purpose of these series was to generate discussion and improve citizen attitudes about preventing teenage pregnancy through the inclusion of comprehensive sex education in schools and the creation of differentiated sexual health services for adolescents in local health facilities.

"Pages of Love" and "When Love Takes Hold" are radio dramas that were designed in Entertainment-Education and teenage pregnancy prevention workshops held in the cities of Pucallpa (April 2011) and Ayacucho (May 2011). These serial dramas were written, acted-out, and produced locally with the participation of adolescents and youth from each community between June and October of the same year.

These discussion guides were inspired by the radio dramas "Pages of Love" and "When Love Takes Hold", and have been prepared for people like you who are dedicated to producing and broadcasting radio programs. Here you will find guidelines and suggestions about how to use the serial dramas to open spaces for dialogue with your audience about their perceptions, attitudes, and practices.

The discussion guide for each radio drama is divided into three parts. The first part contains a description of the three educational axes upon which the story is built, as well as a synopsis of the plot, and the profiles of the main characters of the series. The second part contains a guide for generating discussion about each episode of the radio drama, including a synopsis of what occurs in each episode and suggested audience discussion questions for facilitating dialogue about the dramatic conflict and the educational issues addressed. The third part contains useful information for discussing the educational issues on the radio: key messages about each thematic axis, and websites and contact information where individuals can access information and support.

Certainly "Pages of Love" and "When Love Takes Hold" will inspire many learning experiences, new stories, and initiatives among your listeners. We invite you to share them with us.

Thanks in advance and we will keep in touch.

UNFPA Peru / PCI-Media Impact

2 Radio Serial Drama “Pages of Love”

A. “Pages of Love” Educational Issues, Synopsis and Characters

The “Pages of Love” story was built upon the following three thematic axes:

- **Adolescents and a responsible sex life.** Adolescents have sex without a condom, increasing the risk of unexpectedly becoming parents and/or contracting an STI. Moreover, youth do not exercise their right to access sexual and reproductive health information and services.
- **Equitable relationships between men and women.** Adolescent males who use violence, pressure, and coercion against their partners prevent them from making their own autonomous decisions; they create a dependent and submissive relationship, and say that women are meant to obey men.
- **Parents and their children communicate about sexuality.** Parents do not talk about sexuality with their adolescent children because of embarrassment, ignorance, or because they assume that their children are not old enough to talk about the issue.

This drama chronicles adventures of love and friendship in a group of adolescents. Patty is Luis’ girlfriend, but her father does not approve of their relationship. Mayara tries to destroy the relationship between Luis and Patty, because she cannot stand to see her ex-boyfriend so happy with another girl. Luis does not know how to handle the problems caused by Mayara, and having been advised by Pepe, thinks he can date both girls at the same time. Carlos declares his love for Andrea and they start a secret relationship, fearing that their parents will not support their love. Under the influence of his friends, Carlos begins to feel jealous and to control Andrea’s life so that she respects him as the man of the relationship. At first, Andrea accepts Carlos’s attitude because she believes it is his way of expressing his love, but the situation soon becomes unbearable. Will the characters learn to make their own decisions despite the peer pressure? Will they find the path to communication and mutual respect in their relationships? Will they get the understanding and advice they seek from their parents and teachers?

A cast of thirteen adolescent and adult characters brings this fascinating story to life.

Transitional Characters

Transitional characters are the characters that encounter the most important conflicts in the radio drama. They may make mistakes, but in the end they learn to make better decisions.

Luis (16 years-old) is the only child of Carmen Rosa. He is an average student, in the fifth year of secondary school in Pucallpa. He is very studious and hardworking, although a bit erratic. He is in love with Patricia, whom he cares about deeply; however, Mayara’s return will affect him. Luis is sexually active.

Patty (15 years-old) is Carlos’s spoiled sister and is the daughter of Reynaldo and Luz. She is a classroom monitor. She is friendly and gentle, and very excited about her relationship with Luis, her first boyfriend. She has not had sex, nor does she have sufficient information about sexuality and prevention.

Andrea (15 years-old) is the daughter of Wilder and Sara. She is an average student, and a childhood friend of Pepe. She is a little shy, and has had one boyfriend with whom her relationship recently ended. She likes music and checking Facebook, and she enjoys going out with her friends even though her mom does not give her permission or money. She wants to study in the university like her sister Fabiola.

Luz (39 years-old) is Reynaldo’s wife. She is an overprotective mother and conceals the bad behavior of their son, Carlos. Luz is submissive and accustomed to her husband’s abuse. She takes full responsibility for raising their children.

Sara (38 years-old) is Wilder’s partner and works in a beauty salon. She is a woman with a desire to succeed, and is very tenacious. Sara prioritizes material comfort for her daughters, Andrea and Fabiola, but does not maintain sufficient communication with them. She fears they will get pregnant at an early age, as she did at 17.

Positive Characters

Positive characters embody the values and attitudes promoted in the drama, and serve as inspirations for the transitional characters.

Carlos (16 years-old) is an average student who plays on the soccer team at his school. He is very in love with Andrea, but is dubious at times, especially when he listens to his friend Pepe’s advice. Professor Wilder is his coach and a person who always gives him advice.

Fabiola (21 years-old) is the daughter of the Professor Wilder and Sara. She is an obstetrician at the "May 13" health center. She aims to provide guidance to adolescents, but Dr. Adalberto, the director of the health center, has forbidden her to attend to adolescents who arrive without their parents.

Wilder (39 years-old) is a teacher and football coach. He is very straight-laced and demanding, but supportive; he cares for the physical and emotional state of his students. He is Sara’s partner and tries to build trust, communication, and understanding between her and her daughters, especially with Andrea, the youngest.

Carmen Rosa (36 years-old) is a single mother. She is a working woman and Luis’s mother, and has raised him with constant love and communication. She began working in Reynaldo’s (Luz’s husband) brewery; Luz is her childhood friend. Carmen Rosa is concerned that the love between Luis and Patricia will cause conflicts with Reynaldo.

Negative Characters

Negative characters embody the negative values and attitudes that the drama seeks to challenge; they negatively influence the transitional characters.

Mayara (16 years-old) is an only child. She is a very clever and vain teenager, who knows she is desired by many boys and uses this information to her favor. She is not a good student. Mayara is Luis’s ex-girlfriend; their relationship ended because she cheated on him with a boy from another school.

Pepe (17 years-old) is the son of Dr. Adalberto. Since mid-year he has studied with Carlos and Luis. He is a womanizer and harasses girls. Pepe has a girlfriend, but only because she does his homework and always takes him out to eat. His father mistreats him and his mother. At home, Pepe is submissive, but in school his is a troublemaker.

Reynaldo (39 years-old) is Luz’s husband. An entrepreneur, he is arrogant and selfish. He believes that money buys everything in life. Reynaldo cheats on his wife and does not care what his children do, but he satisfies the material needs of his family.

Dr. Adalberto (47 years-old) is the director of the “May 13” health center. He is Pepe’s Dad, and is conservative and chauvinistic. He has raised his son to be his spitting image. For Dr. Adalberto, sexuality is taboo for young people. Because of this, he is very strict with Fabiola, and does not allow her to attend to adolescents who arrive at the clinic alone.

B. Episode Guide for “Pages of Love”

Episode 1: Back to School

Educational Issue:
Equitable relationships between men and women.

It is time to return to school, and Luis cannot hide his happiness at breakfast because he will see his beloved Patty at school. The arrival of Pepe, the new student, excites the girls because he is "very attractive", but his arrival causes unease among the boys, particularly in Luis who cannot stand his pedantry. After being warned by a friend, Carlos discovers Luis alone with his sister Patty... and demands an explanation.

Audience Discussion Questions

- How will Carlos react when he finds out that his sister Patty is dating his friend Luis?
- If the situation were reversed, would Patty ask her brother Carlos to explain why he is dating her friend?
- Is it common for boys to control or overprotect their sisters? Why does this happen? What do you think about it?

Episode 2: Romance Between Patty and Luis

Educational Issue:
Adolescents and a responsible sex life.

Luis confesses his love for Patty to Carlos, but he has not yet told Patty. Carlos warns him that he better respect his sister. Fabiola argues with Dr. Adalberto because he opposes her proposal to create differentiated sexual health services for adolescents. The doctor argues that these services will provoke in youth a desire to experiment sexually. Luis declares his love for Patty, and she agrees to be his girlfriend. When she leaves, a girl approaches Luis and he gets nervous.

Audience Discussion Questions

- Why does Fabiola propose creating differentiated sexual health services for adolescent at the clinic?
- Do you agree with Dr. Adalberto, who said that these services would result in more sexual activity, pregnancies, and sexually transmitted infections in adolescent girls and boys? Why or why not?
- What features should sexual and reproductive health services for adolescents have so that a boy or girl like you use them?

Episode 3: The Big Party

Educational Issue:
Adolescents and a responsible sex life.

Mayara tries to convince Luis to get back together; he says he's not interested because he is now with Patty. Mayara, who is jealous, aims to end Patty and Luis's relationship. At the behest of Carlos, Luis and Pepe become friends. At Pepe's birthday party, Carlos meets Andrea and falls in love at first sight. They dance together and enjoy themselves. Mayara encounters Patty and Luis at the party, and makes them have a bad time. Mayara asks Pepe to join forces to make Patty suffer.

Audience Discussion Questions

- Why does Mayara want to end Patty and Luis's relationship?
- What do you think about how Patty and Luis reacted to Mayara's bad attitude at the party? How would you have reacted?
- Do you think that Luis will cave into Mayara? Why or why not?

Episode 4: Love at First Sight

Educational Issue:
Parents and children communicate about sexuality.

Mayara asks Pepe for help. She wants to make Luis have sex with her and for Patty to find out, in order to break-up their relationship. Patty tells Luis she is afraid of losing him, because of the way Mayara is circling. Andrea and Carlos kiss each other at the party, and Chapita, a gossip, sees them. Sara worries about her daughter, Andrea, having a boyfriend because he could deceive and impregnate her. Reynaldo arrives at the party and discovers his daughter, Patty, kissing Luis. Reynaldo screams at her and angrily pulls her away.

Audience Discussion Questions

- Why does Sara not want her daughter Andrea to fall in love? Why does Reynaldo not want his daughter Patty to have a boyfriend? What do they fear?
- What do you think of the decision Patty and Andrea make to hide the fact that they have boyfriends from their parents? What would you do if you were in that situation?
- What do parents and children need to learn to be able to talk openly about love and sexuality?

Chapter 5: A Thousand Surprises

Educational Issue:
Equitable relationships between men and women.

Reynaldo screams and tries to hit Patty for having kissed Luis, but Luz steps-in and receives the brunt of her husband's wrath. Andrea tells Fabiola about the feelings she has for Carlos, who she met last night. Luis, who feels bad about the problem with Patty's dad, asks Pepe for advice. Pepe tells him to become single again so that he can have fun with lots of girls. Pepe tells Mayara about the situation, and she uses the opportunity to kiss Luis and ensure that Patty sees them.

Audience Discussion Questions

- If Reynaldo had seen his son Carlos kissing Andrea, would he have reacted the same way he did when he saw Patty and Luis kissing? Why or why not?
- What do you think of the advice Pepe gives Luis about taking advantage of the situation with Patty's father to date other girls? What would you have said to Luis?
- What do you think about this sentence: "If a girl is easy, take advantage of it and prove that you are a real man"? Is it possible to prove your masculinity in another way? If so, how?

Episode 6: Deceiving Patty

Educational Issue:
Adolescents and a responsible sex life.

Patty breaks-up with Luis after seeing him kiss Mayara. The entire school talks about the new gossip, and Carlos gets angry and hits Luis for having cheated on his sister. Pepe again tells Luis to forget Patty. Luis goes to see Carlos to apologize, and Luis tells him that it isn't a good moment to talk and that he has to find his sister so they can go home together. Patty is about to cross the street in front of the school and fails to notice that a car is about to hit her.

Audience Discussion Questions

- Do you think Luis is somewhat responsible for what happened to Patty? Why or why not?
- Do you think Patty's reaction was the right one? What would you tell her to do?
- In a romantic relationship, is it possible to have full and mutual trust or must you always have to be vigilant to avoid being lied to and deceived? Why or why not?

Episode 7: The New Romance

Educational Issue:
Parents and children communicate about sexuality.

Patty, who is distracted by what is happening with Luis, is almost hit by a car. Carlos calls Andrea and they agree to meet in the park. Luis tells his mom that he is going to speak with Patty to try to clear things up. His mother is concerned about how Reynaldo will react, but encourages him to follow his heart. In the street, Luis meets Mayara, who continues to harass him. In the park, Carlos asks Andrea to be his girlfriend and she accepts. Pepe discovers them kissing.

Audience Discussion Questions

- Despite having raised him alone, Carmen Rosa has a relationship filled with trust and communication with her son Luis. How do you think they achieved this?
- Do you know of examples of good parent-child communication, like that of Carmen Rosa and Luis? Tell us about those examples.
- Do you think children can take the initiative to improve their relationship with their parents? What could they do?

Episode 8: The Reconciliation

Educational Issue:
Parents and children communicate about sexuality.

Luis goes to Patty's house to apologize. Reynaldo sees them together and Luis fearlessly tells him that they are a couple. Reynaldo kicks him out of his house and then yells at Patty and blames Luz for not taking care of their daughter. Luz privately speaks to Patty, and asks for her trust. Patty meets Luis, and he again asks for her forgiveness. She confesses that she liked the way he confronted her dad ... and forgives him. Mayara observes what happens from a distance, all the while plotting an even greater revenge.

Audience Discussion Questions

- Did Luis do a good thing by telling Reynaldo that Patty is his girlfriend? Why or why not?
- What should Luz do about Reynaldo's intolerance, which is robbing their children of their teenage years?
- Is it possible for parents who are violent and suspicious of their children to change? How?

Episode 9: Confusing Luis

Educational Issue:
Adolescents and a responsible sex life

Mayara asks Pepe to help her hurt Patty again. She wants to get Luis drunk so that she can seduce him, and make sure that Patty discovers them. Luis asks Patty to have sex, but she refuses. He tries to convince Patty, arguing that everyone does it, and she promises to think about it. Pepe organizes a party at his house to help along Mayara's plan. Luis is already drunk and Mayara takes him to a bedroom. Patty arrives, and Pepe tells her that there is a surprise waiting for her in his bedroom.

Audience Discussion Questions

- If something happens between Luis and Mayara the night of the party, what excuse will Luis offer Patty this time? Should Patty forgive him again?
- What risky situations is an adolescent, like Luis, exposed to when drinking?
- If Luis were your friend, what would you tell him to do to improve his relationship with Patty?

Episode 10: The Encounter

Educational Issue:
Equitable relationships between men and women

Luis, intoxicated and alone with Mayara, remembers their shared past, gets excited, and starts to kiss her. Patty opens the bedroom door and finds the two in bed. Embarrassed and angry, Patty runs away crying. Luis blames Mayara for having trapped him, and goes after Patty. Patty tells Carlos what has happened, and Carlos forbids Luis from getting near his sister. Everyone at school talks about Patty and Luis's newest break-up and Patty finds Mayara and slaps her.

Audience Discussion Questions

- Why does Patty say she is still in love with Luis, if she has seen him cheating on her with Mayara twice?
- Why is it that only Mayara earns a bad reputation as a "bitch" or "player"? Why doesn't the same occur with Luis and Pepe, who have been involved with her?
- What do you think of Patty's reaction and her aggression toward Mayara?

Episode 11: An Awkward Situation

Educational Issue:
Parents and children communicate about sexuality.

Patty and Mayara argue, insult each other, and fight at school. Luis suspects that Pepe helped Mayara plan the trap, but Pepe convinces Luis that it was his own fault. Fabiola finds out that another neighborhood girl is pregnant. Andrea's mother discovers her talking to Carlos on the phone and she forbids her daughter from having a boyfriend. Her dad promises to talk to her mother to make her see Andrea's side of the story. Patty discovers that Pepe and Mayara were accomplices.

Audience Discussion Questions

- What are the potential consequences of parents prohibiting their daughter from having a boyfriend, like what Sara has done to her daughter Andrea?
- What do you think of Andrea's plan to hide her relationship with Carlos from her parents?
- How much should teens share their private world, friendships, loves, joys, and disappointments with their parents? Why?

Episode 12: Patty's Sacrifice

Educational Issue:
Parents and children communicate about sexuality.

Patty reveals that Mayara and Pepe are accomplices, and they force Patty to keep quiet by threatening to kill Luis. Sara fears that Andrea will get pregnant very young as she did; Wilder convinces her that it is more important that their daughter trust them and communicate with them, then for them to prohibit her from seeing anyone. Sara, Andrea, and Wilder talk and agree that Carlos should come to their house so they can get to know him better. Pepe and Mayara visit Patty to talk about her dad, Reynaldo.

Audience Discussion Questions

- What do you think of Sara's change of heart regarding Andreas crush?
- Do you agree that parents should ask their children to bring their boyfriends or girlfriends home so they can get to know him or her better? Why or why not?
- What should parents do when their son or daughter's girlfriend or boyfriend doesn't sit well with them? Why or why not?

Episode 13: An Indecent Proposal

Educational Issue:
Equitable relationships between men and women.

Luis serenades Patty, but even then he fails to gain her forgiveness. Carlos goes to Andrea's house and she introduces him to her parents and sister. Carlos talks about his feelings for Andrea and asks them for permission to visit her and they accept. Pepe offers Luis a pill to drug Patty so he can have sex with her. Luis says that would be a rape, but Pepe tells Luis that if Patty loves him, in the end she will enjoy it.

Audience Discussion Questions

- Carlos, Pepe, and Luis are three male adolescents with different personalities. How would you classify the masculinity of each?
- In your experience, what kind of guy has more success with girls? Why?
- Do you know guys like Carlos or Pepe? Tell us about them.

Episode 14: A Big Surprise

Educational Issue:
Equitable relationships between men and women.

Luis is doubtful, but ultimately accepts Pepe’s idea of drugging Patty to have sex with her. Patty visits Mayara to find out what she is hiding about her father, but Mayara says nothing. Patty accidentally sees a message that Pepe sent to Mayara asking her to meet him at a hotel. Luz and Carmen Rosa go out for ice cream and, by chance, they see Reynaldo shopping at a children’s clothing store. A child walks out of the store and says to him, “Dad, my Mom wants you to come over to our house.”

Audience Discussion Questions

- How do you think Luz will react if, as it seems, Reynaldo has another family?
- Given his behavior, what example does Reynaldo provide to his son Carlos?
- What would you recommend Luz do?

Episode 15: The Discoveries

Educational Issue:
Adolescents and a responsible sex life

Luz discovers that Reynaldo has another wife and children. Dr. Adalberto is fired, and the new director of the health center orders the creation of differentiated sexual health services for teenagers and adolescents; he appoints Fabiola to head the department. Luz and Reynaldo fight and she has enough courage to ask him a divorce, but he does not want one because it will cause gossip. Patty invites Luis to the park, where he sees Pepe and Mayara kissing and heading into the hotel.

Audience Discussion Questions

- Why do you think the new director of the health center designated Fabiola responsible for providing youth-friendly health services?
- What should Fabiola’s proposals be for providing youth-friendly services?
- How can sexual and reproductive health services for adolescents be prioritized without solely relying upon the ideas of the person responsible?

Episode 16: Joys and Misfortunes

Educational Issue:
Adolescents and a responsible sex life.

Luis discovers that Mayara and Pepe are accomplices. Reynaldo receives notice of a foreclosure on his company because of his debts. Luz tells Carlos and Patty that she is going to divorce their father, and that all three will move to their grandparents’ home. The children support her decision. Despite Luis’s insistence upon reconciliation, Patty tells Luis that their relationship is over and that she is leaving the city with her family. Mayara and Pepe go motorbike racing; she has an accident and dies. Before the plane takes off, Carlos says goodbye to Andrea, promising that the distance will not dampen his love for her. Luis arrives late and is unable to say goodbye to Patty.

Audience Discussion Questions

- What do you think Luis will learn from his ill-fated relationship with Patty?
- Do you think Andrea and Carlos will continue their relationship in spite of the distance? Why or why not?
- What will Carlos and Patty’s new life be like when they are far away from their friends?

3 Radio Serial Drama “When Love Takes Hold”

A. Educational issues, synopsis, and characters of "When Love Takes Hold"

There are three thematic axes woven into the story of "When Love Takes Hold":

- **Romantic relationships between adolescents.** Women establish dependent relationships with their partners, accepting their decisions without questioning them for fear of losing their affection. Experienced friends influence and awaken girl's curiosity about sexual initiation. Men try to prove their masculinity by inventing or actually having several girlfriends at once, or by claiming to have had sex with several girls.
- **Communication between parents and their children about sexuality.** Teens do not feel sufficiently trusting of their parents to speak with them about love and sexuality, because their parents are working, stressed out, tired, or angry about the family's finances; parents display macho behavior, have had limited sexual experience, and are conservative. Fathers do not have meaningful discussions with their children; they promote machismo in their sons and are overprotective of their daughters.
- **Trusting relationship between teachers and students.** Despite receiving training, conservative teachers who are responsible for counseling sessions do not develop classes about sexual and reproductive health. The teachers are more concerned about academic training, rather than the lives of their students. To protect their institutional image, schools prohibit expressions of love between couples and repress affection and sexuality between peers, forcing adolescents to seek out places that are better hidden and often more dangerous.

“When Love Takes Hold” chronicles the life of a group of teenagers in a school called “General Honors” in San Fermín. Diego, Andrea, Marilyn, and Anahi find love and must make decisions about their first sexual experiences, the possibility of an unplanned pregnancy, and violence. Diego finds himself at a crossroads, and he has to decide whether to go along with the macho mentality of his friend or to challenge it and acknowledge his true love and admiration for Andrea. Andrea suffers from a lack of understanding from her father, who is a teacher that is obsessed with discipline and appearances. Marilyn and Maik share the anguish of an unplanned pregnancy, and must fight stigma and prejudice at their school, where they find the support of a teacher who helps them navigate the situation.

A cast of sixteen characters portrays the story of the radio drama.

Transitional Characters

Transitional characters are the characters that encounter the most important conflicts in the radio drama. They may make mistakes, but in the end they learn to make better decisions.

Diego (16 years-old) is in his fifth-year of secondary school. He is a liberal guy who likes to play with the feelings of girls. He has had several girlfriends, including Mariana. He is currently dating Yacky, but will find true love with Andrea, and learn to value loyalty, sincerity, and responsibility.

Andrea (14 years-old) is in the fourth-year of secondary school. She is the daughter of Rosario and Magno. She has low self-esteem, is shy, and has never had a boyfriend. She believes that love can change people, regardless of how irresponsible they are. She feels misunderstood by her parents. She learns to trust herself and to make her own decisions, and takes initiative to improve communication with her mother.

Rosario (40 years-old) is a grumpy housewife who is dedicated to her husband and children. She is submissive to her husband, Magno. She learns to communicate with her daughter, even though it forces her confront her husband's machismo. Rosario gains her independence and leaves Magno, because she realizes that he is a bad example for their children and he treats her violently.

Felix (45 years-old) is a schoolteacher and Magno's close friend. He is very conservative. Felix is Anahí's father, and was left by his wife 11 years ago. He loves his daughter and cares for her. Felix learns to communicate transparently with his students and his daughter about issues of sexuality.

Anahí (16 years-old) is cheerful and outgoing with her girlfriends, but rebels against her father. She deeply trusts her teacher, Erica. The absence of her mother has affected her a lot. She seeks the understanding of her father, to be heard, and to have a little more freedom.

Marilyn (16 years-old) is sexually inexperienced. She lacks self-confidence. Marilyn is Anahí's close friend and Maik's girlfriend. She will become pregnant and will not know how to deal with the situation.

Positive Characters

Positive characters embody the values and attitudes promoted in the drama, and serve as inspirations for the transitional characters

Daniel (18 years-old) is studying sociology at the university and is Diego's older brother. They are very close and play soccer together and talk to one another. Daniel belongs to a youth cultural organization and likes to act. He wants young people to organize themselves to achieve positive changes in their community.

Yacky (15 years-old) is a student in the fourth-year of secondary school and is Diego's girlfriend. She is an assertive, nice girl, and is not easily fooled nor does she cling to love when it seems impossible. She wants youth to make change in their community.

Wilder (39 years-old) is a teacher and football coach. He is very straight-laced and demanding, but supportive; he cares for the physical and emotional state of his students. He is Sara's partner and tries to build trust, communication, and understanding between her and her daughters, especially with Andrea, the youngest.

Erica (25 years-old) is a professional psychologist. As a child, Andrea was her favorite cousin. Erica works at the school as a counselor. She identifies with and cares about her students' problems. She has a very trusting relationship with her student Anahí, who is the daughter of her colleague Felix.

Karla (14 years-old) is a student in the fourth-year of secondary school; she is nice, responsible, and mature. Karla is someone who always has wise advice about how to deal with any problem or situation that her friends confront. She is Andrea's best friend and Julia's daughter.

Julia (35 years-old) is a widow, beautician, and a stay-at-home mother. She is Karla's mother, and has raised her daughter on her own; they have a close relationship. Karla is kind, listens to her daughter, and talks to her a lot about life and sexuality. She wants her daughter to become a professional.

Negative Characters

Negative characters embody the negative values and attitudes that the drama seeks to challenge; they negatively influence the transitional characters.

Brenda (15 years-old) is the most daring and sexually experienced girl. She takes great pride in her appearance, and likes to attract boys and be the center of attention. She encourages Andrea to be like her. Brenda is irresponsible and has unprotected sex with multiple boys. She wants to be the most popular girl in school.

Mariana (17 years-old) is a student in the fifth-year of secondary school. She is Diego's ex-girlfriend. She resents him because he ended their relationship, and she is always trying to get-back together.

Maik (16 years-old) is Diego's classmate and wants to usurp Diego as leader of their group of friends. He has had many girlfriends, and has his sexual debut with Brenda, but now Marilyn is his steady partner. Maik is immature and only interested in girls for sex. He takes advantage of his status as the son of the principal, Magno, and has impunity in the school.

Carlos (20 years-old) is an engineering student at the university. He is only interested in sex. Carlos is superficial, chauvinistic, and petulant. He wants to annoy his sister, Andrea, and receives preferential treatment from his father, Magno. He is also Anahí's boyfriend.

Magno Castro (55 years-old) is the head of the school. He is very conservative, authoritarian, and chauvinistic. Magno is only concerned about the image of the school. He is Rosario's husband and Andrea and Carlos's father. Magno has one illegitimate child, Maik, who he covers for and who he encourages to be macho like him. He seeks to gain power and to be obeyed by all.

B. Episode Guide for “When Love Takes Hold”

Episode 1: Appearances

Educational Issue:
Trusting relationships between teachers and students.

Erica returns to San Fermin to work as a psychologist in the health center and at the Honors school, where her uncle Magno is the principal. Diego tells everyone that he is Yacky’s boyfriend and is dating Mariana at the same time; his friends congratulate him. Anahí tells Marilyn that she likes Maik, and Anahí warns her that he uses girls. The TV newscast reports that there are many teenage pregnancies, including at the Honors school. Felix, a teacher, says that teachers should only teach classes, and that student sexuality is the parents’ responsibility.

Audience Discussion Questions

- What do you think of Felix’s comment about the role of teachers?
- What is the responsibility of the school and teachers to prevent increases in teenage pregnancies?

Episode 2: The Confrontation

Educational Issue:
Trusting relationships between teachers and students.

Rosario tells Andrea that they will not be celebrating her fifteenth birthday because quinceañeras are indecent parties. Maik develops a crush on Marilyn and kisses her, and Felix sees them. Reacting to the scandal of a teen pregnancy in the school, Magno requires teachers to follow the rule that bans students from embracing, kissing, and holding hands. Erica proposes providing guidance about sexuality in counseling sessions.

Audience Discussion Questions

- What do you think of Erica’s proposal to prevent teen pregnancies?
- Why do Magno and the teachers not even discuss Erica’s proposal?
- In your community, are school counseling sessions used to teach comprehensive sexual education?

Episode 3: The Sweet Fifteen: A longed-for dream

Educational Issue:
Communication between parents and their children about sexuality.

Julia is going to throw her daughter, Karla, a “sweet fifteen” party, and she is excited; but Rosario is not going to throw a party for Andrea because she believes these parties have been degraded by the indecent music and dances of youth today. Erica gets a call at night from a teacher who wants to talk about what happened at the staff meeting.

Audience Discussion Questions

- Is Rosario justified in her fears about today’s “sweet fifteen” parties?
- What can happen to Andrea if Rosario and Magno stay closed-off about what their daughter feels and desires?
- If you were a friend of Andrea, what would you tell her to do to improve her communication with her father?

Episode 4: A Chip Off the Old Block

Educational Issue:
Romantic Relationships Between Adolescents.

Erica confesses to Professor Pedro that she is not sure if she wants to continue teaching at a school that is so closed off to new ideas. Diego and Yacky have a fight because some of her friends saw him kissing Mariana. Erica tells Professor Pedro that they should listen to the students’ suggestions before defining the counseling session topics. Principal Magno wants to hear what Erica and Peter are talking about.

Audience Discussion Questions

- What do you think of Diego not only cheating on Yacky with Mariana, but also lying about it with the help of his accomplice, Maik?
- What would you advise Yacky to do in this situation?
- In romantic relationships between teenagers, who is more faithful, girls or boys? Why?

Episode 5: Proof of Love

Educational Issue:
Communication between parents and their children about sexuality.

With the help of her mother, Karla chooses her dress and a dress for her friend, Andrea, for her fifteenth birthday party. Andrea asks her mother, Rosario, for permission to go to Karla's house, saying she is going to do homework, but really, she is going to Karla's party. Rosario apprehensively agrees, but orders her daughter to return before her father arrives home. Maik asks Marilyn to “prove her love”. Marilyn asks her teacher, Erica, what to do.

Audience Discussion Questions

- What do you think about the lie Andrea used to go to the party?
- If her mother uncovers the truth, what do you think she will do?
- What do parents and children need in order to build a solid relationship that is based on trust and communication?

Episode 6: The Bet

Educational Issue:
Romantic Relationships Between Adolescents.

Maik bets Diego and his friends to go to Karla's fifteenth birthday party without their girlfriends and kiss other girls. Andrea leaves her house to go to Karla's party, unaware that her brother, Carlos, is following her. At the party, Maik kisses a girl, and Diego dances with Andrea but does not dare to cross the line. Yacky gets mad because she found out that Diego went to the party without her. Andrea tells Erica that she was very excited because she danced with Diego, but for him it was not as special. At school the boys tease Diego because he didn't hook up with Andrea and so he has to pay-up because he lost the bet. Andrea confesses to her friends that she likes Diego, but they say he is not a good choice because he is a player.

Audience Discussion Questions

- What do you think of the bet between Maik and Diego?
- Do you believe that guys like Maik and Diego can have a girlfriend who they truly love and respect? Why?
- Why does Andrea like Diego when she knows how he is? If she were your friend, what would you say to her?

Episode 7: The Declaration of Love

Educational Issue:
Romantic Relationships Between Adolescents.

Maik challenges Diego: if by the end of month Diego has not kissed Andrea, Maik will make her his own. Diego initiates his plan to win this new bet; he says nice things to Andrea and she is thrilled. Diego invites Andrea to watch a video at his house and she accepts. First she goes to Karla's house to tell her that she fears that something might happen while the two of them are alone, because when she is with Diego, her body burns with desire.

Audience Discussion Questions

- What do you think of Diego taking advantage of Andrea, who is in love with him, just because he wants to win the new bet with Maik?
- What could Andrea do to avoid losing control when she is with Diego?
- Is it possible for adolescents to fully trust what their girlfriends or boyfriends tell them? Why or why not?

Episode 8: The Pregnancy

Educational Issue:
Trusting relationships between teachers and students.

Anahí's boyfriend has asked her to "prove her love", and she asks her teacher Erica for her opinion about what to do. The teacher recommends she not feel pressured by her boyfriend, and if she is not ready to take that step, that she be firm in her decision. Andrea goes to Diego's house and, after watching the video, he sweet-talks her into having sex. Anahí thinks about how good Carlos makes her feel, and about the little communication that she has her father, Felix. At school the girls gossip about Marilyn, who has just found out that she is pregnant and will most likely be thrown out of the school.

Audience Discussion Questions

- Would it be a good move for Principal Magno to remove Marilyn from school just because she is pregnant? Why or why not?
- What kind of support does Marilyn need from her friends at school, her parents, and her teachers?
- In your community, are cases like Marilyn's common? Do you think that pregnant girls should drop out of school? Why or why not?

Episode 9: Trying to Expel a Student for Being Pregnant

Educational Issue:
Trusting relationships between teachers and students.

Yacky and Andrea find out that Diego is dating both of them, they confront him, and they break-up with him. A TV newscaster announces that Principal Magno expelled a student who became pregnant so she would not serve as a bad example to other students. Maik tells Diego that he is going to leave San Fermin School. Erica confronts Magno regarding Marilyn's expulsion and to make it known that he has not respected Marilyn's rights. Andrea tells Karla that she had sex with Diego without protection, and they decided to go to the health center with Karla's mother so that Andrea can get tested for pregnancy and STIs.

Audience Discussion Questions

- What do you think about Erica confronting Principal Magno about Marilyn's expulsion?
- How should parents and students react to Principal Magno's decision?
- What kind of punishment should a principal receive if he reveals that a student is pregnant and expels her from school?

Episode 10: The Escape

Educational Issue:
Communication between parents and their children about sexuality.

After weighing the lack of communication she has with her father, Felix, against Carlos's proposal, Anahí decides to run away with Carlos. Accompanied by Karla and her mother, Julia, Andrea takes a pregnancy test at the health center and anxiously awaits the results.

Audience Discussion Questions

- Do you think it is okay for Andrea to have gone to take a pregnancy test without her parents? Why or why not?
- If Andrea is pregnant, how should she tell her parents?
- How should parents react if their teenage daughter or son tells them s/he is expecting a baby?

Episode 11: Sex Without Responsibility

Educational Issue:
Romantic Relationships Between Adolescents

The health care worker tells Andrea that she is not pregnant. On the way home, Andrea talks to Karla and Julia about the importance of making decisions about her sexuality without feeling pressured, of having information to prevent pregnancy and STIs, and about how she can improve the trust and communication she has with her mother. Diego sees Daniel, his older brother, after a long time apart. Daniel counsels Diego about his situation, telling him that he should acknowledge his mistake and apologize to the people he hurt. Erica tells Felix that Anahí has not come to class, and apparently has run away from home.

Audience Discussion Questions

- What has Andrea learned from her experience with Diego, which, happily, did not end in an unwanted pregnancy?

- Do you think that Diego could change and follow his brother Daniel's advice? Why or why not?
- How should romantic relationships between teenagers be so that they are enjoyable and good learning experiences, and do not cause harm?

Chapter 12: The Return

Educational Issue:
Communication between parents and their children about sexuality.

Diego practices a dance with his brother, Daniel, and his girlfriend, and he learns that each person in a couple must respect the other's ideas and life goals. Diego decides to clarify what he wants in life, and see if he can win back Andrea. Julia tells Rosario what happened to Andrea and suggests she talk more with her daughter to win her trust, and not tell Magno what happened. Rosario talks to Andrea, and she tells her mother what happened with Diego. Magno overhears the conversation, and beats both of them.

Audience Discussion Questions

- Was it right for Julia to tell Rosario what happened to Andrea, including the fact that she had a pregnancy test? Why or why not?
- What should Rosario do in the face of Magno's aggressive reaction toward her and her daughter?
- What can teenagers do if their parents insult them, yell at them, or hit them?

Episode 13: Learning from Mistakes

Educational Issue:
Communication between parents and their children about sexuality.

Diego calls Andrea to ask for forgiveness, but she does not want to speak to him. Magno tries to enter his house, but finds that his key does not open the door and that the locks have been changed. He cries out to Rosario to open the door, but Rosario says that she will not because she has filed a restraining order against him with the police for domestic violence. Felix and Erica ask Principal Magno to let Marilyn come to school again, but Magno refuses and kicks them out of his office, threatening that he will write them up for insubordination.

Audience Discussion Questions

- What do you think of Rosario’s decision to change the locks and report Magno to the local authorities for domestic violence?
- What do you think will happen to Andrea now that her father is no longer living with her or her mother?

Episode 14: Marilyn’s Return to School

Educational Issue:
Trusting relationships between teachers and students.

Parents report Principal Magno for corruption and abuse of power. The Education Authorities decide to remove him from his position and appoint Felix as the new Principal. It is decided that Marilyn should return to school, and that the counseling sessions at school should be used to provide guidance about sexuality and other important subjects. Diego runs into Andrea, who is walking with Karla, and he invites her to the dance festival for which he is a finalist. She does not accept the invitation. Andrea tells Karla that she sees that he is changing, that he is more responsible, and perhaps he deserves another chance.

Audience Discussion Questions

- What do you think of the decisions Felix made when he assumed the role of Principal: letting Marilyn return to school and dedicating counseling sessions to provide guidance to students?
- How can we ensure that teenagers and adolescents receive continuous comprehensive sexual education at school, regardless of which principal is in power?

4 Key messages to promote in conversations about the radio dramas

The following are some ideas of things to share with listeners when discussing the episodes of the radio dramas “Pages of Love” and “When Love Takes Hold”. The suggestions are organized according to issue addressed.

Adolescents and a responsible sex life

Many changes happen with our bodies and personalities when we are adolescents -- wet dreams, the first menstrual period, the emergence of pubic hair, voice changes, curiosity about sex, our first crushes, mood changes, and disagreements. What advice can we give to the adolescents who listen to us on the radio?

- **Attraction to a guy or a girl is something we experience frequently.** To transform that attraction into reciprocated love is more complicated. Sometimes, when your love is not reciprocated, you may feel bad, depressed, or think about hurting yourself. However, remember that no one can control the feelings of another person and that life goes on. If for the moment you do not like anyone, you do not have a significant other, or your love is not reciprocated, it will be okay; none of these situations make you less or more attractive or worthy. Never doubt your worth or who you are.
- **To have a loved one can be a positive experience,** provided that we are able to express how we feel or think without fear. A relationship is comprised of two people, and for that reason trust is fundamental so that each person can express him or herself without pressure or fear of being judged, with the security that his or her decisions will be respected.

- Communication is key for couples. It is important to speak about whether or not to have sex, about using a condom as a demonstration of responsibility because you are protecting the one you love. Communication involves more than just talking, you should also learn, listen, and understand your partner.
- To make the best decisions as a couple, it is important to know each other well, to share relevant information about sexuality, pregnancy prevention, sexually transmitted infections (STIs) and HIV, and to always talk and listen to one another.
- But above all, you have to be sure of what you want to do, do only what you feel comfortable doing, and not pressure your partner or let your partner pressure you.
- Friendships allow us to understand and control our feelings, emotions, and attitudes. The best thing to do is to accept our friends as they are, the same way we would like to be accepted. We should respect their opinions and personalities, as long as they do not hurt themselves or others.
- Often our friends tell us how to behave and many times we let their influence dictate our actions. However, we have the freedom to choose how to behave and it is important to not be influenced by other people's opinions. Doing so could put us in an uncomfortable position.
- Before having sexual relations, think twice about if it is really what you want and feel. Do not feel pressure, understand your own sexuality, and learn how to protect yourself against STIs and unplanned pregnancy. You have the right to decide when and with whom you want to have sexual relations. No one can force you or make fun of you because you express your sexuality in your way.
- When the time comes to make a decision, it is important to ask yourself the following: Why am I doing it? It is just because my friends are pushing me? Because I think this is what people do? Because I am afraid of what others will say? Because I want it? Or because I have thought about it and this is my own decision?

Equitable relationships between men and women

Men do not cry, they are not sensitive, they are strong, and they are bold and are always ready for sex. Women are delicate, motherly, flirtatious, and look for love before pleasure. These models of masculinity and femininity are imposed at home, at school, in neighborhoods, and in the media. However, every teenager is different, there is no one-way of being male or female, nor are there proscribed appropriate behaviors. Therefore, it is necessary that we promote respect for teenagers' different ways of being, and that we demonstrate that we are capable of treating everyone with respect and affection. What advice can we give to adolescents who listen to our radio programs?

- Boys should learn to express their feelings and emotions in a clear and sincere manner, especially with their partners. Girls should learn to love and value themselves, to avoid manipulation and harassment from their partners.
- Boys and girls can build loving relationships rooted in communication, responsibility, and respect. A couple is happiest when each person has his or her own dreams and, rather than individuals giving their dreams up in the name of love, they should receive support and motivation from their partner to reach their goals.
- Violence against women often begins during the first stages of a relationship. It manifests as a boyfriend controlling his girlfriend's schedule, activities, friendships, and decisions. For this reason, it is very important to promote respect, mutual trust, and equality between men and women.
- A violent act is when a person hits, screams, mocks, belittles, or sexually assaults another person, or when those who we consider weak, like children or women, are forced to do something against their will.
- Men can learn to be masculine in a positive way: by being more open with their partners, showing affection, promoting equitable gender relationships with their children, and by being more respectful and affectionate with their partners. It is good to identify and learn from positive male role models and families in our community.
- Young adolescents and youth can value and learn to treat themselves with the same respect they hope to receive by thinking about their words, and the non-verbal body language they use.

Communication Between Parents and Children About Sexuality

In most cases, when a teenager feels the need to speak to someone about his/her feelings, wishes, doubts or worries, his or her parents are not on the list of people to consult. This is because youth believe that because their parents are older they will not understand them, or they will judge them because they have outdated views about sexuality. What advice can we give to adolescents who listen to us on the radio?

- Despite what some adolescents believe, the majority of parents will always try to support their children and resolve any issue that may be affecting them. The important thing is for parents and children to find the right time and appropriate way to broach the topic of sexuality.
- It is always better for youth to speak with their parents before their first sexual experience. By doing so, youth will know their parents' opinion and how they will react in certain situations, without experiencing the simultaneous anguish of a problem, like an unexpected pregnancy or sexually transmitted infection.
- We are aware that sexuality is a broad subject and that our parents are not always able to easily speak about all of its facets. Many parents believe that if we fall in love, we will pay less attention to studies and start having irresponsible sexual relations that will inevitably lead to an unexpected pregnancy or a sexually transmitted infection.
- Also, there are many parents who do not know much about these topics, or who have an unfavorable attitude about kids our age having sexual relations, or having feelings for people of the same sex. For this reason, many parents prefer not to talk about sexuality, or they limit the conversation to threats and warnings.
- On the other hand, some parents react violently. When kids do something that to their parents seems wrong, they only know how to respond by screaming, issuing threats, and being abusive. But these reactions do not help us make better decisions. Because of this, if sometimes we worry about speaking with our parents, we can find other adults whom we trust and who are well informed.

- Our older siblings or an adult family member who knows how to listen to us and offer advice can be of great help when our parents do not know how. We can also speak with our teachers. You can identify the individuals with whom you relate and who are prepared to help you make the right decisions for your love and sex life. Another alternative is to speak to friends who are peer health educators, or with health professionals in your community. The information that you can receive from well-educated people will help you speak with your parents.
- The best thing a parent can do to protect his/her child from an unexpected pregnancy, STI or HIV, is to build a relationship based on trust with them starting at a young age. Parents can do this by showing love to their children daily, valuing their actions and opinions, and listening and speaking to them openly about issues such as sexuality, love, and pleasure. In this way, parents can instill, through example, in their children key values like respect for diverse ways of feeling, living, and being.

Trusting relationships between teachers and students

Teachers are an important resource for their students, especially those teachers who are willing to build a relationship of trust based on sincerity, respect, and communication with their students. Adolescents spend most of their time at school, where they learn many valuable things, but also, unfortunately, many negative attitudes and behaviors. What advice can we give to the adolescents who listen to us on the radio?

- Teachers are able to build relationships of trust with their students, and to help them face their conflicts and differences through dialogue and by promoting peaceful co-existence. These processes should also include parents.
- Teachers that are in charge of counseling students should listen to the needs of their students and be sufficiently prepared to give them advice. They should address different aspects of sexuality in their classes, using a comprehensive sexual education framework: explaining how our bodies work, understanding our emotions and feelings, and conducting ourselves in accordance to our values.
- Teachers and school authorities can give attention not only to their students' academic studies, but also to their holistic education as citizens by promoting the values of respect, honesty, solidarity, and responsibility to decrease violent behaviors in school. The best way to promote these values in students is through every day actions, leading by example.

- Parents should know about their children's school lives so that, when necessary, they can be present to support and guide their children if they are victims of harassment or bullying. Similarly, they can intervene if their children are the aggressors.
- Boys and girls must actively participate in decision-making at school. It is necessary for schools to offer opportunities of self-valuation and training to students so that youth can become leaders, with the support of their parents, teachers, and classmates.

Additional Resources

Finally, it is important that you find additional information about the issues discussed in this document. We suggest you visit the following websites to find information, advice, and knowledge that you can use to better address these issues on the radio. You may also want to recommend these resources to your listeners.

- **InfoSalud.** Free information from the Ministry of Health
(Free Hotline: 0800-10828)
- **UNFPA.** United Nations Population Fund
www.unfpa.org.pe
- **Punto J.** Advice website managed by youth
www.puntoj.com.pe
- **APROPO.** Advice and guidance about sexuality
www.apropo.org.pe www.nosedesexo.com
- **INPPARES.** Health care and counseling for young people
www.inppares.org.pe



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