



U.S. President's Malaria Initiative

## Nigeria Good Quality Medicines Campaign Materials Pretest

### PROTOCOL

#### Background

The continued availability and use of substandard, spurious, falsified, falsely-labeled and counterfeit (SSFFC) medicines impedes global efforts to eradicate Malaria, as such medicines result in treatment failure, death and a distrust of the health system. According to the World Health Organization (WHO), 10 to 30 percent of all medicines in developing countries are substandard or falsified. Anti-malaria medicines constitute the bulk of SSFFC medicines, contributing 52.5 percent and 92.6 percent of all substandard and counterfeit medicines respectively. The SSFFC medicines situation in Nigeria mirrors global trends but stands out because of Nigeria's peculiar nature – a vast and diverse population with a complex health system. Nigeria's pharmaceutical products are either imported or manufactured domestically, but they reach a majority of consumers through Patent and Proprietary Medicine Vendors (PPMV), most of whom are unlicensed and operating illegally. In 2001, an alarming 40 percent of medicines across Nigeria were substandard or fake. Due to the aggressive and sustained efforts of the National Agency for Food and Drug Administration and Control in Nigeria (NAFDAC), the proportion of such drugs in circulation has decreased tremendously, reaching 16.7 percent in 2005. A recent study conducted by NAFDAC and the United States Pharmacopeia (USP) indicates that less than 10 percent of Artemisinin-based combination therapy (ACT) medicines in circulation are of poor quality.

Although the Government of Nigeria has continued to fight SSFFC medicines through the Food and Drugs department of the Ministry of Health, NAFDAC and the Pharmaceutical Council of Nigeria (PCN), such efforts have mostly targeted the supply side of the problem. Efforts directed at the consumers of SSFFC medicines have been few and have not been evaluated. Only 18 percent of respondents in a perception study conducted by NAFDAC were aware of messages regarding the Mobile Authentication System (MAS) introduced by NAFDAC to enable consumers to verify the quality of the medicines they buy. Very few consumers take advantage of the MAS; most still self-prescribe, and even where they encounter fake drugs, consumers rarely report this to relevant authorities.

#### Purpose

In response to this situation, the Health Communication Capacity Collaborative (HC3) has worked closely with the National Malaria Elimination Program (NMEP), NAFDAC and the Advocacy, Communication and Social Mobilization (ACSM) sub-committee to develop campaign materials as follows:

Material	Target Audience
Radio spots	All consumers who buy malaria medicines
TV spots	
Posters	
Booklet	
Sticker	PPMVs

The purpose of the pretest exercise is to present these materials to representatives of the above target audiences to ascertain the following:

- Comprehension (language and visuals are easily understood)
- Attraction/appeal
- Persuasion
- Acceptability (cultural and contextual appropriateness)
- Clarity
- Level of audience identification with materials

### Pretest Location

The materials will be pretested in two locations in the Akwa Ibom State of Nigeria – an urban and a rural location. The focus will be on PPMVs and individuals from the lower socioeconomic segment of the population.

### Methodology

These materials will be pretested using **Focus Group Discussions (FGDs)** and **Key Informant Interviews (KIIs)** as follows:

Material	Participants	Methodology
TV spot (Pidgin English) Radio spot (Pidgin English) Radio spot (Pidgin) Two Posters Sticker Radio spot (Ibibio)	Low semi-literate men and women (able to speak and understand Pidgin English and simple English), who have purchased malaria medicine recently/in the past six months  Age range: Men aged 35 to 55 and women aged 25 to 45	Two separate FGDS for men and women (10 women, 10 men) representing both urban and rural men and women
Radio spot (Ibibio)	Illiterate men and women (unable speak or read English), who have purchased malaria medicine recently/in the past six months  Age range: Same as above	Two separate FGDS for men and women (10 men and 10 women) in rural community
Poster (Pidgin) Poster (Pidgin) Booklet (Pidgin English)	Community volunteers (able to read and write)	Two separate FGDS with eight Community Volunteers in each group (eight male volunteers, eight female volunteers)
Sticker (Pidgin) Poster (Pidgin) Booklet (English)	PPMVs (licensed to practice by the government)	10 individual interviews

## Appendix 1: Pretest Guide

### A. Focus Group Discussion

- **Introduce yourself and the note taker to the group.** Explain the reason for the focus group discussion and let participants know their ideas will be valuable to your work.
- **Explain that notes will be taken** or the discussion will be recorded on a tape-recorder so that important comments and ideas can be remembered after the session is finished. Ask for the group’s permission to record comments, and assure participants that their comments will be confidential.
- **Begin with an opening or welcoming statement** such as “We are here today to discuss some materials on malaria medicines that we are designing for your community. We would like your opinions on these materials before we make any further changes to them.” Opening with a statement like this assures the group that the session will be a conversation, not a question-and-answer session.
- After the opening statement, **begin with the FGD discussion guide questions** (see Appendix 2). Try to keep the conversation focused but remain flexible.
- At the end of the session, **help the group reach some final conclusions together.** Ask summary questions like, “So, can we say that four of you agree that the radio spot is promoting malaria test? And six of you think the radio spot is promoting ACTs?” This clarifies the discussion into clear statements that can easily be summarized.
- **Thank the participants** and, if possible, offer some refreshments at the close of the session. If participants will incur travel expenses to attend the FGD, make provisions for reimbursement. Also, the moderator should provide correct information about SSFFCs and what they should do them to ensure they only use good quality medicines. During the discussions, there will be questions. At the end, the moderators should be prepared to give correct info. It would be helpful if the moderators brought along ACTs to show participants the NAFDAC number and expiry date, and demonstrate how to use the MAS scratch pad.

#### Additional Tips for the Facilitator:

Tips	Examples
Avoid asking personal questions. Instead, ask questions that allow participants to give their opinion of how others will reach.	“What do you think your friends will think when they listen to this radio spot?” “Do you think your friends will understand this picture?”
Use silence to your advantage	Wait a few moments to see whether anyone will start talking again. If not, say, “Does anyone have anything else you want to add to that?”
Use close-ended questions when you want a short and exact answer	“Do you like the people in the poster?” “Do these people look like they could be your neighbors?”

## B. Individual Interview

- **Begin the interview by introducing yourself and the note taker to the participant.** Let the participant know that the note taker will be recording his or her responses. Tell the participant that his or her name will not be used and that the conversation is confidential.
- Respondents may want to give the answers that will make you happy. **Don't lead them to the "correct" answer** with your smile or attitude.
- After asking all the questions on the questionnaire, **thank the participant for his or her assistance.**
- **Provide refreshments for participants.** It is a nice way to thank them for participating in the testing process. **Reimburse them** for any travel expenses incurred.
- **The moderator should provide correct information about SSFCs** and what they should do to ensure they only use good quality medicines. During the discussions, there will be questions moderators should be prepared to answer. It would be helpful if the moderators brought along ACTs to show participants the NAFDAC number and expiry date, and demonstrate how to use the MAS scratch pad.

## Appendix 2: Discussion Question Guide

### A. Booklet

Give each participant a copy of the booklet to read. Allow enough time for each participant to finish reading. Ask these questions about each **page** of the booklet:

1. What information did you get from this page? Is it telling you to do some? If so, what?
2. Are there any words on this page that you do not understand? What are they?
3. Is there anything on the page that you do not believe to be true? What?
4. What about the picture(s) on this page? For each picture, ask “What does it look like to you?”
5. Is there anything about the pictures or the writing on this page that might offend or embarrass some people? What?
6. Is there anything on this page that you really like? What?
7. Is there anything on this page that you don’t like? What?
8. Is there anything on this page that is confusing? What?

Ask these questions about the **entire booklet**:

9. Do you think this booklet is asking you to do anything in particular? What?
10. Who do you think the booklet is meant for? (Probe: People like yourself? or is it for other people?) Why do you say that?
11. What do you think this booklet is saying?
12. What do you think could be done to make this booklet better?

### B. Poster/Sticker

For questions one through four, cover the words on the poster so that the group can respond only to the **images**.

1. Please tell me what you see in this picture. What does it look like to you?
2. What about the people/person in the picture? What do you think they are doing?
3. Do you think this poster/sticker is asking you to do anything in particular? What?

4. Do the people in the picture remind you of your friends, or are these people different from your friends? Why?

*Uncover the **words** and allow them to read the poster.*

5. Are there any words that you do not understand? What are they?
6. Now in your own words, what do you think this poster/sticker is saying? Is it telling you to do something? If so, what?
7. Is there anything about the picture(s) or the writing that might offend or embarrass some people? What?
8. Is there anything on this poster that you really like? What?
9. Is there anything in this poster/sticker that you do not like? What?
10. Is there anything on this poster/sticker that is confusing? What?
11. What do you think can be done to make this a better poster?

### **C. Television Spot**

*Ask these questions after showing the television spot **twice**:*

1. Who are the people in this television spot?
2. What do you think the people were doing?
3. Where do you think they were? What else was going on?
4. Do you think the television spot was asking you to do anything in particular? If so, what?
5. Is there anything in the spot that you do not believe? If so, what?
6. Does the television spot say anything that might offend anyone in your community? If so, what?
7. Who do you think the spot is meant for? (Probe: Is it for people like yourself, or is it for other people?) Why do you say that?
8. In your own words, what do you think the message was?
9. Is there anything about the television spot that you particularly liked? What?
10. Is there anything about the television spot that you did not like? What?

11. Is there anything in this television spot that was confusing? What?
12. What suggestions do you have for making this a better television spot?

**D. Television Spot**

*Ask these questions after playing the radio spot **twice**:*

1. What was taking place in this radio message?
2. Who are the people in this radio message?
3. Was there anything difficult to understand? If so, what?
4. What is the main message you got from the radio message?
5. Do you think the radio message is asking you to do anything in particular? What?
6. Is there anything in the message that you do not believe? What?
7. Does the radio message say anything that might offend anyone in your community? What?
8. What do you think you will remember best about this radio message?
9. Who do you think the message is meant for? (Probe: Is it for people like yourself, or is it for other people?) Why do you say that?
10. What did you think about the music in the spot? Is the music appropriate for this radio spot? Why do you say that?
11. Is there anything about the radio spot that you particularly liked? What?
12. Is there anything about the radio spot that you did not like? What?
13. Is there anything in this radio spot that was confusing? What?
14. Do you have any suggestions for making this a better radio spot?

### **E. Sticker (Specific to PPMVs)**

*For questions one through four, cover the words on the poster so that the group can respond only to the images*

1. Please tell me what you see in this picture. What does it look like to you?
2. What about the people/person in the picture? What do you think they are doing?
3. Do you think this sticker is asking you to do anything in particular? What?
4. Do the people in the picture remind you of your friends, or are these people different from your friends? Why?

*Uncover the **words** and allow them to read the poster*

5. Are there any words that you do not understand? What are they?
6. Now in your own words, what do you think this sticker is saying? Is it telling you to do something? If so, what?
7. Is there anything about the picture(s) or the writing that might offend or embarrass some people? What?
8. Is there anything on this sticker that you really like? What?
9. Is there anything in this sticker that you don't like? What?
10. Is there anything on this sticker that is confusing? What?
11. What do you think can be done to make this a better sticker?
12. Would you be willing to post this sticker in your shop? Why? Why not?
13. What sort of PPMV do you think should post this sticker in his/her shop?
14. In your own words, what is the purpose of this sticker?