

Guidance for Field Testing of Communication Materials:

Pretesting of polio materials should include at least two groups of people for each item pretested. Pretests should be conducted in at least two culturally separate areas. Participants in focus groups should be homogenous (same sex and social status –for instance, do not mix a literate and non-literate people in the same focus group discussion). The primary target audience will be semi to illiterate people, and separate groups should be composed in each test area of both women and men who are parents or grandparents. For example, if three poster designs are to be tested, the following methodology should be used.

- Focus groups A (male) and B (female) review poster one, then compare all poster designs in final session.
- Focus groups C (male) and D (female) review poster two, then compare all poster designs in final session.
- Focus groups E (male) and F (female) review poster three, then compare all poster designs in final session.

Procedural guidelines

1. Contact local health workers or key informants in a village or community.
2. Ask them to gather people to participate in a brief health exercise. Be clear about the type of people you are looking for.
3. Have a brief interview with the people and select participants who match your requirements.
4. Focus groups should have between four to eight people in them. More than eight people will make the focus group difficult to control.
5. If a prominent person who does not fit the focus group requirements insists on participating, interview them separately to pacify them. But do not let them sit in on the focus group or their presence will taint the results. If they insist on being part of the focus group, then conduct a brief session and try again at another location.
6. Groups should gather in an area where they will not attract attention (crowds) or be disturbed. Often, health facilities are good places to find participants as well as room to conduct the discussion.
7. Two facilitators should conduct the discussion. Preferably the team will be composed of facilitators of the same sex as the respondents. One person will ask questions and probe, the other will take notes. Focus groups should be recorded if possible and tapes reviewed.
8. Introduce yourselves and tell the respondents that we are trying to develop materials that will help the people of your country. Do not mention that you are developing materials for polio.
9. When respondents answer questions, facilitators should probe for more details. For example, if a group members says that they like or dislike something, ask them what it is specifically that they do or do not like, and why.
10. Facilitators should not answer questions about the materials, but rather get the respondents' inputs. Assure respondents that you will answer questions at the end of the session, and instead ask them what they think.
11. Note any important or significant non-verbal activities that respondents might give, such as dwelling on a particular topic for a long time (might demonstrate

interest or concern), or if respondents smile or look fondly upon a photo. Mark observations in the facilitator comments section.

12. Tea and biscuits should be provided to respondents.

13. Always be polite with respondents. Let them hold the materials. Do not rush them!

At the end of the session, answer questions about the materials. Thank the respondents and assure them that their inputs will help us develop better health programs for children.

Template: Field Testing for Polio Eradication Communication Support Materials

Researchers: _____ Date: _____ Location: _____

Type of group _____ male/female _____ literate/illiterate _____ rural/urban): _____

No. of participants in group: _____ Item pretested: _____

SN	Questions and responses	Facilitator comments
	Recall —Check for the level of recall of the poster as a whole, and also in terms of the individual elements such as the polio logo, color scheme, etc. This will also help in identifying the key hooks that are working in the materials.	
1	What do you recognize in this poster? (list items mentioned) 1. 2. 3. 4. 5.	
2	What does <i>(mention item recognized in previous discussion)</i> mean to you? 1. 2. 3. 4. 5.	
3	(If drops were not mentioned above, ask) What are these (indicate two drops logo)?	
4	(Still indicating the two drops logo) What does this image mean to you?	

Comprehension —The material should have the ability to communicate the desired message without distortion or misinterpretation. Check for the comprehension/decoding of the message by the respondents and also try to identify cues that are facilitating comprehension or detracting clear comprehension, if	
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	any.	
5	What do you understand from looking at this poster?	
6	What are the people in this poster doing?	
7	Describe to me what this poster is trying to communicate to you	
	<i>Empathy and Emotional connect</i> Evaluate the communication on parameters such as empathy and emotional connect. Do the mnemonics / devices used in the communication have an ability to evoke empathy and create an emotional connect with the target audience.	
8	How does this poster make you feel? Why?	
9	Do the children in the poster look like children in your household or neighborhood?	

	<i>Credibility</i> Were there any elements in the material however minute that cue a sense of incredulousness or doubt?	
10	Does anything in this poster look out of place to you? (If yes, what?)	
11	Would you be willing to give your children oral polio vaccine to protect them from polio?	

	<i>Relevance</i> – The material should communicate the desired message in a manner that is relevant to consumers and use symbols and codes that are relevant to their cultural context.	
12	Is polio a problem in your community?	
13	Does the poster offer you important information? (Why or why not?)	
14	Have you seen people similar to those portrayed in this poster?	

15	What are your thoughts about the people in the poster	
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This session should be conducted at the end, with all poster designs shown.

Mass appeal –The material should have mass appeal to the relevant target group. Empirical evidence has shown persuasion for any communication is impacted by the appeal it generates.		
16	Which of these posters do you like the most? (Probe Why? for each answer)	
17	Which of these posters do you like the least? (Probe Why? for each answer)	
18	Is there anything in these posters that is inappropriate for your community? (Probe Why? for each answer)	
19	What could be done to make the posters more attractive / relevant for you and your community?	