

Potential Target Consumers' Attitudes and Opinions of the ColaLife Operational Trial's Anti-Diarrhoeal Kits (ADKs): A Consumer Consultation Group Exercise

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Introduction

ColaLife Operational Trial Zambia is working with public and private sector partners in Zambia to test the innovative concept of piggy-backing anti-diarrhoeal 'AidPods' onto Coca-Cola/SAB Miller secondary distribution chain. Fitting into the unused space between crated bottles, each AidPod carries an Anti-Diarrhoea Kit (ADK) for home use by mothers/care-givers in underserved rural communities. Comprised of Oral Rehydration Salts (ORS), zinc, soap and information, education and communication (IEC) materials, they will be sold at an affordable, subsidised price by trained, local retailers in communities, supporting improved livelihoods. Mobile phones provide voucher redemption, authentication and information services. Proof of concept will be assessed through a pre-post test with comparison area as a control, and full evaluation. It will include the collection and dissemination of key lessons learned and proposals for scale up and/or future adaptations. Partners in this initiative include the Ministry of Health, Medical Stores Ltd (MSL), SABMiller/Zambia Breweries, UNICEF Zambia, and Mobile Transactions Zambia Ltd (MTZL), and Keepers Zambia Foundation (KZF).

KZF has partnered with the operational trial to carry out market research, IEC/BCC material development and community sensitisation/promotion in the remote rural areas of two districts – Kalomo and Katete – along with a non-intervention community in Ng'ombe Compound, Lusaka upon which the methodology will be pilot tested. As part of this work, they will carry out Consumer Consultation Group (CCG) work on caregivers' opinions of the kits:

- What aspects of the kits do they find appealing, attractive and desirable?
- What do they think of the kits' branding, packaging and name?
- In what ways do they assess the value – both monetary and non-monetary – of the kit?
- What is their willingness to pay for the kits?
- How well do they understand its contents?
- What suggestions do they have for making the kits more marketable to rural Zambians? .

The information gathered from the CCGs will feed into the creation of packaging inserts and other branding and promotional materials, the content of wholesaler, retailer and promoter trainings, the development of IEC/BCC resources and the establishment of wholesaler, retailer and end user price.,

Study Objectives

- To assess caregivers' perceptions and preferences as to the naming, branding and packaging of the ADKs.
- To ascertain both social and monetary value and willingness-to-pay in both cash and in kind for such kits.
- To understand caregiver's recognition of ORS, zinc and soap for hand washing, and to identify where they normally acquire these products.

Population

Caregivers of u-5 children in Katete and Kalomo Districts.

Sample

CCGs will consist of 6-10 participants, chosen from purposive sampling of individuals identified at key market-, health- or social-fora in remote rural areas of Katete and Kalomo. CCG participants should be members of households in which children live. They do not have to be parents themselves, but they should be people who would be in a position to purchase an ADK. Potential sites include

- Primary health clinics waiting areas.
- NHC-organized groups.
- GMPs.
- Weekly markets
- Well/pump/water sources.
- Churches.
- Community Meetings – farmers group, women's groups, etc.

Selection of appropriate sites/groups will be made following consultation with KZF district workers, as well as District Health Office staff, District Community Development staff and staff of other district-level NGOs with knowledge of rural Katete and Kalomo.

The target number of CCGs per district is 10-14. CCG work will take place over a period of 3 weeks in May 2012.

Research Team

The research team will consist of members of KZF district staff, a hired driver and a district/community escort for introduction. The KZF staff should consist of two people: one person to handle facilitation, the other to handle record keeping/note-taking. Budget should take into account "lunch" for district/community assistant to the project.

CCG Incentives

CCG participants will receive non-monetary incentivization. These could include:

- Soda
- Soap
- IEC Material – like small comic book on diarrhea
- Chlorin tabs/liquid
- Boiled eggs from the egg value exercise (see below).

Data Collection

CCGs will consist of a 60-75 minute discussion. Data will be collected via flip charts and photographs of group activities. All notes and flip chart work will be kept in the language of the discussion.

Before the CCG begins, basic information about participants will be collected in order to be able to analyze potential biases in opinion. Participants will not be asked to give their names in order to maintain anonymity:

- Gender
- Marital status
- Parental status. Children's ages
- Approximate age of participant

- Education.
- Work.
- Neighborhood/Village
- How long has this person lived in this neighborhood?
- How long has this person lived in Katete District?

Group discussion will focus on three broad issues: 1) opinion of the ADK, its contents, packaging and branding; 2) willingness to pay and value; 3) knowledge of ORS, zinc and soap. Each section of the group discussion will involve some form of participatory work, with responses recorded on flip charts. Identifying information of the CCG – date, place convened, number of participants – will be recorded at the top of page 1 of the relevant flip chart. At the end of the CCG discussion, pages of the flip chart will be detached, stapled together in order, with CCG participant basic information stapled to the front.

CCG discussion questions, methods, purpose and materials are presented in tabular form below.

Resources for CCG Methodology

- Flip charts
- Digital camera
- Colored pens
- Blue/white tack
- Stapler
- ADKs for presentation (10 per district)
- Sample box of different small soaps (1 per district)
- Sample box of different ORS packets (1 per district)
- Hard boiled eggs (10 per district per CCG)
- Glasses (5 per district)
- Baskets (2 per district)
- Laminated pictures of spoons of oil (50 per district)
- Laminated “money” – photocopies of 500 and 1000 kwacha (19,500 per district)
- Laminated cards of pictures of places where people buy things (one set per district)
- Laminated cards representing concepts of “health”, “beauty”, “babies”, “cleaning before eating nshima”, etc. (one set per district)
- Laminated pictures of the inserts/brands (one set per district)
- Cards with stories about trip to health center, trip to kiosk, staying at home (one set per district)

CCG DISCUSSION GUIDE

Question Topics	Methods	Objectives	Materials	% of Time
1. ADK /AidPod				
<ul style="list-style-type: none"> What do participants think the product (whole ADK) is? What do participants think about the ka-pack? Have they seen something like this before? Is there any difference between packs or kits they have seen before and this one? If they were to get a pack/kit like this, would they throw it away or use it for other purposes? What purposes would they use it for? 	<p>Step 1.</p> <ul style="list-style-type: none"> Show the whole packet. Pass it/several around. Pocket voting, asking people to score whichever product they think applies...for food, for health, for education. <ul style="list-style-type: none"> Hand out envelopes with pictures of categories and they vote with piece of paper into envelope based on which category they think applies. Photograph. Tally votes and write on flip chart. <p>Step 2</p> <ul style="list-style-type: none"> Hand a few around the circle. Ask people in pairs/threes to unpack it. Ask pairs to look at the plastic packet itself and discuss what it is, and what it can do, what they are able to see. Ask them to report back on the packet? Would they throw it away? Would they use it? What else can it be used for? Write responses on flip chart. Take hand vote on who would use it? Who would throw it away? Write list of other possible uses. <p>Probe on why those who would discard would do this, and those who would keep would do this. Write on flip chart</p>	<ul style="list-style-type: none"> To see whether people even have the concept of a kit, with multiple items towards the same purpose. To see whether they can value a kit. To see if they can understand the full usages of the packaging. To see if they can understand the package as a measure. 	<ul style="list-style-type: none"> Envelopes with pictures on the front of food, health, education, etc.. Small papers to vote Pens 	5minutes
<p>Concerns:</p> <ol style="list-style-type: none"> If this is the main point of the CCGs, should we be asking more questions about it? Envelope voting too complicated and time consuming? 				
2 ORS / ORT				

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CCG DISCUSSION GUIDE

Question Topics	Methods	Objectives	Materials	% of Time
<ul style="list-style-type: none"> Do they know what the ka-envelope of ORS is? Have they seen it before? Where have they seen it before? Is it 'easy' to get (i.e. is it available?) Where they you normally get it? What are the problems associated with using it? What do they think of the ka-paketi as a measure? 	<p>Step 1</p> <ul style="list-style-type: none"> Open the packet. Hand out the ORS Pass it around. Vote with show of hands if they have seen. Write down the numbers on flip chart who have seen <p>Step 2</p> <ul style="list-style-type: none"> Present varieties of ORS, alongside the one from packet. Hold it up. Ask if they have seen any of these? Ask if they know the name of these? Write the number of people who know the name of this on the flip chart. Ask if there are local names for this product. Write on flip chart. <p><i>If they have seen it before:</i></p> <p>Step 1</p> <ul style="list-style-type: none"> Ask "what does it do"? Have people throw out options. Write this on the flip chart, then ask them to vote by show of hands if they believe Ask people to throw out places they've seen, then ask them to vote by show of hands who has seen it at this place. Ask how far these places are from home. For each place, written on flip chart, next to it, write distance from home in terms of time on foot. <p>Step 2</p> <ul style="list-style-type: none"> Ask them what their problems are using it? Write problems on flip chart. <p><i>If their problem is that it makes too much:</i></p> <ul style="list-style-type: none"> Ask them what should be done about this? Write solutions on the flip chart. Ask them if they would like smaller sized packages? Vote by show of hands and write on flip chart. <p><i>If their problem is measuring:</i></p> <ul style="list-style-type: none"> Ask them how they normally measure it? What do they use? Write responses on flip chart. Hold up the AidPod. Break them into groups of 2-3. Ask the groups to fill glasses of water to the point at which they think would fill the Pod. Photo this. Show them how much water the Pod holds. Explain that it holds exactly enough for 1 small sachet of ORS. Ask them if they could use it to measure the ORS? Vote by show of hands and show on flip chart. 	<ul style="list-style-type: none"> To support the development of community IEC/BCC/promotion campaigns To ascertain willingness to purchase ORS; if the majority of people say that they have seen it at the health center, then there will an issue of whether or not they will buy. Promotion has to convince people to buy. If they have not seen it, to rethink the approach to community promotions. To know how people refer to ORS locally so these names, it can be used when doing promotion materials or sensitizing community. To ascertain the distance to acquire ORSi in order to help to assess value. 	<ul style="list-style-type: none"> ORS pack – PharmaNova 250ml. Other ORS packs of different brands. Glasses Water Flip chart Pens 	10 minutes
<p>Concerns:</p> <ol style="list-style-type: none"> If the exercise uncovers that there is limited knowledge of ORS, then the rest of the CCG work will be difficult. There will have to be a contingency plan on how to proceed. 				

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CCG DISCUSSION GUIDE

Question Topics	Methods	Objectives	Materials	% of Time
2. This could potentially take up more time than budgeted and detract from other important CCG questions.				
3 Zinc				
<p>Have they seen the tablets before? What do they call them? Have they heard the word Zinc before? What are the tablets used for?</p> <ul style="list-style-type: none"> Are they easy to get? Where do they normally get it? 	<p>Step 1</p> <ul style="list-style-type: none"> Open the box. Hand out the zinc Pass it around. Vote with show of hands if they have seen. Write down the numbers on flip chart who have seen <p><i>If not, move on to next question..</i></p> <p><i>If they have seen</i></p> <ul style="list-style-type: none"> Then ask people what it is called it, then write on flip chart. Ask "what does it do"? Have people throw out options. Write this on the flip chart, then ask them to vote by show of hands if they believe. Ask people to throw out places they've seen, then ask them to vote by show of hands who has seen it at this place. Ask them if they ever have had to pay for it. If so, how much? Write answers on flip chart. 	<ul style="list-style-type: none"> To support the development of community IEC/BCC/promotion campaigns; if people have never seen/heard of it promotion activities will have to spend a lot of time on it. If they have seen it at the health center (for free), to ascertain whether they might buy it. To understand whether Zinc could be mistaken for something else (Panado, or some other OTC drug).. 	<ul style="list-style-type: none"> Zinc box Flip Chart Pens 	5 minutes
<p>Concerns:</p> <p>1. Is it worth doing this activity if nobody knows what Zinc is? Could we not redirect time toward other activities? Or use the time instead to familiarize people with Zinc? Or see if they might mistake Zinc for something else?</p> <p>2.</p>				
D. Soap				
<ul style="list-style-type: none"> Do they know what this ka-bar is for? What is its use? Is it easy to find? If so, where do they find it? Is it affordable? 	<p>Step 1:</p> <ul style="list-style-type: none"> Hand out the soap without opening. Pass it around. Vote with show of hands if they have seen. Write down the numbers on flip chart who have seen. <p>Step 2:</p>	<ul style="list-style-type: none"> Since soap is the incentive/ aspirational aspect to the ADK, to understand how people view soap. Because soap is what people will pay for, to understand what soap they like. Is soap enough of an incentive to purchase the ADK? 	<ul style="list-style-type: none"> Pictures taken of: <ul style="list-style-type: none"> Shop Kiosk Clinic Pharmacy Kantemba Blue Tack/White Stick pictures up. 	5 minutes

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CCG DISCUSSION GUIDE

Question Topics	Methods	Objectives	Materials	% of Time
<ul style="list-style-type: none"> Do they know soap can remove germs? 	<ul style="list-style-type: none"> Ask "what does it do"? Have people throw out options. Write them on the flip chart, then ask them to vote, by option, by show of hands if they Agree. Alternately Give them markers. Place pictures of options on flip charts with blue tack. Allow people to tick under pictures and tally marks. <p>Step 3:</p> <ul style="list-style-type: none"> Ask people to throw out places they've seen, then ask them to vote by show of hands who has seen it at this place. Write on flip chart. Then ask people what it is called in local language then write on flip chart. <p>Step 4:</p> <ul style="list-style-type: none"> Have a group of soaps – J&J, Lifebuoy, etc... Lie them out on the ground. Ask which one they recognize by voting with stones. Take photo of it. Record tally per soap on flip chart. Ask them which one they like the most by voting with stones. Photograph it. Record tally per soap on flip chart. <p>Step 5:</p> <ul style="list-style-type: none"> Ask what they use the product most for by voting with stones. Have photos representing "health", "beauty", "babies", etc.. And ask them which categories they associate most with soap, by voting with stones. Alternately, attach photos to flip chart with blue tack. Hand out pens, have people mark under each category which one they think. Photograph. Tally on flip chart. 		<ul style="list-style-type: none"> A bunch of soaps of different brands. Cards with categories: <ul style="list-style-type: none"> Health Beauty Nice smell Babies 	
<p>Concerns:</p>				
E. Name/Brand				
<p>What do they think of the flier and how it looks? Which is more attractive? Why? Which names do they like? What do those names mean to them.</p> <ul style="list-style-type: none"> What could people do to make this ka-kit more attractive to mothers and other care-givers? What 	<p>Step 1</p> <ul style="list-style-type: none"> Divide group into pairs/threes. Present each with a set of model insert with different designs. Ask them to rank the inserts according to most attractive/best, by stacking the best on top, followed by second best, by third, etc.. Writing rankings on flip chart Put model inserts on the flip chart. Present participants with cards 1, 2, 3. 	<ul style="list-style-type: none"> To understand people's reaction to branding and packaging Are people more responsive to photos or to abstract concepts? To understand people's reaction to words used in the brand? To select a final brand and package. 	<ul style="list-style-type: none"> Model insert cards (laminated). Number depends on the number of inserts to be shown. Sets depend on the whether you do A. or B. With B, you just need one set. With A, you need multiple sets to 	15 minutes

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CCG DISCUSSION GUIDE

Question Topics	Methods	Objectives	Materials	% of Time
would they like to see on it?	<ul style="list-style-type: none"> Ask them to stick the #1 card under the model they like best, the #2 card under the model they like 2nd best, the #3 card under the model they like 3rd best. If they don't like a model, don't stick a card. Photograph <p>Step 2</p> <ul style="list-style-type: none"> Take top three, hold up first one. Pin it to the flip chart. Ask what people think of when they see it. Write words that people use on flip chart under the appropriate card. Photograph <p>Step 3</p> <ul style="list-style-type: none"> Present the list of names for the product one by one. Ask people what they think of when they hear the name. Write each name on the top of the flip chart and then write people's thoughts directly underneath. Ask which name they like the best. Tick it on the flip chart. Photograph. <p>Step 4</p> <p>Ask what other things they would include? What is missing? How to make it nicer? Elicit CCG discussion. Write suggestions on flip chart.</p>		cover the pairs/threes. <ul style="list-style-type: none"> Blue/white tack Flip chart Pen 	
F. Value (non-monetary)				
If this ka-kit could help children with diarrhea, would you buy it from the kiosk/make-shift /kantemba? How much value do you attach to obtaining this near your home rather than the health center. I. Do you ever buy medicine/drugs the kiosk/make-shift/kantemba? How often do you choose to go here, instead of the clinic.? Why would you go there, instead of the clinic?	Option A: Story Comparisons <ul style="list-style-type: none"> Have a series of 2-3 paragraph-long stories, re: choices between a mother going to the kiosk or going to the clinic. Stories can be read and also graphically represented in picture form? Ask people to value each one. Which mother made the better choice. 	<ul style="list-style-type: none"> To understand how people think about the opportunity cost of going to clinic to obtain ORS, vs. going to kiosk. To understand whether the ADK has a value in time costs. 	<ul style="list-style-type: none"> Story Cards Flip chart Pens 	10 minutes

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CCG DISCUSSION GUIDE

Question Topics	Methods	Objectives	Materials	% of Time
Concerns:				
1. We need better measures for this. This is an important question.				
K. Willingness to Pay				
How much would they pay for a kit that has soap, and other products in it?	In Kind Measures: Step 1 Egg Exercise <ul style="list-style-type: none"> Move the eggs from a full basket to an empty basket Pick town or village eggs. Move number of eggs you would trade from full basket to empty basket. Note on piece of paper via a frequency chart (i.e. how many moved 1 egg, how many 2 eggs, how many 3 eggs. Step 2 Cooking Oil Cups <ul style="list-style-type: none"> Cooking Oil Cup - Have stack of photos/pictures showing the cooking oil cup. First find out local price of cooking oil cup. Second, break group into teams of 2/3. Ask them to count out number of cooking oil cups (which will be presented on cards) that they believe the ADK is worth. Ask each group to come up with their cards. Count them, and mark on flip chart. Step 3 <ul style="list-style-type: none"> Wedge game...with Kwacha on the outside of a pie shape. Then people drop stones in the wedge where they would be willing to pay. 	<ul style="list-style-type: none"> To address the issue of value from multiple angles. To compares in-kind exchange to monetary exchanges: <ul style="list-style-type: none"> to see if people actually have a sense of equivalencies in kind and monetary payments, i.e. is willingness-to-pay based on weighing of value or something less systematic in case, in reality, people in villages non-monetary arrangements with kiosk owners. 	<ul style="list-style-type: none"> 10 Eggs (give eggs when finished) Baskets Money – real or fake - in clear envelope. <ul style="list-style-type: none"> 500 1000 1000 x 2 1000 x 3 1000 x 4 1000 x 5 1000 X 6 19,500 (per district per team) Photos/pictures of cooking oil cups. Stack of 50 (per district team). Each group gets 10. 	15 minutes
Concerns:				
1. Would people understand a photo of something (oil, eggs) as equivalent to the thing itself? 2. We might not be able to buy real eggs in the district...would have to be boiled first! 3. Real money? Fake money? It's a lot of money to be laminated. 4. If the bulk of exchange taking place in the village turns out to be non-monetary...if kiosks function on in-kind exchanges or on debt/credit relationships, then this might create additional problems for training...esp. when it comes to valuation of the ADK and training on vouchers.				

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Data Analysis

All Flip Charts will be labelled with date, place, number of participants, and numbered by page. Upon completion of the activity, pages will be immediately stapled together, along with basic participant information data. Photos will be taken of the pages in order to ensure a pictorial record as well, alongside photographs of the CCG exercises.

Upon return to KZF offices, all photos will be downloaded into a file uniquely named for the CCG date and site. All flip chart pages and participant information will be transcribed into a word document, named for the CCG date and site and stored in the unique file with accompanying photographs.

Flip chart pages will also be retained intact for examination later.

All materials – photographs, transcripts, hard copy flip chart pages – will be returned to Lusaka after the CCG exercise. A workshop will be held in which the materials – flip charts, photographs and word document summaries – will be presented and analyzed.