

**IEC MATERIALS DEVELOPMENT AND ADAPTATION INCLUDING  
FIELDWORK AND GROUP PRACTICAL SESSIONS**

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# Outline

- Introduction
- Objectives and importance of IEC
- Types of IEC materials, strengths, limitations
- The IEC Strategy
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- IEC material adaptation
- Group work
  - Development
  - Adaptation
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- The role of IEC in (a) HIV prevention and Control (b) Family planning

# Introduction

- IEC materials are the tools used to transfer the knowledge to target audience to assist promoting positive behaviors
- Types:
  - Graphics and audio-visuals: brochure, poster, display board, billboard, videotape, slide, flip chart, flip card, counseling card
  - Mass media Radio, TV, movie, Newspapers, magazines
- Categories
  - Printable:: poster, brochure, flip card, counseling card, billboard, magazine
  - Electronic: TV, radio
- Job Aids: materials used by a service provider to facilitate the

# Introduction.....cont

- EC is an approach which attempts to change ..bcc
- It combines strategies, approach and methods that enables individual, family, society to play active roles in achieving, protecting and sustaining own health
- About 80% of the health problems in developing countries could be alleviated by well designed health education and promotion activities.
- IEC is now considered as cross cutting issues and tools to deliver quality health care
- Rationale: Existing HIV/AIDS related IEC materials are often insufficiently comprehensive or inadequately designed to local needs and issues. In many instances, print-based IEC materials are too lengthy, often repetitive, extremely generic, boring, outdated and even inaccurate at some places.
- The biggest concern is the poor translation of the materials from English to local language by nonprofessionals.

# Introduction.....Cont

- The effectiveness of IEC materials largely depends on relevance, appeal, uniformity, simplicity of the content and language, accuracy of information, length of the material, cultural appropriateness, availability and modes of dissemination
- In addition, training of health care providers including physicians, nurses, community workers and other outreach workers and updating existing materials are strongly recommended.
- Designing and developing specific IEC materials targeting specific groups like adolescents, pregnant women, general population, school dropouts, bridge population like migrants, truckers, other high risk groups like FSW, MSM and IDUs, PLWHA and their family members is also essential to change community attitudes.

# Where are you working: in Groups

- Family Planning
  - Breastfeeding
  - TB
  - Unwanted pregnancies
  - Hepatitis
  - STIs prevention
  - PMTCT
  - Suggest 4 more
- Condom programming
  - HIV
  - FGM
  - “No to premarital sex”
  - Cigarette Smoking
  - ANC
  - Immunization

# Objectives and importance of IEC

## Objectives

- Increase reach of service
- Improved quality of service
- Making supervision more result oriented
- Links supervision to training
- Combines international and mass approach

## Importance

- Create awareness, increase knowledge and change attitude
- Not expensive
- Ensures feedback mechanism

# The IEC Strategy: Stages

- Stage 1. Assessment and Audience Segmentation: analyze audience by training/needs
- Stage 2: Planning: drawing of a communication strategy that spells out that steps, entry points, contact methods/modes, media selection and media mix, budget and schedule of activities
- Stage 3. Design, Production and Pretest: Pretesting at prototype stage for clarity, attractiveness, gender sensitivity and cultural acceptability.
- Stage 4: Media use, implementation, documentation,: This refers to the implementation/and utilization of the IEC materials.
- Stage 5. Monitoring and Evaluation: The IEC team will set its guide for the monitoring and criteria or indicators for assessing impact, but will assist the external evaluator, who may have a separate plan and a different strategy, in the conduct of impact/effects assessment.

# Selecting the most appropriate IEC material

- Requires a knowledge of
- Types of IEC materials
- Strengths and limitations of different IEC materials
- Should be based on knowledge of the target audience

# Strengths & Limitations of different IEC Materials

- Not all IEC materials are created equal.

## Graphics and Audio-visual

- Strengths • Attracts the attention of the client • May be distributed / used in a variety of settings • Provides basic information on health service and benefits • Demonstrates steps of behavior (i.e., preparation and use of medication, methods for preventing mosquito breeding, basic hygiene for food handling safety, etc.) • Can provide complex information • Is reusable • Supports interpersonal health education sessions • May be produced locally • Provides instant feedback when used by health workers •
- Weakness: Training is essential for proper use of materials by health workers • If not presented by health worker, does not generally influence behavior change.

# Mass Media

- Strengths • Reaches many people • Creates a demand for health services by the target audience • Reinforces important messages delivered through interpersonal communication by health workers • Provides status to the health service program • Uses influential opinion leaders to influence target population •
- Weakness: May have limited rural distribution • For television and radio requires access to electricity • Requires substantial financial support • Difficult to coordinate with service delivery • Difficult to tailor messages to specific audiences

# Guidelines for Selecting IEC Materials

- The following should be carefully considered when selecting IEC materials for production.
- Information collected from the target audience investigation will help to indicate the following:
- Which channels the target audience prefers and has access to — electronic, print, interpersonal
- Which channels are most effective for communicating messages to the target audience.
- Where the target audience is in the stages of behavior adoption (i.e., have accepted the idea of family planning, but are not sure as to what method to use) and what channels might be most effective in moving them along.
- Some of the basic approaches that can be employed in gathering information about target audience preferences and characteristics, knowledge and attitudes, include: Observations, Surveys, FGD, In-depth interviews

# Guidelines cont.....

- Next, match the ability of the IEC material to deal with specific message content by applying the following guidelines:
- Does the IEC material lend itself to the content of the message? For example, radio can be effective for some content, but less so for messages that require supporting visuals.
- Is the image or message to be conveyed more visual or more audio based?
- Or is it a combination of both?
- Does it rely primarily on written words?
- Can the chosen material provide the message frequency or reach that is needed?

# Guidelines cont.....

- Next, determine production difficulties and costs as follows:
- Some materials are more costly than others in production. They either require more professional expertise, more costly production equipment, or more personnel.
- Radio production costs are considerably less than television. Even if there is financial support for the production phase, is there money to continue to air the messages?
- Some channels will take much longer than others to get operational. Production time constraints may be important.

# Guidelines cont.....

- Next, analyze frequency and reach of the IEC materials as follows:
- Different materials have different audience reach and coverage. While television and radio can reach thousands of people at the same time, individual focused print materials can only reach a limited number of individuals at the most. Select the material, or combination of materials, that best meets program needs.
- Identify the logistic efforts needed as follows:
- Different materials have different logistical demands. Some materials require much more effort to distribute or deliver than others. Distributing thousands of posters to hundreds of health centers is more demanding than sending out audio–cassettes or video tapes to radio and television stations.
- Mixing IEC materials for more impact
- The message load of a health promotion or health education program is usually greater than any single IEC material can handle.
- It should not be assumed that one material type is best

# Target audience

- State objective of IEC
- SMART objectives: based on present situation, what you want to change AND within what time period
- Indicate target audience
- Study audience: socio-demographics, their KAP and gaps in KAP
- Other criteria to categories audience??
- Segment the community based on above, each with their gaps and plans to bridge them
- Training of HCWs at this stage is essential

# Developing a Creative Brief

- After collecting information on the target audience, determining what would be the best IEC materials to be used, and before beginning the actual design of IEC materials, the IEC material development team should prepare a "creative brief" for each material to be prepared.
- The creative brief serves as a guide, assisting those who will carry out actual material design and production whether it be an "in-house" effort, or in collaboration with an outside production firm.
- It should define objectives of the IEC material, identify obstacles to be expected in its use or acceptance, develop draft messages or advice and support statements, define the tone of the messages, and list any other necessary creative considerations such as different language versions or social conditions.

# Elements of a Creative Brief

A creative brief should provide the following information:

- Target Audience. Describe who is intended to be reached with the IEC material?
- What are their characteristics — that may affect the way they react to the IEC material?
- Do other groups make up a secondary audience? ⇒ Communication Objective(s).
- What will the IEC material make the target audience feel, think, believe, do, or not do? ⇒ Obstacles. What beliefs, cultural practices, pressures, and misinformation stand between the target audience and the objectives of the IEC material?
- Why should they follow this advice? ⇒ Support Statement/Reasons Why.
- Why does the key promise outweigh the obstacles? ⇒ Tone. What feeling should this communication have?
- What tone works best with the target audience? Are they emotional about this issue? Religious? Do they listen more to authority? ⇒ Creative Considerations.
- What additional points need to be considered while designing the IEC material?

# Preparing draft / prototype IEC materials (or adapting existing materials)

- Most new health promotion initiatives vow to "not reinvent the wheel" and to adapt existing IEC materials. Adaptation generally requires less time and resources than starting from the beginning. •
- Qualities of Effective IEC Materials
- Effective IEC materials should attempt to:
  - Create a distinct look and personality : that helps them stand out from other materials.
  - They should stimulate the target audience with a distinctive look and sound, making them stand out
  - Messages and design all must speak with the same voice — in design, color, text and narrative.
  - Stress the most compelling benefit. Effective IEC materials should address real needs and problems facing the target audience.
  - The information they provide should be specific and single-minded.
  - The main message and benefit to the target population should be clear.
  - Generate trust. IEC materials that are simple, direct, and technically correct generate trust in what they say.
  - Appeal to both the heart and the head.: heart or emotions, and the head or reason.

# Guidelines for developing new IEC materials, or selecting / adapting existing IEC materials: same

- Does the material selected fit the audience's learning style (i.e. oral, written, audio, visual, or audiovisual)?
- Is the content limited to no more than a few concepts?
- Are concepts and messages presented in a simple and organized manner?
- Are appropriate, culturally specific values and beliefs represented in the messages?
- Are visuals, photographs, and images culturally relevant?
- Do visuals, photographs, and images correspond with the message in a way that is clear to the target audience?
- Is text written or narrated at an appropriate reading/comprehension level?

# Creating the prototype, or adapt one

1. Examine the draft key message or advice put forward in the creative brief.
  - Determine whether the proposed material contains too many messages. For textual material, each paragraph should contain just one message or action. Posters and leaflets should not become cluttered with too much information. Electronic media should not be overloaded with too many visual and audio messages. In examining messages, ask the following:
    - Are the proposed messages and supporting information technically accurate?
    - Do the proposed messages provide too little, too much, or adequate information for the target audience?
    - Are proposed messages presented in logical order?
    - Are the proposed messages or advice feasible for the target audience?

# Creating the prototype, or adapt one

## 2. Examine how the text or narrative is written.

- Text or script should be written with the intended target audience in mind. Keep it at an appropriate level, based on information collected during the formative research stage. In short, keep text and narratives simple and understandable.
- Ask the following questions: Is the reading level understandable to the intended target audience?
- Rule of thumb: Include only a few concepts and only information that enables the user to follow the message.
- Rule of thumb: Use short sentences and words. Use active language. Use words and phrases familiar to the target audience. In narratives, be sure the pace and intonation are appropriate.

# Creating the prototype, or adapt one

3. Determine whether text or narrative matches or corresponds to visuals.

- Visuals should complement, not compete with, text or narrative. They should enhance and help clarify the message being delivered. This is especially true for target audiences with a low– literacy level. The following questions need to be addressed:
- Does the text or narrative clearly describe what occurs in the visual? •
- Do the visuals compete with or overpower what is written or spoken?

# Creating the prototype, or adapt one

4. Determine whether the message is believable / credible to the target audience.

- When developing or adapting material, audience preferences — uncovered via formative research — should be taken into account when fine-tuning messages.
- The message source should be known and credible to the target audience.

# Creating the prototype, or adapt one

## Visuals

- 1. Decide whether visuals correspond with text / narrative.
- Visuals must be culturally appropriate and should enhance the message being delivered. not compete with it.
- Do the visuals correspond to what is said in the text or narrative? •

Do the visuals provide additional information about how to adhere to the message being delivered?

Are the visuals appealing, not abstract or cluttered?

# Creating the prototype, or adapt one

- 2. Illustrate the important points.
- Rule of thumb: Use visuals that reinforce text and / or narrative. Visuals should make sense to the target audience. Visuals and text should be clearly related.
- Rule of thumb: Make messages believable and practical. Promote behaviors that are appropriate in the cultural, social and economic setting.
- Rule of thumb: Choose photographs or drawings that are clear and easy to understand. Use visuals that show specific examples of the behavior described. Cartoons and drawings should be life-like. Avoid diagrams, graphs and other complicated visuals.
- Visuals should highlight only the most important points made in the text, in order not to confuse the learner.

# Creating the prototype, or adapt one

## Format

- 1. Make materials inviting, visually appealing, and easy to follow.
- Especially in the case of low–literacy audiences, if text appears too dense, members of the intended target audience are less likely to read it. The placement of graphics and text is very important in making material appealing.
- Are graphics and text clear and easy to read? • Is the type big enough to be easily read from a distance (for posters)? • Is the typeface appropriate for the reader? • Are colors attractive? • Are people / situations represented realistically for the intended target audience?
- Rule of thumb: Limit the number of visuals in order to emphasize the most important points. Place them in a logical sequence.

# Creating the prototype, or adapt one

## **Format cont.....**

- Rule of thumb: Illustrations and symbols should reflect the ethnic and cultural background of the intended target audience. Place people in everyday settings, using familiar belongings and wearing familiar cloths.
- Rule of thumb: Do not over- crowd printed materials. Leave space between text and visuals to allow the eye to move easily from one to the other. Place related messages and illustrations together. Use colors appropriate and acceptable to the target audience

# Pretesting

- Even though you are pretesting a draft and not the final version of your material, the draft must come as close as possible to the final version.
- This way those that are interviewed have an opportunity to judge a piece of material that closely resembles the final product.
- This point means that if you are pretesting a poster, the draft of the poster must be of the approximate size as the final poster, have similar colors (markers or washable inks), and have the same background elements (houses, decorations, trees, or whatever will make up the context of the final product).
- 1. Comprehension.
- 2. Attractiveness.
- 3. Acceptance. to the target population.

# Pretesting cont.....

- 4. Involvement. The target audience should be able to identify with the IEC materials. They should recognize that the message is directed toward them.
- 5. Inducement to action. The materials should indicate clearly what the health promotion intervention wants the target audience to do.

## **Steps for Carrying out the Pretest**

- 1. Preparing draft material for the pretest
- Draft scripts, narratives, texts and artwork / storyboards should be prepared based on creative briefs.
- Review all draft materials with a technical team / content specialists.
- Make sure the technical content of the message has no errors, and is in line with procedures and processes promoted by concerned agencies.
- 2. Do an "in-house" pretest

# Pretesting cont.....

- Even before you go out to the field, you should first make an in-house pretest of the material, especially with the health education team.
- 3. Determine the sample for those audience segments with whom the material is to be pretested.
- Make sure the pretest sample has the same characteristics as the intended target audience. For between 50 and 200 are best depending on the number of audience segments
- 20-30 persons is OK, than to not pretest at all.

# Pretesting cont.....

- Section 6: Assessing pretest results and revising IEC materials
- There are no absolute guidelines to accomplish this. The IEC material development team must look for a balance among all the criteria used to measure the effectiveness of the material.
- Any changes in materials: Form, Content
- Number of Pretests: There is no set rule for the number of pretests to carry out. As the IEC development team becomes more familiar with pretesting dynamics, however, a feeling for the number of pretests required will be
- The number of focus groups or individual interviews will to a certain extent be determined on the basis of budget and resources. In general, however, the number of pretesting sessions per IEC material is dictated by the nature of the material to be pretested and by how well the first draft answered the pretest variables as perceived by the target audience.

# Pretesting cont.....

- By the second focus group, or in the case of doing individual pretesting, when the first round of 10 people are interviewed, interviewers should stop and collect the overall information thus far gathered and ask the following questions:
- Is there a clear rejection of the material? If so, why? ⇒
- Is there a general consensus that the material is ugly, culturally insensitive? If so, why?
- Is there a gross incomprehension of words, of a specific drawing, symbol? Which ones? Why?
- If so, which can be changed according to the suggestions given, so that interviewers can continue with further pretesting interviews or focus groups?

# Finally , Monitoring the use and impact of IEC materials

- Event over time
- Monitoring of IEC materials refers to the review and supervision of distribution and usage activities.
- Findings are used to improve distribution systems, the use of materials by health workers, and the future design of materials.
- Monitoring is a tool to identify and correct problems early enough to make changes and maximize the impact of the IEC materials.

# Example of message contents

- *Theme: The need for a small family, and the problems of early childbearing*
- *Illustration: The pix of a pregnant school girl talking to her boyfriend, the guy illustrating he will not accept the pregnancy*
  - *Slogan: Plan now for a better life*

# Group work: Timelines: 3 weeks

## (a) Class group work

- Lets go into our assigned groups
- Lets develop our IEC materials using the methodology above
- You would need a photographer etc along the line
- Group cooperation is essential
- Supportive supervision and mentoring of your group activities is also essential

## (b) Field work/pretesting of developed IEC materials + Criticism, correction and adaptation of ready-made IEC materials

- UNIOSUN Audio-visual laboratory
- TETFund classrooms
- 4 CHCc and 4 PHCs within Osogbo town
- Timeline: 4 lecture periods