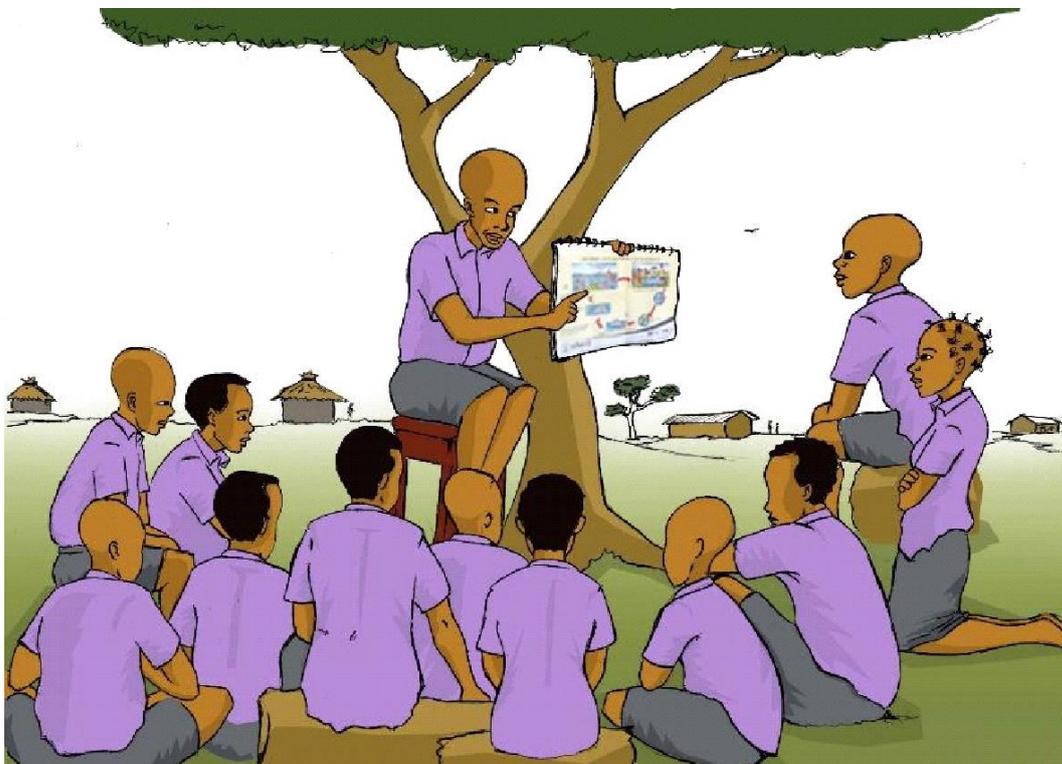




GUIDE FOR PRETESTING NTD/WASH COMMUNICATION MESSAGES AND MATERIALS



May 2021



ASCEND

Accelerating Sustainable Control and Elimination of Neglected Tropical Diseases

Acknowledgements

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We are indebted to staff of the Department of Health Education and Promotion, the NTD Program at the Ministry of Health, AMREF Health Africa, The Carter Center, Christian Blind Missions and UNICEF for their input during the pretesting phases of a range of NTD/WASH communication materials. All their input and feedback has been used to further inform this guide.

During the development of these NTD/WASH communication materials, we have come to value pretesting highly. This document provides guidance to WASH and NTD partners in South Sudan on how to continue this practice with subsequent communication materials that are being developed in the country.

My hope is that use of the guide will yield greater outcomes from the NTD and WASH messages and materials which will be developed from now on. Coupled with quality social mobilisation and behaviour change communication (SBCC) interventions, we expect to enhance the capacities of communities to adopt recommended WASH practices for preventing NTDs.

Thank you all for the tireless efforts that have made the production of this guide possible.

Yours sincerely,

Makoy Samuel Yibi

Director for Guinea Worm Eradication and
Preventive Chemotherapy, Neglected Tropical Diseases
Ministry of Health – South Sudan
Juba.

List of abbreviations

ASCEND	Accelerating the Sustainable Control and Elimination of Neglected Tropical Diseases
BCC	Behaviour change communication
FGD	Focus group discussion
MDA	Mass drug administration
MoH	Ministry of Health
NTDs	Neglected tropical diseases
SBC	Social mobilisation and behaviour change communication
UNICEF	United Nations Children's Education Fund
WASH	Water, sanitation and hygiene

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SECTION 1 - Overview

1.1 Purpose of the pretesting guide

This document is intended to guide WASH and NTD practitioners on how to conduct effective pretests of NTD/WASH communication messages and materials. This guide starts with the rationale behind the pretest, the different stages for pretesting and finishes with practical steps to conduct the pretest successfully.

1.2 Intended audience of this guide

This guide is intended for WASH and NTD partners implementing communication interventions. These partners should already have a communication strategy and be familiar with the process of how to develop messages and materials. However, the guide could also be used by any other organisation wanting to pretest communication messages and materials before their production.

1.3 Why use this guide

This guide can help you:

- understand what a pretest is and why pretests are important
- know the different stages for pretesting
- identify the elements (e.g. materials, messages, illustrations) you want to pretest
- choose the right pretest method
- conduct a pretest

The more you practice, the more familiar you will become with the procedures. Over time, you will be able to go through the process with less reference to this guide.

SECTION 2 - Understanding pretesting

2.1 What is pretesting?

In this case, pretesting is a process to gather representatives from a target audience to analyse their understanding of and reactions to a health communication campaign before it is produced in its final form. It helps to evaluate if the target audience finds the elements of the communication campaign understandable, plausible, attractive and whether it will motivate them to adopt the desired behaviour.

Pretesting increases the impact of SBCC messages and materials by determining if what has been designed is appropriate and will yield the expected outcomes from the audience. Pretesting before the production of messages and materials helps to ensure that they are:

- tailored to the needs of the targeted communities
- sufficiently understood by the target audiences
- culturally sensitive and within social context
- requesting actions which communities can ably undertake
- emotionally appealing with logical solutions

2.2 Why do you pretest?

Pretesting increases the chances of achieving the desired behaviour change by getting information on whether the material is suitable for the audience. It tells you whether messages and materials are appropriate and helps ensure that your materials contain understandable language, appropriate illustrations and effective messages. It also helps to engage the target audiences in the process of change. Messages and material development is an expensive venture in terms of time, money and other vital resources. Pretesting helps to use these resources more effectively. Even if there are only a few resources to run a large pretest, it is highly recommended to do it at least at a small-scale. It provides useful insights if well planned.

2.3 When do you pretest?

We can differentiate four stages¹ of when to do a pretest, which will occur at different moments in the development of messages and material:

1. concept testing
2. stakeholders review
3. pretesting
4. pilot or field testing

Concept testing with the target audience happens *before* the development of the first draft of a communication material. Pretesting with the target audience happens *after* the development of the first draft. Field testing with the target audience happens *after* the development and implementation of the final version. Review by stakeholders and experts can happen before (often on the basis of creative briefs) or after the first draft of the communication material is ready, or at both instances to ensure alignment with policies, guidelines and technical correctness.

¹ Adapted from: C-Change (Communication for Change). 2012. C-Bulletins: C-Bulletin 8, Testing SBCC Materials. Washington, DC: FHI 360/C-Change.

Audience	Before first draft	After first draft	After final draft
Target audience	Concept testing	Pretesting	Pilot or field testing
Stakeholders	Review	Review	

1. **Concept testing** seeks feedback about general ideas, concepts and creative choices before the material is developed with members of the target audience. The target audience will provide feedback on what they like, what motivates them and the benefits they see from changing the behaviour. They should also give feedback on what they like or dislike about the concepts presented and why. This is an important step because it provides information on what is really important for the target audience versus what we think is important for them. In this step, it is important to choose the main idea to communicate before developing the material.

It is recommended to show at least two concepts at this stage. Below are some sample questions for concept testing:

What to test	Explanation	Sample questions
Audience perceptions about their lives and key motivators	Information about the motivations of the target audience	<ul style="list-style-type: none"> - What do you like in your life? - How do you see the future? - What influences you to make changes in the way you live your life?
Audience opinion of the concepts presented	Information about what the target audience thinks of the concept draft	<ul style="list-style-type: none"> - What's your general reaction to this concept? - Can you describe what you see in this picture? - What are people asked to do (in this picture)? - For whom do you think this material or activity is meant?
Audience rating of the best concept	Information about which concept draft is the most attractive and relevant	<ul style="list-style-type: none"> - Which of the concepts do you find most attractive? - Which one do you think is easiest to understand? - Which one do you think shows a situation close to your life? - Which one presents the most believable message?

2. **Stakeholder reviews** are inputs from technical experts, partners and decision-makers. These reviews do not replace pretesting with the primary target audience. It provides the opportunity for donors, community leaders, technical advisors, government and other partners to provide feedback on the technical content of the material.

This step has several benefits. It will make sure that the materials are aligned with national or local guidelines or priorities. It will ensure the materials are technically correct. For example, scientific accuracy is fundamental to achieve the desired outcomes and to the programme's credibility.

Finally, this process can help gain the support from the stakeholders. They are usually more engaged after they have been involved in the pretesting.

There is a risk that stakeholders' perspectives can be different from those of the intended audience. It is recommended then to discuss the findings from the concept test and pretest and explain the rationale behind the material design to meet those needs.

3. **Pretesting** happens after concept testing, after the stakeholders review and when the drafts for messages and/or materials are ready. It allows the material developers to further adjust the drafts by incorporating feedback from the target audience. Here the pretest team asks members of the target audience to review the drafts and answer a set of open-ended questions based on the following²:

Comprehension
Messages or illustrations should be easily understood by the target audience.
Attractiveness
Messages or illustrations should attract the target audience to listen/watch it more than once. Here issues of colour, images and size of words, are considered. The messages and material should be attractive to the targeted audience to keep their attention.
Acceptance
The messages or illustrations should be embraced by the target audience. It should avoid any offensive element.
Involvement/cultural sensitivity
The target audience should recognise themselves in the messages and illustrations.
Call to action
Messages should clearly spell out action we want the target audience to take.
Create Trust
The message should be believable for the target communities.
Relevance
Messages should be feasible and appropriate to the target audience.
Avoiding stigma and discrimination
Messages should not trigger stigma or discrimination for any particular group.

² Adapted from: Compass project managed by Breakthrough ACTION. [How to Conduct a Pretest](#) and M.M. Escalada, Moniva. 2019. Pretesting and Evaluation of Communication Materials.

4. **Pilot or field testing** provides information on whether messages and/or materials are used effectively in the real context, typically through observation and focus group discussions. It will assess the communication activities during limited periods and small-scale areas. It will determine if the material serves its intended purpose or whether it needs to be refined before full-scale implementation.

SECTION 3 - Steps to pretest messages and materials

Before designing messages for the target communities, we first need to understand the challenges they face. Then we determine the most appropriate communication channels to reach that target audience. For the NTD/WASH collaboration, the key challenges and approaches for addressing them are highlighted in the NTD/WASH communication strategy.

We use the communication strategy as a guide to develop the messages and material to influence behaviour change in the target audiences. This is where the pretesting exercise can start. The core steps in conducting pretests of different material and documenting include³:

- 3.1 define pretest objectives
- 3.2 identify pretest audiences
- 3.3 choose the pretest method
- 3.4 make a plan
- 3.5 develop the questions
- 3.6 develop the pretest guide
- 3.7 conduct the pretest exercise
- 3.8 analyse data and interpret results
- 3.9 summarise the results
- 3.10 revise the materials and reset

We can use these steps for *concept testing*, *pretesting* and *pilot/field testing*.

3.1 Define pretest objectives

To guide the process, the pretest team develops a plan with a clear set of objectives for each component or material being pretested. Here you will set the aims of the pretest and the information to be gathered. For example:

Material	Posters (two versions)
Target audience	Children from 8-12 years old and their care-givers
Desired behaviour(s)	Hands and faces are washed before and after night sleep They use the latrines properly
Objectives:	
- determine if content is attractive (colours, font, images, etc.)	

³ Adapted from: Compass project managed by Breakthrough ACTION. [How to Conduct a Pretest.](#)

- determine if text is understandable and credible
- determine if the posters provide a call to the care-givers (and children) to take action

3.2 Identify pretest audiences

Once we know the objectives of the pretest, we can identify the target audiences. You can develop a pretest creative brief to help you identify key characteristics of the priority audience. These may include location, age range, sex, occupation, household responsibilities, literacy, education level, marital status and residence. During the selection of the pretest groups, you take into account considerations such as leaving no one behind (LNOB), gender and social inclusion by ensuring marginalised community members and people with disabilities are included in the pretest.

Thereafter, select a sample of participants that match those characteristics to participate in the exercise. Participants should not have had any involvement in the development of your material or concept testing.

3.3 Choose the pretest method

Different pretest methods are possible depending on the financial and human resources available to conduct the pretest. Check the table⁴ below for a list of main pretest methods, as well as their characteristics:

Pretest method	Ideal sample size	Appropriate for	Advantages/disadvantages
<p>Focus group discussion (FGD)</p> <p>A discussion on a specific topic guided by a trained facilitator or moderator.</p> <p>Purpose To obtain insights about audience knowledge, concerns, beliefs, reactions and vocabulary.</p>	Six to ten people for each FGD; need at least four FGDs for each material, if possible.	Programme themes, images, general issues, materials in early development.	<p>Advantages Interactions among participants; potential to cover many topics.</p> <p>Disadvantages Group reaction could influence individual response; unable to examine sensitive or difficult topics.</p>
<p>Example: A group of 10 women who are mothers of children aged 5-10, discuss what they like/dislike about the posters covering the benefits of face and hand washing to eliminate some NTDs.</p>			
<p>Individual interviews</p> <p>One-on-one (in-person) discussion between the interviewer and the participant.</p> <p>Purpose To explore individuals' feelings, knowledge and concerns.</p>	At least 10 per type of participant (e.g. 10 men/10 women).	Sensitive topics/content and complex materials; exchange of confidential information; opportunity to discuss materials in-depth; low-literacy or hard-to-reach audiences.	<p>Advantages Responses not influenced by others; has a wide reach, particularly individuals with limited writing or reading skills.</p> <p>Disadvantages Time consuming; expensive; results cannot be generalised.</p>
<p>Example: Interview mothers of young children about the challenge of maintaining clean latrines.</p>			
Intercept interviews	60-300	Print in audio-visual	Advantages

⁴ Adapted from: Compass project managed by Breakthrough ACTION. [How to Conduct a Pretest.](#)

<p>Trained interviewer shows materials and conducts a quick survey with the priority audience in an area (e.g. markets, clinics) they frequently visit.</p> <p>Purpose To obtain many individual reactions.</p>		<p>materials; programme themes and images; need a large number of individual responses.</p>	<p>Ability to reach a larger group and hard-to-reach audiences; low cost.</p> <p>Disadvantages Setting may be disruptive; will not capture detailed information; cannot probe complex or sensitive questions; results cannot be generalised.</p>
<p>Example: Adult men and women are asked about a poster promoting the maintenance and cleaning of latrines.</p>			
<p>Theatre test</p> <p>Questionnaire tests recollection of messages by participants who view messages together.</p> <p>Purpose To obtain many responses at once; to measure the message under conditions simulating actual viewing.</p>	60-300	<p>Often used with audio-visuals.</p>	<p>Advantages Simulates natural exposures to materials and competing messages; allows for quick analysis.</p> <p>Disadvantages Time consuming; expensive.</p>
<p>Example: A group of young mothers complete a survey after viewing TV spots on reducing open defecation.</p>			
<p>Survey questionnaire</p> <p>Series of questions used to gather data and measure the reaction to materials from many individuals.</p> <p>Purpose To obtain many individuals' reactions to materials.</p>	20-200	<p>Print and audio-visual materials; can be useful in reaching audiences who are widely dispersed.</p>	<p>Advantages Reach a wider audience (e.g. homebound, rural, displaced); less expensive.</p> <p>Disadvantages Does not permit detailed feedback on material outside of basic questions in questionnaire; may require follow-up.</p>
<p>Example: Adult women are given a survey to complete after reviewing two alternative versions of a poster on promoting regular washing of clothing and bedding with soap.</p>			
<p>Readability test (e.g. FOG, SMOG)</p> <p>Determines approximate grade level of the written material.</p> <p>Purpose To measure the reading level of materials.</p>	N/A	<p>Materials for low-literacy and youth; test done during material development, before pretesting with primary target audience.</p>	<p>Advantages Fast; inexpensive.</p> <p>Disadvantages Does not reflect audience reaction.</p>
<p>Example: A readability test should be done on all materials before they are pretested to make sure they meet the appropriate literacy level of the audience.</p>			

Using one method might limit the quality of the assessment. Usually, it will be a combination of two or more methods that will lead to a successful pretest. The project team should be able to justify why a specific pretest method or methods are chosen.

3.4 Make a plan

The table below summarises the core elements to make a pretest plan.

Make a plan	
Identify the location	<ul style="list-style-type: none"> - Location should be easily accessible to the target audience. - The target audience should feel comfortable with the pretesting location. It might be best to conduct the pretest in areas or places (e.g. clinics, church locations) where the target audience lives.
Identify pretest team	<ul style="list-style-type: none"> - Include programme staff (those who are conversant with local people and preferably speak the local language). - Use a facilitator who has similar characteristics (e.g. age, sex, social background) to the target audience. This helps to develop trust and confidence among the pretest audience. - Have a trained note-taker who is familiar with the topic and speaks the local language. - For focus group discussions and individual interviews, identify trained or experienced moderators.
Identify the time need and make a schedule	<ul style="list-style-type: none"> - Pretest can take between two weeks and two months depending on the testing method, the objectives of the pretest, the number and types of messages and materials to be tested, and the number of revisions necessary. - Make a schedule containing the time needed and the activities to run each day where you explain each activity and the purpose of each of them.
Make a budget	<ul style="list-style-type: none"> - Make a budget that contains all the costs related to this exercise: travel, accommodation, venue renting, equipment rental, facilitator allowances, copies of draft materials and incentives.

3.5 Develop the questions

The questions will help you to tailor the messages and materials as much as possible, so they are effective for your target audience. Questions should be designed around the same elements explained earlier, namely⁵:

Pretesting element of the communication message/material	Sample questions
Comprehension	<ul style="list-style-type: none"> - Are there any words, phrases or statements in this material which are not clear or confusing to you? - What is the main idea of this brochure, radio spot or other type or material? - Is the message clear to you? - If there are several messages, which one is best understood?
Attractiveness	<ul style="list-style-type: none"> - Is the message interesting enough for you? - Is the message emotionally appealing to you? - Would you want to see/hear the message over again? - Is there anything in the material that you really like? Which part? Why? - Is there anything in the material that you do not like? Which part? Why?

⁵ Adapted from: Compass project managed by Breakthrough ACTION. [How to Conduct a Pretest](#) and M.M. Escalada, Moniva. 2019. Pretesting and Evaluation of Communication Materials.

Acceptance	<ul style="list-style-type: none"> - Is there anything about the material or product that might confuse, offend or embarrass some people? What, in particular? - Do you feel you can accept it, it is not offensive, is believable, does not trigger disagreement? Why?
Involvement/cultural sensitivity	<ul style="list-style-type: none"> - Do you identify with the materials and recognise that the message is meant for you? - Is this material for people like you or for other people?
Call to action	<ul style="list-style-type: none"> - What action is the message or material asking you to take? - Does the message convince you to change something about your behaviour? What exactly?
Creation of trust	<ul style="list-style-type: none"> - Do you believe the message/story? Why or why not?
Relevance	<ul style="list-style-type: none"> - Are the materials fully related to the challenges the people face? - Do you think this material will help people? How? - How do you think we could make this material better?
Stigma and discrimination	<ul style="list-style-type: none"> - Could this message/story also single out certain people in a negative way? Who? How? How could this be avoided?

3.6 Develop the pretest guide

With the information collected earlier, develop a guide that the pretest team will follow when implementing. This should have the following information:

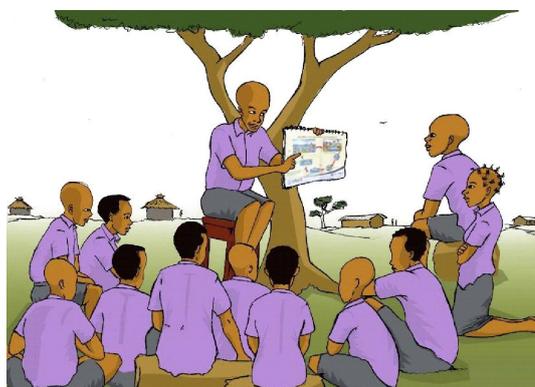
- a brief background about the SBCC campaign and the target audience
- pretest objectives
- pretest methods
- pretest questions
- pretest plan (location, composition of pretest team, time needed for pretest exercise, sampling and recruitment plan of target audiences, activity plan and costs).

You may want to conduct a half-day meeting to explain the guide to the pretest team. You can review the guide and its content with the team, especially the moderators, note-takers and interpreters to ensure content is clear and ready for use before the pretest dates.

3.7 Conduct the pretest exercise

Below there are the main elements to consider when conducting the pretest:

- Follow the pretest guide with the activity schedule. Follow the agenda of the day.
- Print all the materials in full colour. If there are electronic materials, make sure you have the necessary equipment to conduct the exercise.
- Prepare consent forms. A consent form allows the participant to agree on their voluntary participation in the pretest. Before the pretest you will need to get consent from participants, either verbal or written.
- Make sure you have the tools for recording and note-taking.
- Contact the local community leaders and other relevant people in the community at least two days before the exercise. You can send an advance team (if the pretest location is near) to ensure everything is ready before the exercise begins. Also make sure to explain the sampling and recruitment criteria of the primary target audiences.



3.8 Analyse data and interpret results

When the pretest has finished, it is the moment to analyse the data collected. Some elements you may want to check include:

Issues to review	Explanation
Patterns in responses.	<ul style="list-style-type: none"> - If there is an issue/problem that is repeated several times by the audiences, it is likely that it needs to be addressed. - The same for anything they really liked as this provides an opportunity to reinforce it. - Insights into whether there are particular sub-groups (i.e. do women provide different perspectives/answers than men; do young people provide different perspectives/answers than older people; do people with a disability provide different perspectives/answers, do people in rural areas provide different perspectives/answers than those in urban areas, etc.).
Are the important mistakes/errors in the messages or materials?	- If there are errors, you will need to make a new draft that addresses them.
Are there minor mistakes/errors in the messages or materials?	- If there are minor errors, you will need to revise them.

You will need to work with the people responsible for developing the materials to address any change necessary.

3.9 Summarise the results

When you have collected the information and captured the major trends, it is time to make a report. There are many options to structure the report. For example:

Section	Content
Background information	A brief explanation of: <ul style="list-style-type: none"> - the objectives - what was tested - audience information - methods for pretesting - number of participants (by gender, age and possible other sampling criteria such as disability, socio-economic status, education, etc) - time needed
Highlights	Explain briefly the main points extracted from the exercise. Where relevant, look into the differences in age, gender, disability, etc.
Findings	Thoughtful explanation of each of the major outcomes. Also, where relevant, look into the differences in age, gender, disability, etc.
Conclusions	Describe the main trends found in the pretest, the most significant mistakes and suggestions on how to address these, as well as what worked well.
Recommendations	Based on the prior information, recommend what changes you would take to improve the messages or materials.

3.10 Revise the materials and reset

After you have written the results in a report, you now can revise the materials and make the necessary changes that can better address the target audience’s responses. Depending on how big the changes are, the time allocated and the budget, you will have different paths to continue:

Size of changes, time and budget	Possible actions
Major changes and you have time and budget	<ul style="list-style-type: none"> - Revise the material - Make another pretest with the revised material - Implement
Major changes but you don't have time or budget	<ul style="list-style-type: none"> - Revise the material - Make a smaller pretest with a limited number of participants - Implement
Minor changes and you have time and budget	<ul style="list-style-type: none"> - Revise the material - Pretest with a smaller group of participants - Implement
Minor changes, but you don't have time or budget	<ul style="list-style-type: none"> - Revise the material - Implement

Review revised messages and materials with key stakeholders

You can also review the messages and materials with key stakeholders and address their suggestions. Be careful not to make big changes to the pretested materials because it compromises the pretest input. Stakeholder feedback cannot replace the primary target perspective. Stakeholders are useful to be aligned with local guidelines and priorities, as well as assuring the samples are technically accurate. Community members’ suggestions are the priority.

SECTION 4 - Steps to conduct a stakeholder review

A stakeholder review is a step within the pretesting exercise. It can happen at concept testing, pretesting and also after pretesting, to review the revised materials. It is most common to do it at the pretesting stage. We need to be careful not to change what has been decided by our target primary audience whose choices should be maintained.

In the table⁶ below there are the three main steps to conduct the exercise: before, during and after the stakeholder review:

⁶ Adapted from: C-Change (Communication for Change). 2012. C-Bulletins: C-Bulletin 9, Conducting a Stakeholder Review. Washington, DC: FHI 360/C-Change.

<p>4.1 Before stakeholder review</p>	<p>Do a mapping exercise to determine the right stakeholders to invite for the review. Do not make too many changes to the materials before the target audience gives their input. Determine a convenient time and location for a meeting with the stakeholders. Send the stakeholders a draft of the materials, some background about the pretest exercise and the meeting purpose, at least a few days before. Be prepared. Develop a list of questions stakeholders could have and prepare the responses.</p>
<p>4.2 During stakeholder review</p>	<p>Have copies about the background and material available. Have copies of the findings from concept testing and pretesting (depending on when the stakeholder review is conducted) available at the review. Walk stakeholders through the findings. Ask stakeholders to focus on the technical accuracy of the text and images, as well as alignment with national or local priorities and guidelines. Listen carefully to the feedback and consider if and how changes can be made. If the changes suggested are not appropriate, explain why, citing findings from the concept test and pretest and what you know about the needs of your audience.</p>
<p>4.3 After stakeholder review</p>	<p>Keep the stakeholders informed about the outcomes of the pretesting with the primary target audience. You can invite them to review materials and messages that have been revised. Be careful to maintain the input from the primary target audience, they are fundamental to success in the pretesting exercise.</p>

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Annex 1 - Sample Pretest tool for WASH/NTD posters

Introduction and background

Good morning/afternoon my name is _____ and my colleagues are: _____. We are here on behalf of the Neglected Tropical Diseases (NTD) Program of the Ministry of Health, South Sudan.

A few months ago, the NTD Program developed messages and materials which we plan to use and communicate with the public about the dangers of NTDs in our communities. The materials provide information about simple daily practices that, if we adopt and sustain them, can help to prevent NTDs affecting our lives.

The materials we have today are posters. We plan to review them with groups of people in your community who include, youth, adult men and adult women. The purpose of the exercise is to find out from you a few things, including:

- Do the messages provide clear information about the promoted practices?
- Do you believe the messages, and will the people in your community believe them?
- Are the recommended practices doable by people in your community?
- Do the illustrations and messages adequately represent the community where you live?
- Are there words or phrases that are offensive to your culture?
- To what extent do these messages and illustrations motivate you to change behaviour?
- What are your suggestions for improving the messages and materials?

Since you belong to one of the groups we are targeting for this activity, you are requested to participate in the exercise. There is no right or wrong answer, your opinion is very important to the exercise. The information you give will be used to improve the posters and will not be attributed to you. We ask you to give honest feedback during this session.

About the pretest exercise

In this exercise, we will ask you a few questions about the posters. If you have a question about the exercise, we will give you a few minutes after the discussion to answer them.

A note-taker will record the proceedings so we can refer to your comments when improving the posters.

Questionnaire tool for posters

Date Location/village

Payam County

Group description

Description of the poster being pretested

.....
What do you see in this poster? Please describe all you see.

.....
1. Describe what you like most about this poster? Please explain.

.....
2. What don't you like about this poster and why? Please explain.

.....
3. Who do you think the message on the poster is directed at?

.....
4. What do you think the message on the poster is asking the reader to do?

.....
5. Is the action expressed in the poster practical for you and people in your community to do?
Please explain.

.....
6. Is the message believable by people in your community? Please explain.

.....
7. Are there any words or statements which may offend people in your community? Please mention them.

.....
8. Is there any content that is not clear or confusing in the message? Please explain.

.....
9. Please give suggestions for improving the message or the pictures in this poster.

.....
Thank you very much for participating in this exercise.

Annex 2 - Sample pretest guide for a community education flip chart

PRETEST GUIDE FOR COMMUNITY EDUCATION FLIP CHART FOR HEALTH WORKERS

Community location Sub-county

District Date

Names of moderator

Introduction

Good morning/afternoon. Thank you for accepting to facilitate the community education session using the flip chart on facial cleanliness and environmental hygiene.

The exercise is meant to find out the views of the community members regarding the illustrations and the message content which you shared with them from the flip chart while communicating about trachoma prevention.

The exercise is also meant to get feedback from you about your experience conducting the session with the flip chart.

Findings from the two groups (facilitators and participants) will help us to improve the content and/or illustrations in order to make the materials more acceptable and user friendly. For that reason, we request your feedback on a few questions we are about to discuss with you. The discussion is likely to take only about thirty minutes .

Flip chart for communicating on facial cleanliness, hand washing and latrine use

Facilitator's Names Title
.....

Organisation

Date Location

Payam District

Description of community group

Review of education session

A: General impressions about flip chart use.

1. Given your experience from the session you have just conducted, please tell us what you liked about the flip chart content?

.....

2. How easy was it for you to use this flip chart to communicate about facial cleanliness and environmental hygiene to your group?

(a) Very easy (b) Easy (c) Difficult (d) Very difficult

Please explain the reasons for your score below:

.....

3. How easy was it to communicate the information from the page that participants were observing from the other side of the flip chart? (Ask the same questions for all pages as you record.)

Page Number	Very easy	Easy	Difficult	Please explain the reasons for your score below
Page 3				
Page 5				
Page 7				
Page 9				
Page 11				
Page 13				
Page 15				

4. Look at the pictures page by page, do they look like people in your communities?

a) Very much so b) Fairly (c) Hardly

Please explain the reasons for your score below:

.....

5. Look at the words and phrases on each page. Are there any words or phrases which were confusing or offensive to you or the people during the discussion? Fill in the table below

Page Number	Confusing or offensive word or phrase	Please explain what was confusing or offensive about the words or phrases mentioned
Page 3		
Page 5		
Page 7		
Page 9		
Page 11		
Page 13		
Page 15		

6. Look at the pictures under each page. Is there anything confusing or not clear about these pictures?

Cover page	Issues raised
Please give suggestions for improving the content or illustrations.	
Page No	
Did participants identify anything confusing on the flip chart?	
Is there anything in the content or about the illustrations which is offensive or not acceptable to the community? If yes, please explain.	
Give suggestions for improving the words or pictures so that they are more acceptable.	
Do the illustrations match the content on the provider's page?	
Please make suggestions for improving the illustrations or content.	
Please comment on any identified challenges, if any, in using the flip chart.	
Please give any suggestions for improving this flip chart.	

Annex 3 - Pretest tool for pretesting radio spots with community members

Instructions:

- Introduce your team to the group with whom you are going to pretest the messages and materials.
- Explain to participants the purpose, duration and method for pretesting the radio materials.
- Explain how the material will be used and how it will benefit the community members.
- Explain clearly what you want participants to do during the discussion and that the information you gather from them will be kept confidential.
- Ask the participants for consent and, where possible, get written consent from them before starting the exercise.
- Ensure the recorder can readily record the proceedings of the discussion.
- Play the radio spots at least twice. Let the group hear them again if they want. Then ask these questions while taking notes.

- Invite comments from all the participants. Remember to thank the team for their contribution and tell them the next actions.

Questions:

1. What is your overall impression of this radio spot? (For example, was it entertaining/motivational/educational, etc.?)
2. Are there issues in the radio spot common to your community? If yes, please mention them.
3. Do you think the content is asking you to do anything in particular? If yes, what?
4. Who do you think the radio spot is meant for? (For example, people like yourself, or is it for other people?) Please explain why.
5. Is the content in the radio spot believable by people in your community? Please explain your view.
6. Is there anything unclear or difficult to understand in this radio spot? If so, what and why?
7. Is there anything about this radio spot that might offend anyone in your community? If yes, what and why?
8. What do you think you'll remember best about this radio spot?
9. Is there anything about the content that you particularly liked? If yes, what and why?
10. Is there anything about the radio spot that you did not like? If yes, what and why?
11. Do you have any other suggestions for making this radio spot?

Annex 4 - Steps on FGDs

Introduce your team and purpose, how long it will take, you chose the team, what the group norms are, and seek permission before you start as well as explaining cautions against COVID-19. Explain the roles each of your teams will play and how you are going to use the data. Ensure confidentiality and encourage active participation. Social and gender inclusion is important. Let the group review the material or listen in for some time before you start. In particular, follow this procedure:

Before starting

- Introduce your team, your organisation and purpose of the activity. Explain to them the purpose for collecting the data.
- Explain the importance of COVID-19 prevention recommendations.
- Explain to participants the roles of team members in the exercise.
- Ask them to be open about their feedback and that there is no right or wrong answer. Explain to the group that you as moderators will keep the information shared with you confidential but that you cannot control what other people in the group will share.
- Request their permission to participate in the exercise and to record what is being said.
- Record the details on the device you are using. Clearly indicate the date of the discussion, physical location, type of participants (e.g. youth, male adults, etc.) and give a brief description of the group. The description should include sex, age range, what they do, etc.

During the pretest discussions

- For each discussion, read the introduction of the pretesting tool and, as much as possible, explain it to the participants using simple language. Where possible, use the local language.
- Show the materials one at a time. Let participants look at the material and give them a few minutes to consider what they see or hear. Ask if they can all read the text. If not, have someone in the group read the text. If that is not possible, read the text yourself.

- Ask the questions from the pretesting tool one at a time. Ask participants whether the question is clear. However, avoid describing questions in detail because you want to find out whether the message/content is clear without explanations.
- Give each person a chance to speak. Encourage participation and control dominant participants by requesting the quiet ones for opinions.
- Try to get consensus from the group, otherwise it may become hard to incorporate individual comments when revising the messages and materials.
- Ensure that all participants can easily see the material or content you are referring to. It is good practice to give them the materials for at least three minutes to look through and get familiar with them. However, in times of COVID-19, only one person should handle the materials.
- If you are moderating the discussions, be mindful of the pace of the person recording to ensure that all responses are recorded. The note-taker may ask participants to repeat things or ask for extra time to catch up with note-taking.
- Tell participants that you are about to conclude the exercise. Take a few questions they may have and answer them if you can, and refer them elsewhere if you do not have the answers.
- Thank them for participating in the exercise and once again explain how the information will be used. Provide an information sheet with a brief about the exercise and where they can get more information about the discussion content.
- Seek verbal consent and use your phone or other device to record the verbal consent.

After the pretest exercise

You can start discussions with another group until you complete the exercise. Organise the materials in such a way that you avoid mixing them up. Ensure you clearly label all the materials, including the recordings by mentioning the date, type of group, location, etc. at the start of the recording.