



Section 3:

# STEPS TO FOLLOW WHEN PRE-TESTING



## How to pre-test: Steps

1. Determine research objectives for the pre-test
2. Choose methods for pre-testing
3. Secure venue, select, and train moderators/ interviewers
4. Identify, screen, and recruit respondents
5. Draft pre-test instruments (discussion guides, questionnaires)
6. Conduct pre-testing
7. Analyze results
8. Use results to improve SBCC programs

Objectives

Methods

Venue &  
training

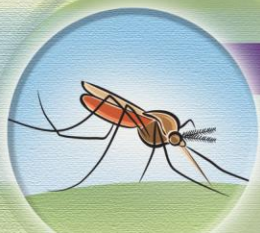
Identify, screen  
& recruit

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# Step 1: Determine objectives

- The first step in planning pre-testing is to formulate research objectives
- Provide a clear understanding of what you want to learn and from whom
- **Example objective:** To understand if the husbands of pregnant women living in our target area understand, relate to, and are motivated by the campaign materials' call to action to ensure their pregnant wives sleep under a treated mosquito net

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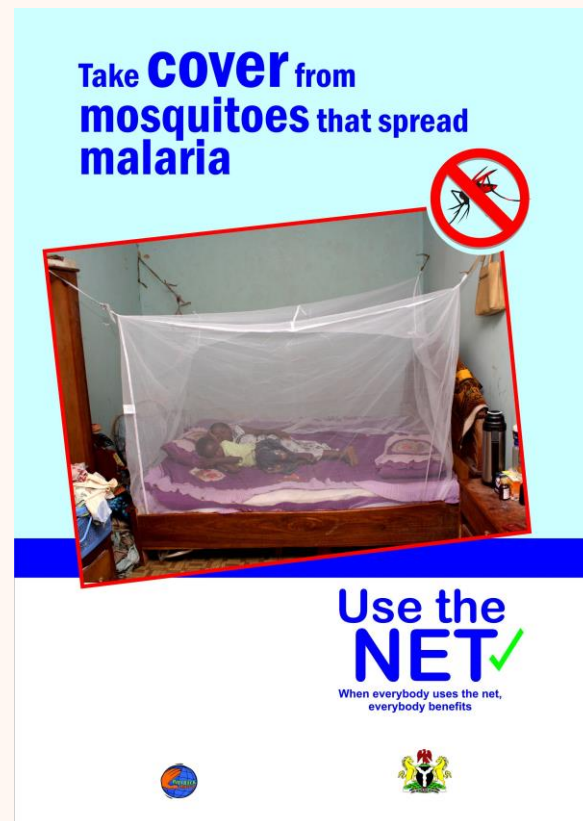




# Step 1 (cont.): Determine objectives

Describe which segments of the intended audience you want to include and exclude in testing:

- Do you want to include individuals who have attempted a particular health behavior and succeeded?
- Failed?
- Ever thought of trying?



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## Step 2: Chose methods for pre-test

Options for pre-testing with intended audience members

- Focus groups
- In-depth interviews
- Self-administered surveys/questionnaires (by mail, handout and collect in person, or computer)
- Interviewer-administered surveys/questionnaires (by telephone, face-to-face scenarios)
- Observational studies (e.g., observing behaviors of shoppers in a store or patients waiting in a clinic)

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## Step 3: Secure venue, select, and train moderators/interviewers

- Minimal distractions
- Clear view for all participants
- Experienced moderators or interviewers
- At least one note-taker and one moderator
- Call upon outside resources if necessary





## Step 3 (cont.): Training moderators/interviewers

- The importance of pre-testing with trained staff cannot be overemphasized
- Qualities of a good moderator/interviewer . . .
  - Understands the pre-testing goal and research question
  - Understands the pre-testing question guide
  - Understands the materials to be pre-tested
  - Will make participants feel at ease
  - Is able to elicit a balanced discussion from a group
  - Will engage all participants
  - Will ask questions in a way that participants understand and will rephrase questions if necessary
  - Is non-biased

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## Step 4: Identify, screen, and recruit respondents

Segment your target audience: Identify, screen, and recruit those who fit the criteria you are seeking

- **Behavioral:** Health-related activities or choices, degree of readiness to change behavior, information-seeking behavior, media use, lifestyle characteristics
- **Cultural:** Language, religion, ethnicity, generational status, family structure, lifestyle factors
- **Demographic:** Occupation, income, educational attainment, family situation, number of children, work place, residence
- **Psychographic:** Attitudes, outlook on life and health, self-image, opinions, beliefs, values, self-efficacy, life stage, personality traits

Objectives

Methods

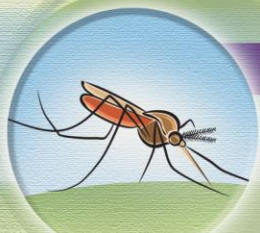
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## Step 5: Draft pre-test instruments

- Involve the creative team that developed the SBCC materials—they may have specific design questions (layout, colors, images)
- Questions should ask . . .
  - Like the material? Is there anything offensive?
  - Identify strengths and weaknesses in messages and materials
  - If there are multiple options for a certain material, such as logos or slogans, ask respondents to state which they like best and why
  - Is the call to action relevant and clear?
  - If there are drawings or sketches, are they interpreted correctly?

Objectives

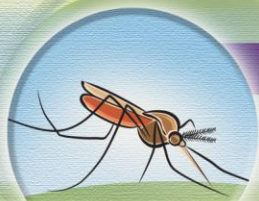
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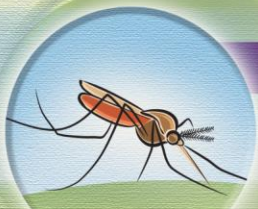
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## Step 5 (cont.): Example pre-test questions

- What is this material about? What do you think about when you see it? What is your first reaction?
- What do you like about it? Why?
- What do you dislike about it? Why?
- What is happening in this material?
- Who is this message meant for?
- What is this message asking people to do?
- Who are the people in the images? Where are they from?
- Are there any confusing words? Sentences? Ideas? Which?
- Is the information in this material relevant to your life?
- How could this material be improved?



# Step 5 (cont.): Example pre-testing instrument



## Pretest Focus Discussion Guide for Print Materials

Material ID #:

Topic:

Names of Pre-testers:

Num. of Participants:

Location:

Audience segment: (eg, single men age 18-25)

Date:

Q1	What is the material about?
Q 2	What do you like about this material? Why?
Q3	What do you dislike about this material? Why?
Q4	What makes this material unique?
Q5	Who is this message meant for?
Q6	And what is it asking them to do?
Q7	Where do you think the people are from?
Q8	Are there any confusing words or sentences or ideas? What?
Q9	What is a better way to convey the information? Do you have any other suggestions for improvements?





# Step 5 (cont.): Another example

**FOCUS GROUP DISCUSSION GUIDE**

**Malaria Radio Drama**

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Date: \_\_\_\_\_ Location: \_\_\_\_\_

FGD Facilitator: \_\_\_\_\_ Note Taker: \_\_\_\_\_

No of Respondents: \_\_\_\_\_

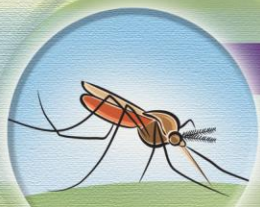
Episode Number: \_\_\_\_\_

Tick accordingly  
 Age: 1. 20-30  2. 31-44  Sex: 1. Male  2. Female

Questions	Responses
<b>Questions about the Dramatic Readings (If the space provided is not enough, please write in the extra note book provided).</b> Note: The dramatic readings will be done one at a time for the FGD respondents before questions are asked for each.	
1. What is happening in this drama?	
2. What is the main message in this drama?	
3. Who do you think this drama is meant for? Describe that person (Probe for age, sex, marital status and for rural or urban etc)	
4. Is there anything unclear in the drama? If so, mention it.	
5. Is there anything offensive in the drama? If so, mention it.	
6. Is there anything the drama is telling you to do? If yes, mention it?	
7. Is the message in the drama convincing enough for you to act upon it?	
8. How did the drama make you feel? (E.g. Happy, sad, worried, angry, afraid) NOTE: Please note how the participants reacted i.e. did they laugh; shake their heads in disbelief etc?	
9. How can we improve this radio drama? Probe for the voice, the choice of words and tone	

## Instructions for the FGD facilitator . . .

- Before the start of each dramatic reading, let the FGD participants face in the opposite direction of the actors/actresses
- Encourage them to listen keenly and to follow the flow of the dramatic readings so that they are able to answer the questions that will follow
- Start the dramatic readings
- After each dramatic reading, give participants one or two minutes to digest what they have heard before asking the preset questions
- Inform the participants that in order to understand their thoughts, you are going to ask them a number of preset questions and that there is no right or wrong answer
- Repeat the instructions for each dramatic reading



## Step 6: Conduct pre-testing

- Your trained pre-test staff will use the pre-testing instrument to conduct the test
- Take detailed notes and voice record, if possible
- The materials pre-tested should be in the appropriate language
- Encourage attendance by other team members, such as creative professionals, content experts, partners, and gatekeepers (such as decision-makers) to observe some pre-tests

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## Step 7: Analyze results

- Organize all of the data obtained through pre-testing
  - Data from the different audience segments is usually consolidated for each material
- Consider carefully what the audience could not comprehend or found confusing, as well as what they liked and disliked
- Ask the creative professionals to recommend creative solutions or revisions
- Consider pre-testing again if your program has made major changes

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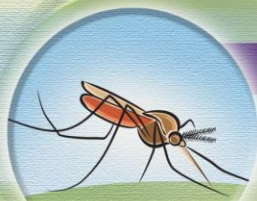
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## Step 8: Use results to improve SBCC programs

- Pre-testing findings can be used to solve problems, plan programs, develop materials or refine existing materials or messages
- A common error is to overgeneralize:
  - Qualitative pre-testing methods should not be used to estimate broad-scale results
  - A pre-test cannot tell you what impact your SBCC will have
- You may find that you need to use different materials completely

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