

Basics of Health Promotion and Education Intervention
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Lecture - 30
Pretesting of Health Promotion and Education Tools

Welcome back dear learners to this last lecture of this week. So, in the previous lecture we were discussing about pre-testing. Pre-testing of HPE intervention materials, and I also told you that will be discussing about the subsequent parts like the steps of pre-testing how do we pre-test etcetera these kind of things in our next lecture. So, in this lecture we will be discussing about how to pre-test the HPE intervention tools.

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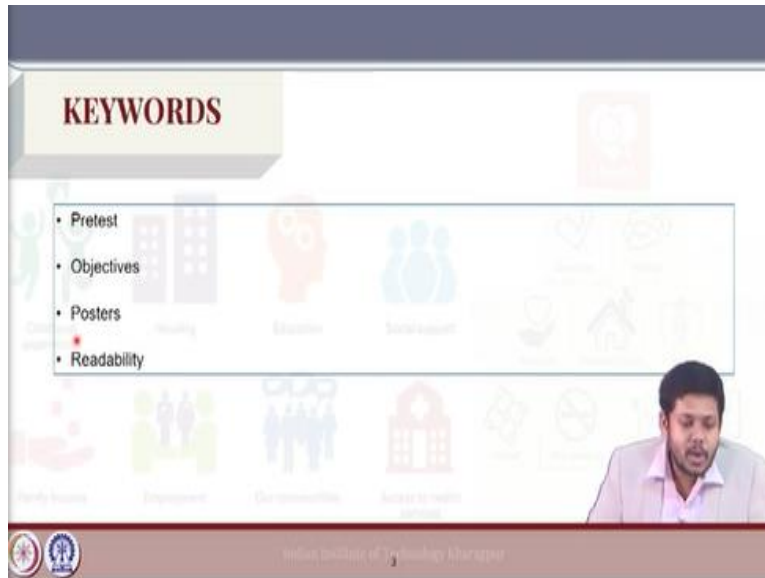
CONCEPTS COVERED

- Steps of pretesting
- Readability
- Pretesting guide
- Pretesting methods

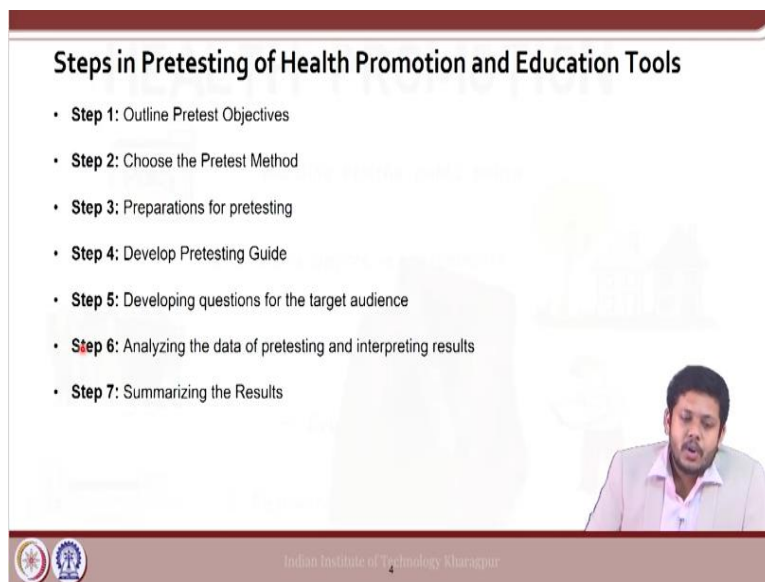
The slide also includes a grid of icons representing various health and social factors: Family income, Employment, Our communities, Access to health services, Education, Social support, and others. A video inset of Dr. Arista Lahiri is visible in the bottom right corner. The footer of the slide shows the Indian Institute of Technology Kharagpur logo and the number 2.

So, our core concepts for this lecture are the steps of pre-testing an important concept called readability of materials then the pre-testing guide and the pre-testing methods. These are the broad headings under which will be studying how do, we pre-test an HP intervention tool.

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So, first to give you an outline of these steps in pre-testing. Step 1 is: outline your pre-test objectives because without objectives any kind of scientific activities futile. You have to have an objective first. Then in step 2 you have to choose the pre-test method. Then you have to have preparations for pre-testing then you have to develop pre-testing guide. This pre-testing guide will be actually your pre-testing protocol.

Because this pre-testing protocol will ultimately help you understand the deviations from your systematic nature of action. Because I told you we have to have a systematic action or systematic process in order to have an unbiased pretesting. So, that process is first hand decided through

your pre-testing guide. Because that pre-testing guide it may be anything that pre-testing guide may be simply and focus group discussion guide it may be anything I mean, it is in fact a protocol. Which will be required to understand whether the; process of pre-testing is actually deviating from what is intended or it is in line. Then you have developing questions for the target audience because considering your pre-testing guide will be an FGD guide or a group discussion guide or even interview guide. You have to develop certain questions for the target audience to understand what is their reaction to that particular material. Because you know in this intervention tool pre-testing, we know the reactions to modify our intervention tools.

So, you first have to have certain questions to measure their reaction. These questions are not simple questions or not per say wholly qualitative in nature. They are also quantitative because they are measuring what the person or what the target population is actually reacting. Then you have to analyse the data of pre-testing and interpret the results.

Here you will be having two kinds of data. You will be having certain quantitative data and you will be having certain qualitative data. You have to integrate the findings and through integrating the findings you have to interpret the results because the integration will ultimately lead to certain results. By results what we mean is certain modifications of certain revisions or if it is after, you know certain phases of implementation of pre-testing activity.

Then the finalization will be obtained through interpreting these results. So, interpretation part is very important and after that you have to summarize the results. Summarizing the results is equally important in all the phases of pre-testing. With first pre-test, with a second pre-test in any phases or any stages of pre-testing you have to summarize the results. Because that documentation will ultimately help you to understand what was wrong in your final deliberation. I mean, sorry, in your first deliberation and what went right with your final deliberation because these are the documents how it changed.

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Step 1: Outline Pretest Objectives

- Develop a clear set of objectives for each material being tested.
- The objectives describe the aims of the pretest and the information to be gathered.
- This step starts by reviewing the priority audience, the promoted behavior and the key promise of the message.

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So, now let us discuss the steps. The step one is the outline pre-test objectives. Here we are outlining the objectives for a pre-testing activity. What do we do? We develop a clear set of objectives. The important phrase here is a clear set of objectives. I mean you know you have a certain dictums like smarter objectives like this how measurability it is in whether it is feasible or etc. you have certain guidelines I am not going into details.

But the objective should be ultimately a clearly written I mean without a clear set of objectives we cannot actually do the pre-testing activity in the field. Then you have to have the objectives should describe the aims of the pre-test, why the pre-test is actually being done and the information to be gathered. Because through pre-testing it is also a kind of an exercise of data gathering. Now through gathering all that data what information do we need to attain. And what information, the information need precisely that is dictated by the actual aim of the pre-test activity. Now this step actually starts by reviewing the priority audience or you can say the target audience and the promoted behaviour and the key promise of the message. All these things you can understand because for a target audience we have a certain promoted behaviour and for that promoted behaviour we have to promise something in the messenger by means of promise we intend to say certain change activities are told a call for action is there in the message which is particularly based on what behaviour we need to change and what behaviour we need to change is again based on the audience analysis and precisely you can say the target audience.


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Step 1: Outline Pretest Objectives

| | |
|--------------------------------|-------------------------------------------------------------------------|
| Communication materials | Posters (2 alternative versions) |
| Targeted audience | Young mothers (18 – 25 yrs.) From a village, with basic literacy levels |
| Promoted behaviors | Spacing pregnancies at least two years |

What should be the Objectives?

- To determine whether the **language, readability and expressions** are **appropriate** for young rural mothers, with basic literacy levels
- To establish whether the **content, font size, source, are appealing and believable** to young rural mothers
- To understand whether the **poster motivates** young rural mothers to practice birth spacing
- To determine which version **best meets the change objectives**



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So, this is how the outline of pre-test objectives takes place. Now let us take this example we have a communication material poster. And in this example, we have two alternative versions of a poster. Our target audience is the mothers, the young mothers actually 18 to 25 years from a village with basic literacy level. Basic literacy means they it is they are not highly educated per say but they have the basic literacy level.

Suppose they have attained middle school or they have primary level of education. Now our call to action or the promoted behaviour is spacing of pregnancies at least two years. This was and this still is an important concern for maternity and the maternal health in India is the lack of proper spacing. So, in that case our poster the poster is being the communication material tests whether it is effective or not. Now we have to pre-test the poster we have two alternative versions.

We have to pre-test the poster before we go on to the pre-test activity; we have to now devise the objectives. What should be your objective, an example may be to determine whether the language readability and expressions are appropriate. Again, the content of appropriateness, remember I said these are the issues of pre-testing when I was discussing the overview part. Then we have to establish the content, font size, source in whether the material is appealing and believable to the audience or not, all these things.

Because otherwise the people may not be engaged in performing the particular behaviour. Because through health promotion and education intervention we want to engage people in healthy behaviours. So, for that these are also important. So, we want to understand whether these are actually happening through this poster or not. Then we have to understand whether the poster motivates the young rural mothers to practice board spacing or not.


Motivation component is again it may be another objective. Because you see these objectives these are all measurable. This is also an important criterion. Then finally one objective may be to determine which version based meets the change objectives because I told you we have a change objective. The change objective here is a promoted behaviour and we have two versions of the poster. So, through pre-testing we can also compare which poster is going to be better effective.


So, I can tell you for pre-testing, you can consider pre-testing simply as a particular standalone research activity also where you have two or three meters or I mean the materials may be as many as you want and you are now just testing which one is acting best or which one is most effective. This is another way of looking at pre-testing.

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Step 2: Choose the Pretest Method

| | |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Purpose | Methods like individual interviews provide more detailed inputs and individual understanding whereas FGDs provide broad insights |
| Type of material | It is difficult to test long material through individual interviews. |
| Audience characteristics | Some audiences are less comfortable expressing themselves in a group. one to one interviews are thus used for low literate audiences and for people who may be difficult to gather in peer groups for FGDs, such as local leaders. |
| Available resources | Ideally, as in other FGDs, the method is continued till no further new information is obtained from the target audience, but this depends upon the constraints of time and resources. |
| Nature of message – complex and/ or sensitive | Individuals are less likely to speak honestly and frankly about sensitive issues in groups, especially mixed groups. They may also feel embarrassed to express that they do not understand words or concepts. |
| How the material will be used | Material used in group settings should be tested through FGDs whereas the material for individual counselling should be tested by individual interviews. |




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Now after we define the objectives, we have to choose the pre-test method. So, when we are choosing the pre-test method, we have to answer certain questions. These are the set of certain questions and the explanations for these are, you can see, all these things I am not going into

details of all this. But I will just point you out on how to address the issue of choosing a method. First, we have to understand what is the purpose of our pre testing.

For example, you may have a pre-testing method like in-depth interviews, individual interviews one is to one or face to face interviews. Then you may have another method of focus group discussions like this. So, I mean what is your purpose of doing a pre-test. This will determine which method we are going to choose whether the IDIs or the individual interviews or we go for the FGDs.

Then what is the type of material that we are going to pre-test. If a material is a very long or a very clumsy kind of material then it is very difficult to perform a pre-test. And what I have written here, it is very difficult to test long materials through individual interviews. By long materials it does not mean the clumsy materials because clumsy materials Layman's term by that, the material is not well designed too much information is provided.

And too many lines are mentioned over there like this. These kinds of materials these are not actually suitable for any kind of pretesting because in any pretesting people who is looking at those materials will not be able to analyse those materials or understand what is actually stated through those materials. So, they will be basically revised in the screening phase itself. Now when a material which is long enough or broad enough or ultimately having a very high density of messages; it will be very difficult to test through face-to-face interview. Because then we will be, may be requiring more interviews or you will be recurring many more times than we actually have. In that case FGD may be an important way out. Then you have to understand the audience characteristics. Then you have to also understand the available resources, what are the available resources. And then what I was stating the nature of the message whether it is a complex and a sensitive message.

Because if it is a very complex message then it is very likely that it needs several revisions. See what I have written over here, it is interesting. Individuals are less likely to speak honestly and frankly about sensitive issues in groups especially in mixed groups. So, if you have a sensitive

issue or certain issue which may have social desirability in it. For that you may need to have an in-depth interview or a face-to-face interview or an individual interview.

For example, if you have something related to addiction if you want to explore something related to addiction you perform an individual interview. Similarly, when you have a poster related to addiction or a material related to addiction which is actually intended to change the behaviour. You may need to do an idea in itself because the ultimate material of addiction is a sensitive material to the society.

When a person is speaking in a mixed group or when a person is speaking with many more people around him or her, it may so happen that the ultimate voice of the person may be just in line with the voice of the group. A social desirability may be there so, that is a big problem. That is why when you are dealing with sensitive issues you must, you know go for a personal interview kind of thing. Next is the complex issue part, if you have a very intricate or complex thing in discussion.

But which is you have to differentiate it from the long material part a particular material may be a complex material a particular material may be a long material. Long material means it has several parts. So, for that you are avoiding individual interviews because you must complete the pre-testing part in a very short duration of time or in a more effective way. For that you are doing an FGD but if the material is a complex one, because it has certain more facets, suppose you are discussing something that is related to a health behaviour model. You have seen that the health behaviour model... it has several constructs, it has several variables in them. It has several domains several influencers like this. So, ultimately when you are discussing an issue like this, this will be a more complex issue. So, for a more complex issue you may ask for an individual opinion because when you are discussing a complex issue the comprehension of the complexity may not be same in a particular focus group.

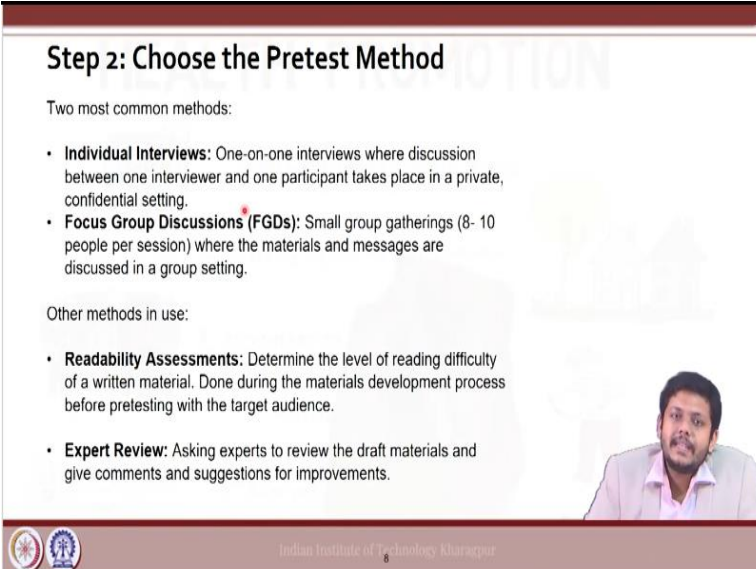
Like you have a six people in a focus group then the interpretation of that complexity may not be same for all the six people. So, for that when you are discussing about a complex issue it is better to go for an individual interview kind of thing then how the material will be used. Material used

in group settings should be tested through FGDs. For example, if you are devising a material which will be only utilized when people are coming in groups or for in other words for group behaviour only.

Then it is best to understand the effectiveness of that material through FGDs. Because through FGDs will also be having certain group dynamics related to the material. Because the reaction term, the reaction to material for a group related material is also dependent on the group dynamics of the population. So, for that FGDs may be particularly useful and those which are used for individual counselling. Suppose you have a flip chart which is used for individual counselling.

Suppose the adolescent health clinic is running. Now in that adolescent health clinic you have a counsellor and you have one particular adolescent who is coming into the clinic and the counselling session is going on. The counsellor may have certain flip charts may have certain tools for counselling and inducing behaviour change... asking for certain promoted behaviours. Those materials need to be tested in a one-on-one manner or an individual basis because ultimately, they will be implemented on an individual basis only.

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Step 2: Choose the Pretest Method

Two most common methods:

- **Individual Interviews:** One-on-one interviews where discussion between one interviewer and one participant takes place in a private, confidential setting.
- **Focus Group Discussions (FGDs):** Small group gatherings (8- 10 people per session) where the materials and messages are discussed in a group setting.

Other methods in use:

- **Readability Assessments:** Determine the level of reading difficulty of a written material. Done during the materials development process before pretesting with the target audience.
- **Expert Review:** Asking experts to review the draft materials and give comments and suggestions for improvements.

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So, we were discussing the methods the, what are the determinants of choosing a method. I have discussed now very briefly what are the methods. Now these are basically the qualitative

methods but you can also include certain quantitative parts in these qualitative methods also. Because these are, I mean the individual interviews or IDIs or in-depth interviews as whatever you want to call and the focus group discussion.

These are typically called the qualitative research methodologies or qualitative exploration materials or methods. But for pre-testing purpose you can also have certain quantitative issues in them. You can ask these people to fill up certain questionnaires or fill up certain yes, no formats like this... certain quantitative part can be there. So, in individual interviews as I have already mentioned one-on-one discussion takes place and in focus groups, small focused gatherings take place like, you have a focused gathering of 8 to 10 people per session where the materials and the messages and the modes of display these are all discussed and the feedbacks are taken. And then the materials are again revised, again we are going back to the focus group or a similar focus group and again we are discussing. Now the other methods basically the other methods, there are several other methods.

But you must remember these two, one is the readability assessment. The readability assessment basically determines the level of reading difficulty. Because the materials mostly printed the person who is looking at the material has to understand what is written over there, what is displayed over there. So, for that you have to do a readability assessment... how difficult is a written material for comprehension part.

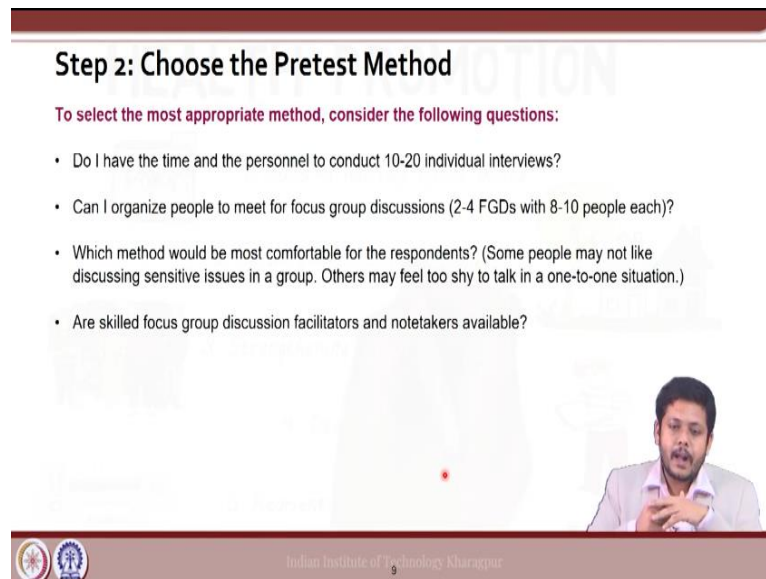
Now this is done during the materials development process before the pre-testing. And I mean before you actually go out in the field to pre-test you have to do a readability assessment. So, in one way we can understand that though readability assessment is a method of pre-testing, but it is basically conducted before these two are even considered, as, if the material is not at all readable then there is no point in discussing about whether that material is, the content of the material is good or whether the content needs revision etc.

And this readability assessment again can be done in several forms. We have certain rules for those. There is one small guideline for this for English language itself. And there are certain analogous guidelines for other languages for non-English language readability tests. But you must remember there is one guideline called smog... "smog test". Then there can be the expert

review you can ask the experts to review the draft materials and give comments and suggestions for revision.

Now the one major problem with expert review is that here you do not have any representation from the community or the target audience. So, you may encounter certain forms of bias. So, these are basically your pre-testing methods.

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Step 2: Choose the Pretest Method

To select the most appropriate method, consider the following questions:

- Do I have the time and the personnel to conduct 10-20 individual interviews?
- Can I organize people to meet for focus group discussions (2-4 FGDs with 8-10 people each)?
- Which method would be most comfortable for the respondents? (Some people may not like discussing sensitive issues in a group. Others may feel too shy to talk in a one-to-one situation.)
- Are skilled focus group discussion facilitators and notetakers available?

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Now in order to choose the pre-testing methods you have to first take care of all the questions that was presented in this slide. Now when you understand what are the methods of pre-testing and you have answered all these questions then you finally decide on which method to choose. So, the questions are, do I have the time and the personnel to conduct 10 to 20 individual interviews because that may take more resources.

Then can I organize people to meet for focus group discussions which method would be most comfortable for the respondents. Because they are the one who are going to give you the feedback or give you the revision materials... what revision you need to incorporate. So, comfort for them is your priority. Now are the skilled focus group discussion facilitators, note takers available because in FGDs you have to have certain others in the folds... One scribe has to be there, one person has to take note and one person has to draw sociogram. So, many activities are

included in an FGD. So, you have to understand the personal limitation and also about time. These are your ultimate considerations after you have answered all the previous questions.

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Step 2: Choose the Pretest Method

Readability:

- A readability test can indicate the level of reading difficulty of print materials
- Done before materials are pretested with the target audience
- Materials written at lower reading levels are easier to understand and remember even for highly literate audiences
- The SMOG Readability Test – English language only

Example of a material/ brochure on HIV/AIDS:

- **Old:** Symptoms which have been associated with HIV infection range from the relatively benign to the extremely critical.
- **New:** People with HIV may feel healthy or very sick. They may have no symptoms, and few symptoms or many serious symptoms.

The slide includes a small inset image of a man in a white lab coat and a footer with the Indian Institute of Technology Kharagpur logo and the number 10.

I was discussing about readability. And this is the readability test, this is done in English language only. And we have several similar tests in other languages also. But this... I'm not going into details of this. This requires a several lot more information perhaps a different kind of lecture also. I will give you just one example how the materials are... brochure on HIV/AIDS it just changed through pre-testing. And this is particularly an example for readability.

The old message was the symptoms which have been associated with HIV infection range from the relatively benign to extremely critical. This message was given to a community I mean obviously this message is not from here, it is from abroad. This message was given to a community to make them aware or to make them change their HIV/AIDS related behaviour. But the community the level of education in the community was around primary level.

The people were mostly, they completed their fourth standard education. So, they found out that this message was not readable because in the readability tests this message failed miserably. So, then what happened, then the creators of the message they revised the thing. The new message read, people with HIV may feel healthy or very sick. It is clear, it is crystal clear. They may have no symptoms and few symptoms or many serious symptoms.

So, now the community understands clearly what is being displayed or what is being said. So, this is how readability of a particular message can, I mean incorporating the revisions through readability can devise a better message and a more appropriate message for the community.

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Step 3: Preparation for pretesting

- Preparing the materials to be tested
- Preparing the discussion guide
- Selecting and briefing focus group discussion leaders or individual interviewers
- Selecting and briefing notetakers
- Selecting the test site and arranging transportation, beverages and snacks
- Selecting test participants
- Providing for the participants

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Now in the step three. You are preparing for the pre-test itself. So, for preparation part you have to do a lot of things a lot of preparatory or a groundwork kind of thing like preparing the materials to be tested you have to get the materials ready. You have to, I mean if you need to photocopy the materials you have to do it or you have to load your video for pre-testing, you have to do it. Just you have to get the materials ready. So, that you can display them for pre-testing.

Then you have to prepare the discussion guide. Because whether you are doing an FGD or an idea you have to have a certain written document or a protocol for that. Then you have to be selecting and briefing the focus group discussion leaders or individual interviews because as a researcher or as a program manager you may have employed certain employees under you who will be doing all these focus group discussions or interviews and taking back the results to you.

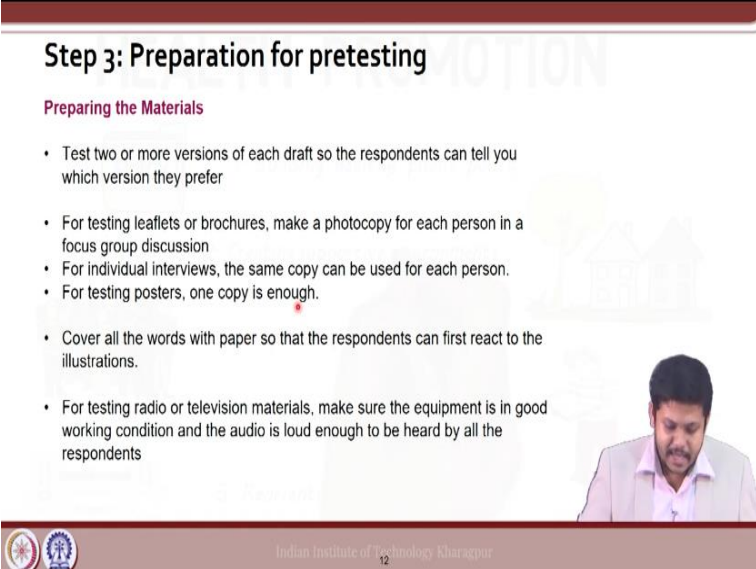
So, you have to brief them what you are actually willing for, what you are actually wishing through the pre-testing exercises. Then you have to also brief the note takers also the major

issues. That they want to highlight or the major issues that they should never miss because you will be having so many information's through FGDs and ideas. But you must have certain focus on what information you will always keep in mind or always take note.

No takers must be briefed on, those information because that is what will help you in revising the materials. Then you have to select the test site and arranging the transportation beverages snacks all these are all related to arrangement part of the process. Then you have to select the test participants you have to again have a protocol of selecting the participants. Do you select the participants purposively, do you select the participants through certain sampling criteria.

You have to decide on that also. Then you have to provide the test to the participants. So, these are all these protocols basically. They are all fixed in the preparatory phase. The preparation for pre-testing.

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Step 3: Preparation for pretesting

Preparing the Materials

- Test two or more versions of each draft so the respondents can tell you which version they prefer
- For testing leaflets or brochures, make a photocopy for each person in a focus group discussion
- For individual interviews, the same copy can be used for each person.
- For testing posters, one copy is enough.
- Cover all the words with paper so that the respondents can first react to the illustrations.
- For testing radio or television materials, make sure the equipment is in good working condition and the audio is loud enough to be heard by all the respondents

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Now for preparing the materials, as I was testing as I was telling that if you may have two matter two posters, two versions of it. You need to get a photocopy of it or you need to give both the versions to for pre-testing part. And then see here for individual interviews you can use the same copy because you are doing interview or one person at a time. So, you may not need to have the photocopies everything.

So, this is how you need for preparing the materials, may vary based on your setting and based on your methods. But the important part when you are, when you are pre-testing, a poster is see first you have to cover all the words with the paper. So, that the respondents can first react to the illustrations, because in a poster you have two components. First one is a message part and another is a figure part or a diagram or an illustration part.

First you cover all the figures or sorry first you cover all the words and you have the figures open. So, the respondents can respond or react to how the figure is fitting or not what is a reaction of the respondents on seeing those figures and illustrations you have to document them first. Then you have to, I mean after that you uncover the words and you parry whether the figure and the message is there, going hand in hand or there is some discontent between or some discrepancy between the messages and the figures in this way.

And for testing radio or television materials you have to make sure that equipment are all in good conditions.

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Step 3: Preparation for pretesting

Preparing the Discussion Guide for Testing Posters

For questions one through four, cover the words on the poster so that the group can respond only to the images.

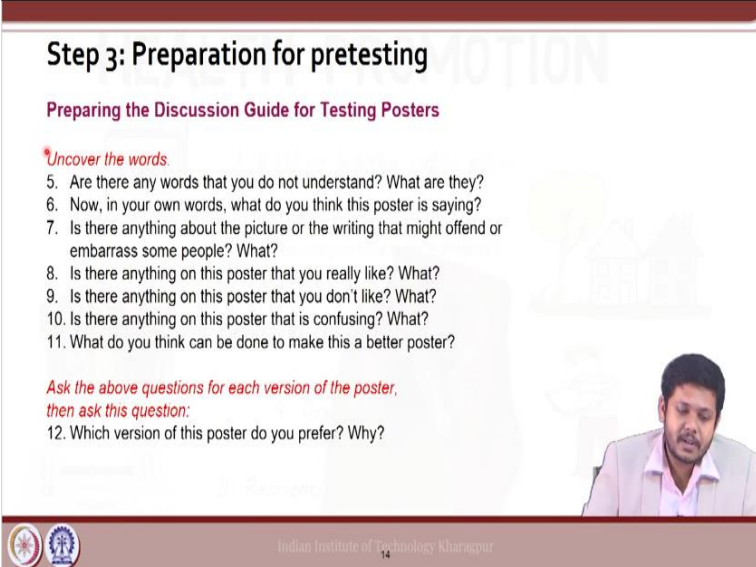
1. Please tell me what you see in this picture. What does it look like to you?
2. What about the people in the picture? What do you think they are doing?
3. Do you think this poster is asking you to do anything in particular? What?
4. Do the people in the picture remind you of your friends, or are these people different from your friends? Why?

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Now for pre-testing in the posters. What do you have to do, see, I am sorry, I mean in this part this is basically targeted towards the posters on, because posters, pre-testing posters are very important as posters are most commonly used materials in HPE interventions. You can apply similar setting for leaflets or certain one pager kind of materials also. See here these are the four

questions which you want to ask the participants of the pre-test exercise upon covering all the words in the poster or leaflet.

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Step 3: Preparation for pretesting

Preparing the Discussion Guide for Testing Posters

Uncover the words.

5. Are there any words that you do not understand? What are they?
6. Now, in your own words, what do you think this poster is saying?
7. Is there anything about the picture or the writing that might offend or embarrass some people? What?
8. Is there anything on this poster that you really like? What?
9. Is there anything on this poster that you don't like? What?
10. Is there anything on this poster that is confusing? What?
11. What do you think can be done to make this a better poster?

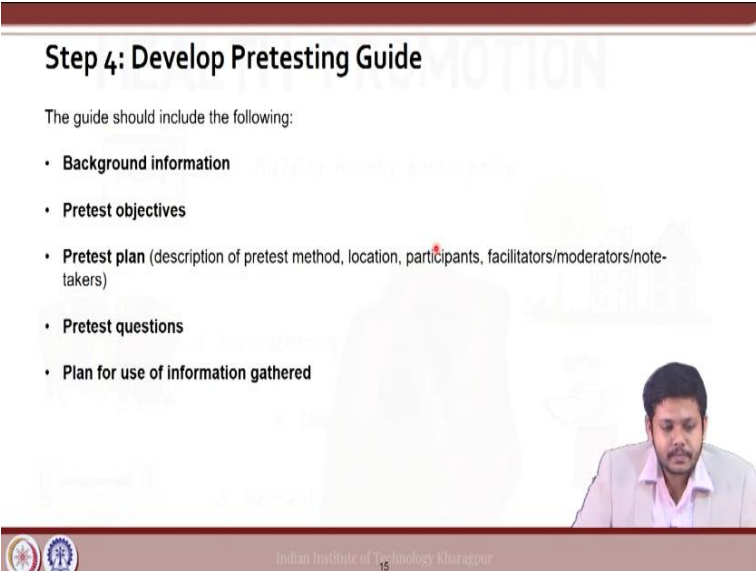
Ask the above questions for each version of the poster, then ask this question:

12. Which version of this poster do you prefer? Why?

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Then you uncover the words, and you then again ask all the questions. These are the questions which are asking the participants after keeping the poster or leaflet open now nothing is covered. And finally, what will ultimately determine your result is, which version of this poster do you prefer and why. So, I am not going into details of the questions but this is a basic process of pre-testing posters leaflets or a one pager materials which have message and also an illustration.

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Step 4: Develop Pretesting Guide

The guide should include the following:

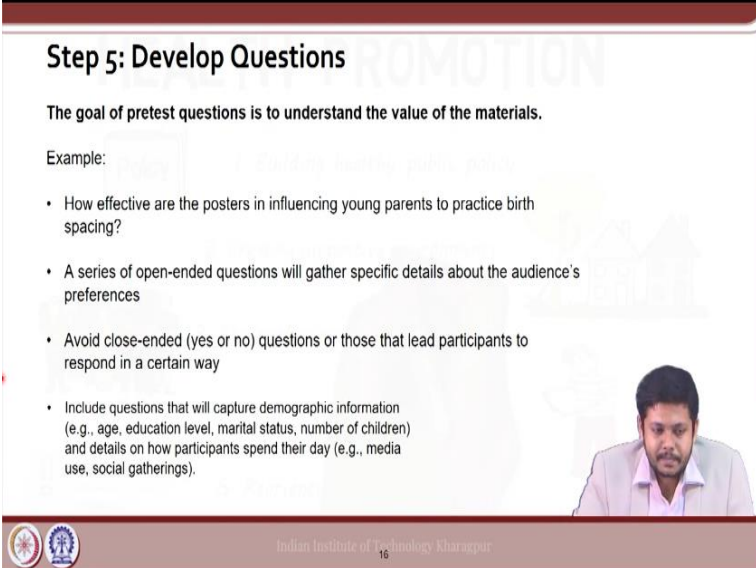
- **Background information**
- **Pretest objectives**
- **Pretest plan** (description of pretest method, location, participants, facilitators/moderators/note-takers)
- **Pretest questions**
- **Plan for use of information gathered**

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Now the next step is developing a pre-testing guide. I was telling you that you need to have a protocol or you need to have a systematic methodology. So, the systematic methodology or systematic protocol is basically present here in the pre-testing guide. The pre-testing guide should have background information. Why we are doing the pre-testing? Then the pre-testing objectives; the objectives... setting the objectives was the first part in performing the pre-testing exercise.

That should be there in the pre-testing guide then the pre-test plan, how do you propose to do the pre-testing like description of the methods, location, participants who are going to be your facilitators who are going to be your note takers the other resources the manpower's or then you have your pre-test questions and then you have your plan for use of the information gather. All these things should be documented in your pre-test guide. This is your step four this you must develop.

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Step 5: Develop Questions

The goal of pretest questions is to understand the value of the materials.

Example:

- How effective are the posters in influencing young parents to practice birth spacing?
- A series of open-ended questions will gather specific details about the audience's preferences
- Avoid close-ended (yes or no) questions or those that lead participants to respond in a certain way
- Include questions that will capture demographic information (e.g., age, education level, marital status, number of children) and details on how participants spend their day (e.g., media use, social gatherings).

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And when you are developing the pre-testing guide, I mean although, it is mentioned as a previous step to this, develop question step or step five these actually go hand in hand. What happens is for that protocol or for that pre-testing guide you must develop the questions what you are actually going to ask to the participants. Because in the pre-testing guide you have certain variables which you want to elicit or through which you are going to find out how the pre-testing is going to be effective and how the material is going to be effective.

But to measure those variables you have to have the questions. So, now you have to develop the questions. The goal of pre-test question is basically to understand the value of the materials to the target audience. Now these are all the examples of how a question should be for a pre-test. Some pitfalls I have also mentioned that. It is better to avoid close-ended questions like yes, no questions because they are kind of leading in nature.

You know, because you are not able to understand what is the background interplay of that participant or what is the background in behind the reaction of that participant. If you have only a closed yes, no kind of question. But again, if you are planning on certain quantitative parts of assessment then you may consider certain other type questions also. Though they are also not, I mean clearly open-ended questions they also forcing the participant to put some choice.

But that is a mechanism when you are planning for a quantitative measure otherwise, if you are planning for a wholly qualitative kind of evaluation. Then it is better to avoid all these closed ended things. It is better to keep everything open-ended and keep the discussion going on, so that you can elicit maximum information from the discussion.

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Step 6: Analyzing the data of pretesting and interpreting results

- Trends in responses are identified
- If a certain problem or change is mentioned multiple times, it needs to be addressed
- Flaws with the design, messages, or format are highlighted
- The material is then redesigned or revised

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And in the step 6, you have: analysing the data of a pre-testing and interpreting results. Remember when I started this lecture, I told you that interpretation part is very important.

Because in interpretation, if you have certain qualitative and quantitative part and you are going to integrate the quality and quantitative part you are going to have some novel information which is going to help you in revising your material.

So, that is why this analysis part is perhaps the most important part in pre-testing. As I have already said, I mean in our discussions during this whole basic course is that documentation is very important and you have to analyse whatever you have documented. Why? Because that is going to teach you on what to do and what not to do in your; next lessons or next exercises or next processes.

In a similar way when you are analysing the pre-testing data, we are first documenting the trends in response that are identified. For example, if you have a poster, if you have a poster of a very sensitive issue and you are going to display that sensitive poster in a very public way. Suppose and that public display of that sensitive poster is not accepted in the community. What will happen when you go on to pre-test is that you will have a trend of negative feedbacks.

Because the community members will say no, this... poster, this is not appropriate. Because we do not feel this, we are not at par or where I mean we in our community is not synchronized with this kind of behaviour or this kind of materials or the community is not ready to receive this kind of materials. These kinds of negative messages may come. So, your trend here is the negative ones because that particular thing is not acceptable in that public display format.

So, you will have a trend of responses. Next if a certain problem or change is mentioned multiple times, by mentioning multiple times, means if you have a trend for that. Then it needs to be addressed because in other way if you think it in the form of a qualitative data analysis you may have the information saturation or saturation of information like same information is coming up again and again.

If you think it in this way, you must consider that this trend is basically giving you a saturation for a particular flaw or for a particular revision that is needed. So, then if it is mentioned multiple times that means there is saturation for this and you have to act on it. What happens next is the

flaws with the design the messages or the format are highlighted basically. Through pre-testing not only you have a trend you also have a deeper understanding of what are the flaws.

What is wrong with the message? Because see in our example of this sensitive message in a community, the community members will say or the pre-testing or the target audience the participants from the target audience they will say that the flaw here is the basic material of the thing. This may happen. So, this is how the pre-testing will help you understand not only the trend of that this will not work. But also, why this will not work, what are the flaws.

So, the why question that we discussed during the overview lecture the why question is again pertinent here also. And considering all these issues then you redesign or revise your material. So, I told you revision is a very important part of pre-testing. Now based on all these things, then only you can have the authority to revise or redesign your intervention material. So, this is how analysis then interpretation of the results is helping you in redesigning and it is how the process of pre-testing the cyclical iterative process of pre-testing is moving on.

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Step 6: Analyzing the data of pretesting and interpreting results

Measuring Variables

- Comprehension**
Are the messages and materials understood by the priority audience?
Do they recognize the benefits of taking action?
- Attractiveness**
Do the materials capture the audience's attention?
- Acceptance**
Is there anything about the material that is offensive or inappropriate?
- Believability**
Are the materials believable and realistic to the audience?

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Now for analysis, I told, you must have certain measurements in mind. Because without measuring the variables or without any kind of measurement, you cannot blindly say that we have to do this or we have to do that. Because if you do not measure anything, your justification

will not be there, that this action should be done or should not be done. So, measurement of variables is particularly very important.

How do we do that? I will show you two slides on this..... this one and this one. Now these two slides will give you an idea of what are the measuring variables like first is the comprehension part. Next is the attractiveness then is the acceptance then believability.

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Step 6: Analyzing the data of pretesting and interpreting results

Measuring Variables

- Involvement**
Does the audience identify with the material?
Does it 'feel right' to them?
- Relevance**
Are the materials related to the issues faced by the audience?
- Motivation/Persuasion**
Does the audience understand the call to action
and are they inspired to act?
- Improvement**
Is there anything that can be done to improve the materials?
What are specific suggestions from the priority audience?

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Then involvement then relevance then motivation of persuasion and then the; improvement. Here see what is written on improvement, is there anything that can be done to improve the materials because this is where you want to focus. You want to improve your material so that it is more appropriate for the target audience. So, the measurement ends with what are the scopes for improvement.

Now remember in this regard measurement here does not mean measurement in terms of numbers. Qualitative measurement can also be certain kind of measurement. But you have to explicitly say this variable is giving me this information. That is why measuring variables is the heading for these two slides. You have to understand this part. So, you have here you have four and here you have another four criteria for measurement.

And for any activity or for any change activity you have to focus on the motivation/ persuasion part. And see the motivation or persuasion part will not ultimately take place if all the previous parts like relevance, the engagement or involvement, then the believability acceptance, attractiveness and comprehension all these things are not there because they will not culminate into motivation/ persuasion.

Because the person who is taking up that behaviour will not ultimately understand what is going on and what is not going on.

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Step 7: Summarizing the Results

A report is prepared, outlining the process and the findings.

- **Background:** What was tested? What were the pretest objectives? Which audience was involved in the process? Why? How? How many participants were involved in the pretest?
- **Highlights:** The main points that came up during the testing are summarized.
- **Findings:** A complete report on the findings is prepared. Where appropriate, the participants' reactions are described, incorporating key quotes and describing which messages/materials worked versus those that were not appealing or effective
- **Conclusions:** The patterns that came up and/or the major differences that were observed across the individuals and/or groups are enlisted
- **Recommendations:** Suggestions are made prioritizing revisions for the tested ideas, messages and/or materials based on the findings and conclusions

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This brings us to the last step of pre-testing. Here we are summarizing the results. Now what I will be speaking on is here you have to provide a report. So, for every report, I mean you do not you may not consider writing an article out of it but when you are writing a report because this report will help you in revising and keeping it a document on what change and how it changed you have to incorporate all these headings like you have to have a background.

Then you have to have a highlight. Then you have to have a finding then you have to have a conclusion and you see in conclusion: highlights and conclusion these are two separate parts. See the highlights they say the main points that came up during the testing. Basically, the highlights are you know summary for the findings the results. And in conclusion you put forward your conclusion, what you have understood out of this pre-testing exercise.

The patterns that came up and or the major differences that were observed, that means conclusion represents your interpretation of the situation or interpretation of the exercise. Then you have your recommendation's part because this is how you are going to revise your material. So, the summary basically ends with recommendation part and this is....

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CONCLUSION

- **Pretesting of HPE tools are done through these steps:** Outline Pretest Objectives, Choose the Pretest Method, Preparations for pretesting, Develop Pretesting Guide, Developing questions for the target audience, Analyzing the data of pretesting and interpreting results, Summarizing the Results
- Pretest method can be individual interviews, or focus group discussions
- Readability of the materials are an important consideration
- The findings of pretest activity must be communicated clearly and then the material should be revised properly

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You know basically important, because without a proper summary you cannot keep log of all the activities that have been done. Because the activities are so huge and so broad that they may require more space or they may require more paperwork and many things. And they may be more rigorous for anyone who is looking into those things to understand. Suppose you are doing a pre-testing exercise now, you leave that position, a second person comes in to look over the pre-testing exercise and finalize the material.

Now this second person will be kind of lost, if you have a long paper trail. To minimize that hazard you must have a very good summary in hand. That summary will help the person understanding what has changed and how it has changed. Then if required the person will move to the deeper paperwork to understand how the methods are changed. Whatever the person is asking to have a deeper insight. So, that is how the seven step is very important for pre-testing activity itself.

So, this concludes the pre-testing part. In conclusion I would like to draw your attention on the fact that we have discussed the seven steps. And we have also discussed that some steps are kind of interrelated like developing a protocol or developing a module for this, I mean, the pre-testing guide part, this part develops pre-testing guide and developing questions for the target area. This is the, this part is kind of interlinked but nonetheless you can remember them in a stepwise manner also.

And we have also discussed what is the utility of analysing the data and interpreting them and ultimately summarizing the result? So, the pre-test method basically we discussed that can be done through individual interviews or it can be done through focus group discussions. That we have to discuss and we have to decide based on certain questions that I have laid down. And finally, we have to decide on the resources, do we have sufficient resources to conduct an FGD or an IDI.

So, that part we discussed, we discussed about readability because I told you about the smog test that is done in English. And finally, we discussed about the findings of pre-test activity that should be communicated clearly like the objectives should be clear, the findings they should also be clearly communicated. And upon that clear communication the method or the materials or the intervention as a whole may be devised.

And when we are using a pre-test, the revised material should again be retested in the same way until the changes are limited or until there is no more saturation of flaws or trends. That concludes your, pre-testing and that finalizes your document. But till then you have to do this in an iterative way.

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RESOURCES

- Knutson A. Pretesting Health Education Materials. American Journal of Public Health and the Nations Health. 1953;43(2):193-197.
- Dobe M. Health promotion and Education: Foundations for Changing Health Behavior, 1st ed. Kolkata:Academic Publishers;2022.
- How to Conduct Effective Pretests [Internet]. Fhi360.org. [cited 18 April 2022]. Available from: <https://www.fhi360.org/sites/default/files/media/documents/AIDSCAP%20How%20to%20Conduct%20Effective%20Pretests.pdf>

Family Support Employment Communication Access to health services

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The slide features a background with faint icons representing various health and social concepts. A small video inset in the bottom right corner shows a man with a beard and mustache, wearing a light-colored shirt, looking down.

So, I told you in the previous lecture the resources are the same and this is a classical text. So, that is it for pre-testing, bye, bye.