

Methodology for Pretesting Bilharzia Communication Materials in Uganda

The Johns Hopkins Center for Communication Programs (CCP) is working with the Ministry of Health (MOH) and other organizations working in Bilharzia prevention and control to develop communication materials for men, women and children in 43 districts.

We have developed the following materials that we would like to pretest:

- **2 60-second radio spots**
- **1 radio jingle (song)**
- **5 2-minute radio skits**
- **3 campaign slogans**
- **One 12-page double-sided flipchart for group education sessions.**

The flipchart has been produced only in English, for use by health workers or VHTs when educating groups or individuals about Bilharzia. It has illustrations on one side and text for the health worker or VHT to refer to on the backs of each illustration.

The slogans, radio spots and are produced in 9 languages:

- Ateso
- Runyoro/Rutoro
- Rukonjo
- Swahili
- Luo
- Lugbara
- Lusoga
- Luganda
- English

The campaign jingle is produced in a combination of the 9 languages.

Objective of Pretesting

To establish the extent to which the communication materials are clear, relevant, appealing, believable and easy to understand from the intended audience point of view prior to mass production and dissemination.

Methodology

We will conduct focus group discussions (FGDs) with men and women between 20 – 45 years of age, living in 9 endemic districts to test the slogans, jingle and radio spots and skits. The flipchart will be pretested during group education sessions conducted by a health worker in 2 of the 9 districts.

The table below details the materials to be pretested, the number FGDs proposed, for each district and language.

Districts	Languages	Materials to be Pretested in one district per language	Number of pretesting groups to mobilize
Kaberamaido	Ateso English	Radio spots (2) Radio skits (5)	2 male FGDs 2 female FGDs 1 health education talk by a health worker/VHT trained in NTDs
Hoima	Runyoro/Rutoro	Radio spots (2) Radio skits (5)	1 male FGD 1 female FGD
Kasese	Rukonjo	Radio spots (2) Radio skits (5)	1 male FGD 1 female FGD
Busia	Swahili	Radio spots (2) Radio skits (5)	1 male FGD 1 female FGD
Oyam	Luo	Radio spots (2) Radio skits (5)	1 male FGD 1 female FGD
Gulu	Luo	Radio spots (2) Radio skits (5)	1 male FGD 1 female FGD
Arua	Lugbara	Radio spots (2) Radio skits (5)	1 male FGD 1 female FGD
Buyende	Lusoga	Radio spots (2) Radio skits (5)	1 male FGD 1 female FGD
Masaka	Luganda	Radio spots (2) Radio skits (5) Flipchart	1 male FGD 1 female FGD 1 health education talk by a health worker/VHT trained in NTDs

Pretesting Methodology:

Flipchart: We shall pretest the flipchart in only 2 districts: Masaka and Kaberamaido. We shall pretest the flipchart in Ateso in Kaberamaido; we will pretest the flipchart in Luganda in Masaka. In each district, the flipchart will be pretested with a health worker or VHT trained in NTDs. The health worker/VHT will be oriented to the flipchart and will then use it to lead a group education session at a health center or in a community. During the educational sessions, the interviewers will take notes about the ease with which the health workers used the flipchart and the reactions of the group members. Following the group education session, the pretesters will interview the health worker/VHT and hold a focus group discussion with some of the people who participated in the group education session, to learn how we can improve the flipchart. See attached interview guides for health workers, patients or community members, and observation checklist for use during educational sessions.

The *jingle, skits (5), spots (2), and slogans* will be pretested among one group of women and one group of men in each district. We will need to mobilize separate focus groups of men and women in each of 9 districts. Each group should have 10 - 12 people. The participants should be 20 – 45 years old, and they should NOT be health workers or VHTs or leaders of any kind. They should NOT have participated in sensitization about Bilharzia in the past. Women will be interviewed by women and men will be interviewed by men. A note taker will take detailed notes during the discussions. See attached discussion guide.

Mobilizing participants:

The NTD Focal Person in each of the selected districts will work with VHTs or other resource persons to mobilize participants for focus group discussions in a location in each of the selected districts. Locations should not be too remote nor should they be urban. Ideally, they should NOT be in a community where Bilharzia MDA has taken place. The NTD Focal Person will also organize a NTD-trained health worker to conduct a health education talk in Kaberamaido (Ateso) and Masaka (Luganda) using the Bilharzia flipchart. The pretest teams will share a copy of the flipchart with the health worker well in advance of the education session so she/he can become familiar with it prior to the health talk. The health talk should be given in the local language (Ateso or Luganda) to a group of 5 – 15 adults (could be patients waiting for services at the health center or could be a community group).

Interviewers and Note takers

We will recruit and train pretest teams of 2 men and 2 women for each language. All teams must also be fluent in English. Interviews with men and women will be conducted in the language of the materials being pretested; and interviews with health workers will take place in English. CCP will hire experienced interviewers to facilitate FGDs and in-depth interviews in all language. Note takers will take detailed notes.

Training for pretest teams

Prior to pretesting, CCP will train the pretest teams. During the training, pretest teams will become familiar with the materials to be pretested and the pretest protocol and questions. They will translate the pretest instrument into the languages in which the pretesting will take place, and practice conducting the pretesting during role plays.

Recruitment of audience representatives for pretesting radio materials and slogans

After mobilization by the NTD Focal Person, pretesters will use the attached screening questionnaire to identify women for FGDs with the following characteristics:

- 20 – 45 years old
- Has never had Bilharzia
- Speaks/understands language of the material being pretested
- Is not a health worker, VHT, or leader of any sort.

Pretesters will use the attached screening questionnaire to identify men to participate in the FGDs with the following characteristics:

- 20 – 45 years old
- Has never had Bilharzia
- Speaks/understands language of the materials being pretested
- Is NOT a health worker, VHT, or leader of any sort.

Pretesters should invite no more than 10 – 12 respondents to participate in each focus group discussion.

Pretesting venues: focus group discussions will take place in quiet, private, indoor venues easily accessible to respondents, where the radio spots and skits can be easily heard.

Pretesting radio spots: The radio spots should be pretested before the radio skits. Follow this procedure:

- 1) Pretesters will play each radio spot 2 times before asking questions on the attached moderators' guide.
- 2) The moderator should ask the questions in the attached guide after each radio spot has been played, and before moving on to the next spot.
- 3) If, during the discussion, respondents ask to listen to the spot again, it may be replayed.
- 4) The recorder will take notes of all that is said, being careful to identify which spot the comments/notes are for.
- 5) The moderator will, to the extent possible, encourage all respondents to participate in the discussions that take place after listening to each spot.
- 6) The discussions should take place in the language of the spots. Notes will need to be written up in English.

Pretesting radio skits: The radio skits should be pretested after the radio spots. Play the skits in order, beginning with one. Pretest each skit separately, and write up notes separately for each skit, being sure to indicate which skit the notes are for. Follow this procedure:

- 1) Pretesters will play each radio skit 2 times before asking questions on the attached moderators' guide.
- 2) The moderator should ask the questions in the attached guide after each radio skit has been played, and before moving on to the next skit.
- 3) If, during the discussion, respondents ask to listen to the skit again, it may be replayed.
- 4) The recorder will take notes of all that is said, being careful to identify which skit the comments/notes are for.
- 5) The moderator will, to the extent possible, encourage all respondents to participate in the discussions that take place after listening to each skit.
- 6) The discussions should take place in the language of the skits. Notes will need to be written up in English.

Pretesting the radio jingle: The jingle should be pretested after the radio spots and skits. Follow this procedure:

- 1) Pretesters will play the jingle 2 times before asking questions on the attached moderators' guide.
- 2) If, during the discussion, respondents ask to listen to the jingle again, it may be replayed.
- 3) The recorder will take notes of all that is said and the non-verbal reactions to the jingle.
- 4) The moderator will, to the extent possible, encourage all respondents to participate in the discussions that take place after listening to the jingle.
- 5) The discussions should take place in the same language used to discuss the spots and skits. Notes will need to be written up in English.

Pretesting the Flipchart: In Masaka and Kaberamaido districts, the flipchart will be pretested. Follow these instructions:

- 1) Visit the health worker or VHT who will be leading the group education session well in advance of the session to share the flipchart, go through it with her/him, and explain what the procedure will be. It may be best to visit the health worker the day before the pretesting to do this orientation.
- 2) During the orientation, explain that we need the health worker to use the local language, although the flipchart text is in English. So, they will need to determine how to translate the flipchart to the local language.
- 3) At a time agreed upon with the health worker, the pretest team will explain the exercise to the group that has gathered. They will explain that we are pretesting the flipchart and will want to talk with them after the educational session to get feedback on how to make it better.
- 4) During the health education session, observe the health education talk, taking notes on the attached observation guide.
- 5) Immediately following the group education talk, one moderator and note taker will conduct a FGD with the group who attended the group education talk. Follow the questions on the discussion guide. The interviewer should go through the flipchart page by page to identify illustrations or text that was difficult to understand or offensive or needs changing which the note taker takes notes.
- 6) Also immediately following the group education talk, the other moderator and note taker will interview the health worker to get his/her feedback on the flipchart. Following the attached interview guide, the interviewer will go through the flipchart page by page while the note takers take notes.

Analysis

Each pretest team will write up the findings from their focus group discussions in English separately for men and for women, noting what was said in response to each question on the moderators' guide for each radio spot, jingle and skit. The report should also indicate any non-verbal reactions expressed during viewing and/or after particular discussion questions. The report should provide feedback separately on the jingle and each radio spot and skit, with recommendations for revisions. Each team should also report on which slogan was preferred by the women and by the men, and what their reactions were to each slogan.

The Masaka and Kaberamaido teams will also write up the findings from their pretest of the flipchart. This should include a section on what was observed during the educational session, plus the suggestions for changes suggested by the participants in the educational session, and suggestions for changes suggested by the health worker who gave the talk. Any suggested changes should note the page that requires the change and the rationale.

Each District Team report will be submitted to the CCP Consultant who is the pretest coordinator, who will read through all the reports from the pretest teams and draft a consolidated report. The analysis will summarize reactions to the jingle across all languages, and indicate which slogan was the most popular across all districts/languages. It will also include reactions and recommendations for changes for each radio spot and skit in each language. In a separate section, the report will summarize reactions and recommended revisions to the flipchart across the two locations. For the flipchart, the report will indicate the page number for any changes in illustrations or text.

Reporting

The CCP consultant will draft a top line report in Powerpoint that describes the methodology used, and reports the main reactions to each material in each language, and changes required. This top line report will also provide recommendations for improvement to the flipchart based on the feedback received from respondents and health workers, as well as observations of educational talks using the flipchart.

The consultant will present the top line report with recommendations during a meeting of CCP, MOH, and the advertising agency, and will answer any questions concerning the pretesting exercise.

Screening Instrument for Participants of Bilharzia Radio Materials Pretesting

Instruction: Please screen all participants of the focus group discussions before inviting them to join the discussion using the following questions. Speak in the language that the focus group discussions will take place in to ensure they understand the language.

Screening questions for women:

1. How old are you? (If she is younger than 20 or older than 45, excuse her from participation)
2. Have you ever been treated for Bilharzia? (If she has, excuse her from participation)
3. Are you a health worker? (health workers may not participate)
4. Are you a leader in this community? (leaders may not participate)

Screening questions for men:

1. How old are you? (If he is younger than 20 or older than 45, excuse him from participation)
2. Have you ever been treated for Bilharzia? (If he has, excuse him from participation)
3. Are you a health worker? (health workers may not participate)
4. Are you a leader in this community? (leaders may not participate)

Questions for Pretesting Radio Spots

Introduction:

Good day, my name is _____ and my colleague is _____. We are from the Johns Hopkins Center for Communication Programs. We have produced some radio spots about Bilharzia for the Ministry of Health that we would like to share with you for your input. When completed, we plan to broadcast these on radio. We would like to invite you to take part in an interview that will be audio recorded. We may be taking photographs as well. After playing the radio spots, we will ask you questions about them. Results from the discussion will help us to improve the spots.

Are you willing to participate in this pretesting exercise?

Do I have your permission to record all that you say?

Do I have your permission to take your photograph during this discussion?

Instruction: Play one radio spot first. Play it two times. If they ask to hear the spot again, play it again. Then ask the following questions, while taking notes. Invite comments from all the participants. After all questions have been asked, repeat this process for the second radio spot.

Discussion questions about the radio spot:

1. What is the main message you got from this radio spot?
2. Do you think the radio message is asking you to do anything in particular? If yes, what?
3. Who do you think the spot is meant for? (Probe: people like yourself, or is it for other people?) Why do you say that?
4. Is there anything unclear or confusing in this radio spot? If so, what and why?
5. Does the radio spot say anything that might offend anyone in your community? What?
6. What do you think you'll remember best about this radio spot?
7. Is there anything about the radio spot that you particularly liked? If yes, what and why do you like it?
8. Is there anything about the radio spot that you did not like? If yes, what and why?
9. Do you have any suggestions for making this a better radio spot?

Questions for Pretesting Radio Skits

Instruction: After you have pretested the 2 radio spots, explain that you are play five short radio dramas that will also be played on radio. Then, play the first skit two times. If the group wants to hear it again, play it to for them again. Then ask these questions, while taking notes. Invite comments from all the participants. After all questions have been asked, repeat this process for the second skit and then the third skit, and so on until all 5 skits have been tested.

Questions:

1. What is your overall reaction to this story? (probe: was it entertaining? Motivational? Educational? Etc.)
2. Do you think the story is asking you to do anything in particular? If yes, what?
3. Who do you think the story is meant for? (Probe: people like yourself, or is it for other people?) Why do you say that?
4. Is there anything unclear or difficult to understand in this story? If so, what and why?
5. Is there anything about this story that might offend anyone in your community? If yes, what and why?
6. What do you think you'll remember best about this story?
7. Is there anything about the story that you particularly liked? If yes, what and why?
8. Is there anything about the story that you did not like? If yes, what and why?
9. Do you have any suggestions for making this a better story?

Questions for Pretesting the Radio Jingle

Instruction: After you have pretested the 5 radio skits, explain that you are going to play a jingle or song that will broadcast on radio. Then, play the jingle two times. If the group wants to hear it again, play it for them again. Then ask these questions, while taking notes. Invite comments from all the participants.

Questions:

1. What is your overall reaction to this song? (probe: how was the beat? Is it memorable or hard to forget?)
2. Who do you think the song is meant for? (Probe: people like yourself, or is it for other people?) Why do you say that?
3. How does the song make you feel? (Probe: why do you say that?)
4. Could you understand the words? If so, what was the song saying to you?
5. Is there anything about the song that you particularly liked? If yes, what and why?
6. Is there anything about the song that you did not like? If yes, what and why?
7. Do you have any suggestions for making this a better song?

Questions for Pretesting the Campaign Slogan

Instruction: After you have pretested the spots, skits and jingle, explain that you are going to share 3 possible slogans for the Bilharzia campaign. Hold up the first slogan so all can see and read it out to the group. Read it out 2 times. If the group wants to hear it again, read it for them again. Then ask these questions, while taking notes. Invite comments from all the participants. After you have asked them about the first slogan, repeat this process for the second and the third slogans.

Questions:

1. What is your reaction to this slogan? (probe: Is it motivational? Memorable?)
2. How does this slogan make you feel? (Probe: why do you say that?)
3. What do you think this slogan means?

After you have shown them all 3 slogans, show them the 3 slogans again. At the same time. Read each of them out. Then ask the following question and note the responses. Be sure to indicate which of the slogans was the most popular overall:

1. Which of these slogans do you like the best for our Bilharzia prevention campaign?
2. Why do you prefer the one you have selected?

Observation Checklist

Bilharzia Flipchart Educational Session

Location of educational session:

Cadre of health worker facilitating session:

Number of male participants:

Number of female participants:

Date:

How long did the session take?

Did the health worker go through every page in the flipchart? (Y/N)

Page	HW followed the text on the page? (Y/N)	Questions asked/reactions of participants. If they skipped the page, why?
1. What is Bilharzia?		
2. What causes Bilharzia?		
3. How does one get Bilharzia?		
4. What are the signs of Bilharzia?		
5. Who can get Bilharzia?		
6. Why should I be concerned about Bilharzia?		
7. What causes Bilharzia to spread?		

Page	HW followed the text on the page? (Y/N)	Questions asked/reactions of participants. If they skipped the page, why?
8. How can we protect ourselves from Bilharzia?		
9. Can Bilharzia be treated?		
10. Does Bilharzia medicine have side effects?		
11. How can we stop Bilharzia from spreading?		

Questions for Participants of Educational Session about the Flipchart

Introduction:

Hello, my name is _____ and my colleague is _____. We are from the Johns Hopkins Center for Communication Programs. Thank you for taking the time to talk with us. We would like to invite you to take part in an interview that will be audio recorded. We will ask you questions about the flipchart that the health worker used during the educational session you just took part in. Results from the discussion will help us to improve the flipchart.

Are you willing to participate in this pretesting exercise?

General questions:

1. What is your overall reaction to the flipchart used during the educational session? (probe: was it useful? Helpful? Too long? Interesting? Boring? Inappropriate to the Ugandan context?)
2. Are there questions that you have that were not answered during the educational session, that you think really should be included? If so, what?

Now, go through the flipchart page by page, and ask the following questions about each page:

3. What do you see in this picture?
4. Is there anything that is unclear or difficult to understand? If so, what?
5. What do you like about this picture? What could be improved?

Questions for Health Workers to Pretest Flipchart

Introduction:

Hello, my name is _____ and my colleague is _____. We are from the Johns Hopkins Center for Communication Programs. Thank you for taking the time to talk with us. We would like to invite you to take part in an interview that will be audio recorded. We will ask you questions about the flipchart that you just used during the educational session you led. Results from the discussion will help us to improve the flipchart.

Are you willing to participate in this pretesting exercise?

General questions:

1. What is your overall reaction to the flipchart? (probe: was it useful? Helpful? Too long? Easy to use?)
2. Is there anything missing from the flipchart, that you think really should be included? If so, what?
3. Is there anything that could be removed from the flipchart? If so, what?
4. How could the flipchart be improved?

Now, go through the flipchart page by page, and ask the following questions about each page:

If they skipped a page, ask them why they skipped it.

For all other pages, ask:

1. Is there anything that is unclear or difficult to understand on this page? If so, what?
2. What do you think about the picture? Is there anything difficult to understand or unclear about this picture? If so, what?