



IYCN USAID's Infant
& Young Child
Nutrition Project

Pretesting infant and young child feeding counseling cards in Haiti

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Photo: Aurelio Ayala III

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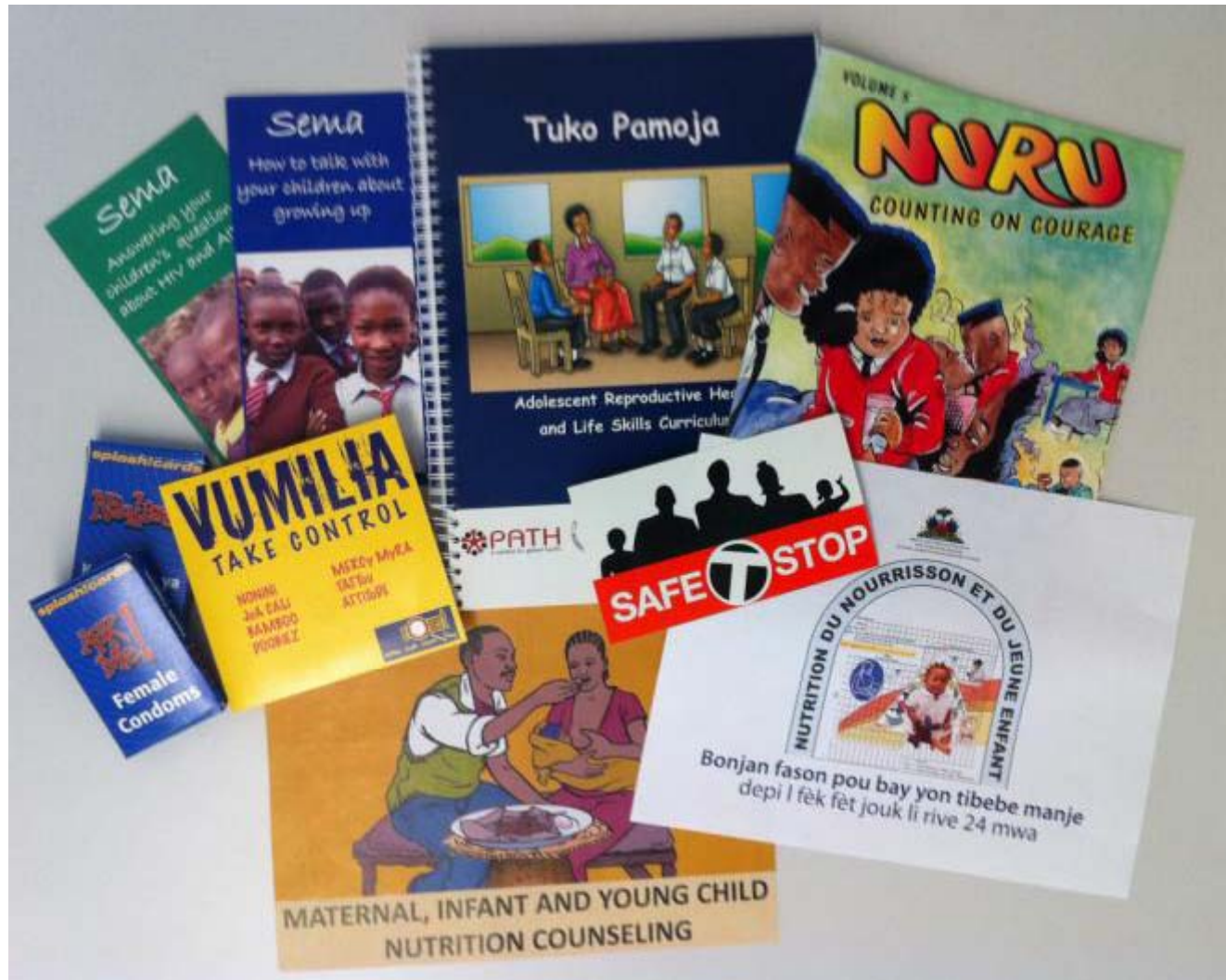
Pretesting

- Determine target group's reaction to messages or information before materials are finalized.
- Ensure the materials convey information in a way audience members endorse.



Photo: Mike Wang/PATH

All products benefit from pretesting



Why pretest?

- Understandable
- Relevant
- Culturally appropriate
- Believable and realistic
- Acceptable to the audience
- Visually appealing
- Informative
- Motivating



Photo: MOHSW Lesotho

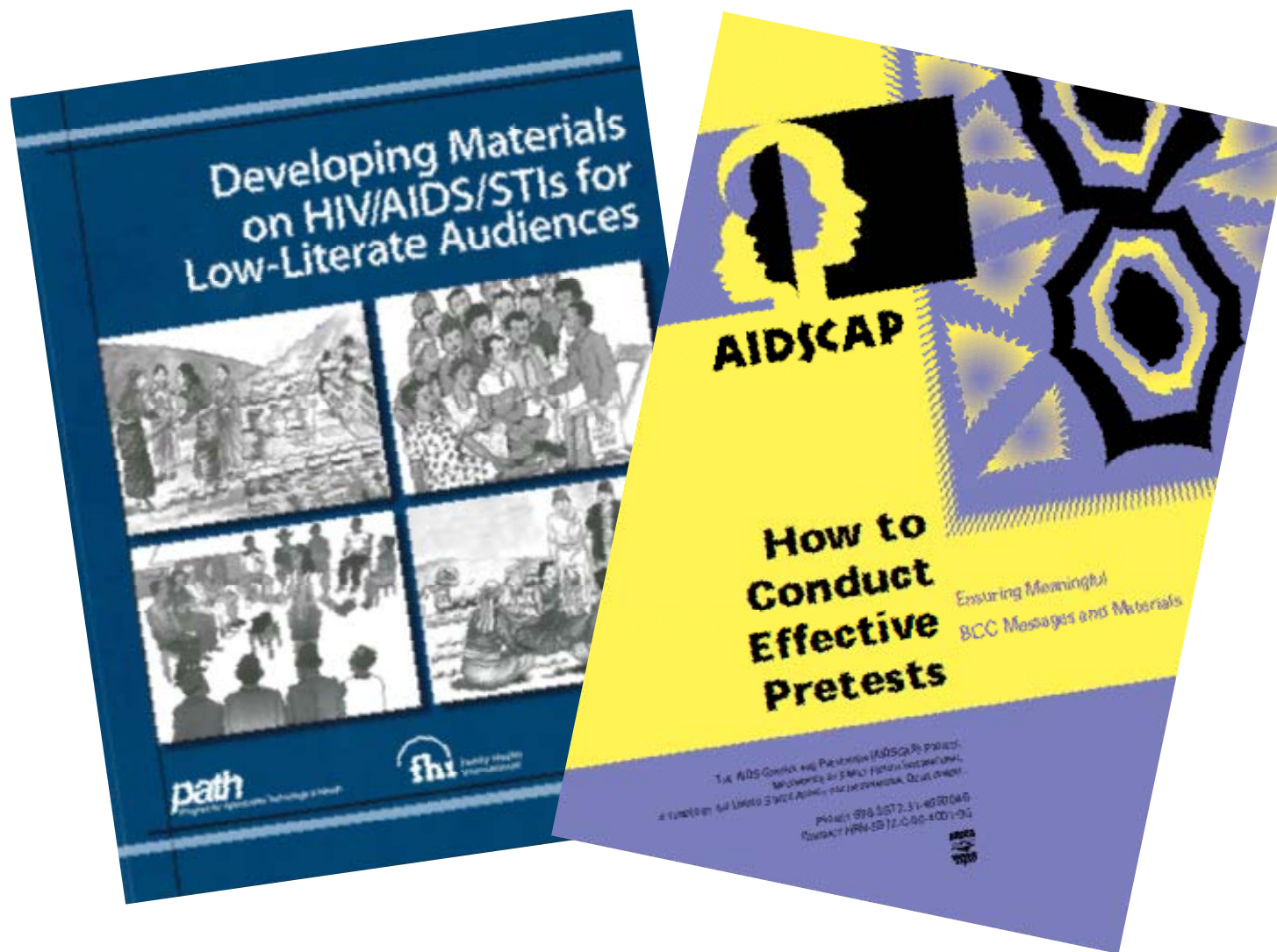
Pretesting doesn't need to be complicated and time consuming

- Convenience sample.
- 10-20 individual interviews.
- Two to four focus groups with 8-10 people.



Photo: Faith Thuita/PATH

Tools



IYCN objectives in Haiti

- Strengthen community health agents' (CHA) activities to prevent malnutrition in hurricane-affected areas.
- Strengthen community-based nutritional support to families with children under two.
- Improve programs, develop an **infant and young child feeding training update** for CHAs, and create **job aids**.



Photo: Nicole Racine

Feeding problems to address

- Low rate of exclusive breastfeeding.
- Timing of introduction of complementary feeding.
- Poor quality and type of food introduced.
- Influence of grandmothers and others.
- Hygiene.

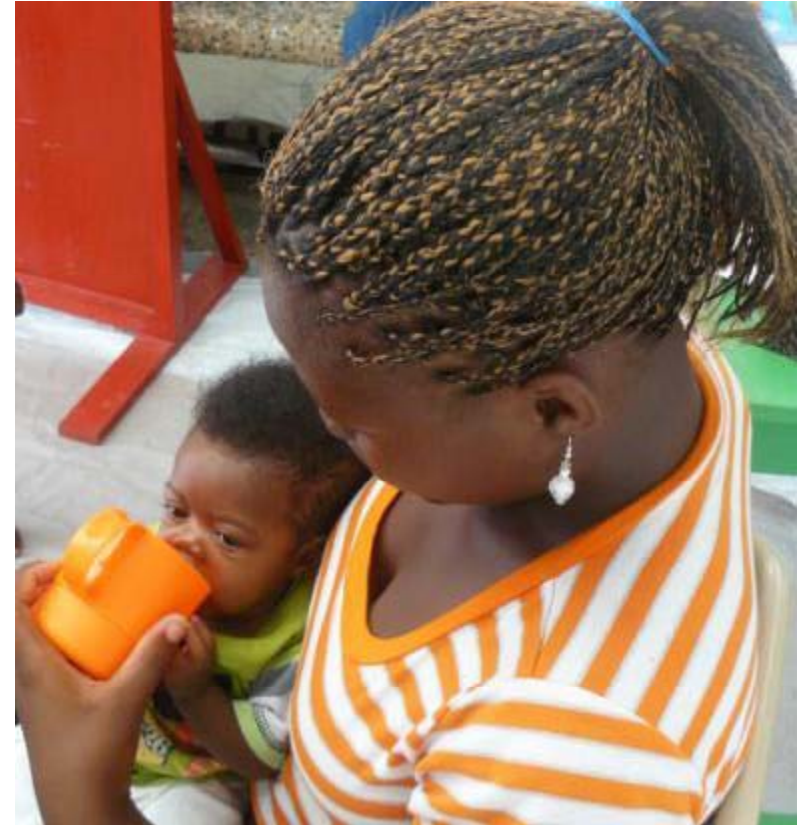


Photo: Nicole Racine

Methodology

- **Primary audiences:** Mothers of infants under two, health care workers, community health agents.
- **Secondary audiences:** Grandmothers, children under two.
- **Selected communities:** 1 urban site, 1 semi-urban site, 1 rural site.



Photo: Nicole Racine

Methodology

- **Focus group discussion (8-12 participants)**
 - Pretest images and layout only with mothers and grandmothers.
- **Key informant group (4-5 participants)**
 - Pretest images, layout, and key messages.
 - CHAs: same cards as focus group discussion.
 - Health care workers: more in-depth guide for selected cards.

Rationale for sampling plan and site selection for pretesting

- **Mothers, CHAs, and grandmothers**
 - Nine “complicated” cards pretested with all.
 - Twenty-one others with only one of the audiences in each community.
- **Health care workers**
 - Seventeen cards discussed in more depth.



Pretesting plan

	Methodology	Set pretested URBAN	Set pretested PERI-URBAN	Set pretested RURAL
DAY 1				
Morning	1 FGD (mothers)	A	C	E
Afternoon	1 FGD (mothers)	B	D	F
DAY 2				
Morning	1 KIG (community health agents)	C	E	A
Afternoon	1 KIG (community health agents)	D	F	B
DAY 3				
Morning	1 FGD (grandmothers)	E	A	C
Afternoon	1 FGD (grandmothers)	F	B	D

Separating the images

SET	Card #, pretested in only one group	Card #, pretested in all groups
A	1, 4, 7, 10, 13	6, 11, 12
B	16, 19, 22, 25, 28	24, 26, 27
C	2, 5, 8, 11, 14	6, 12, 19
D	17, 20, 23, 26, 29	22, 24, 25, 27
E	3, 6, 9, 12, 15	11, 19, 22
F	18, 21, 24, 27, 30, cover, positive counseling card	25, 26

Selection and training of research team

- Facilitator/moderator, note taker, ministry person as observer.
- Experienced researchers selected.
- One-day training session.
- Team leader.



Photo: Nicole Racine

Realistic images

Manman, kisa pou w manje ak
bwè lè ou ansent?



Manman, kisa pou w manje ak
bwè lè w ansent



Understandable

Lè li gen 6 mwa, komanse bay tibebe a manje anplis tete



15

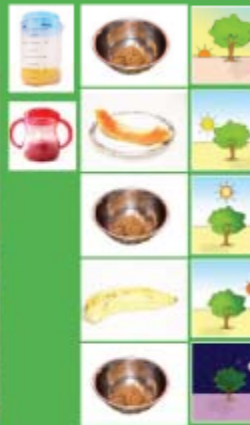
Lè li gen 6 mwa, komanse bay tibebe a manje anplis tete



15

Avoiding confusion

Kijan pou nouri tibebe 7-8 mwa ?



Kijan pou bay tibebe 7-8 mwa manje?


























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16

Incorporating stakeholder feedback

Bonjan fason pou bay yon tibebe manje depi l fèk fèt jouk li rive 24 mwa : Rezime

	0-6 mwa	6 mwa	7-8 mwa	9-11 mwa	12-24 mwa
					
Maten					
10è					
Midi					
3è					
Aswè					

Successful collaborations

- Developed consensus with the Ministry of Health to produce a single set of Creole-language IYCF counseling cards.
- Involving the Ministry early on in all activities was key.



Photo: UNICEF



Challenges

- Enhancing CHA activities to better address major behavioral barriers, prioritize prevention activities.
- Turnover of trained personnel.
- CHA task shifting.
- Involving other community agents.
- Identifying other sources for printing of additional counseling cards.

Lessons learned

- Separating images is a good practice.
- Visit each site and recruit focus group participants ahead of time.
- Review notes with research team following each group discussion.



Photo: Ludmillo Pierre

Thank you



Please visit www.iycn.org/Haiti