



IEC MATERIALS TESTING

LESSONS LEARNED FROM FOCUS GROUP DISCUSSIONS WITH SCHOOL-AGE CHILDREN AND YOUTH IN GUADALCANAL — SOLOMON ISLANDS

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1.1 Synthesis

1.1.1. Children Hygiene and Sanitation Training (CHAST) methodology in Solomon Islands: a starting point

Solomon Island Red Cross, with the support of French Red Cross, has the plan to implement “Children Hygiene and Sanitation Training”—CHAST activities in some schools in Solomon Islands.

CHAST is a well established and worldwide recognised participatory hygiene promotion methodology, with proven success in terms of behaviour change, in use in many African and Asian schools.

However, to be effective, CHAST, as well as all the hygiene promotion methodologies and tools, needs to take into consideration the context where it will be implemented and to be adapted to it: the broad methodology needs to be tailored from a context to another, with the purpose to be culturally accepted and relevant, to make sure it focuses on the aspects which, in that specific scenario, meet the needs of the target audience.

In the framework of this methodology adaptation process, SIRC/FRC are working on the design of a set of IEC materials adapted to Solomon Islands’ culture and customs. These materials will be fundamental part of the adapted CHAST methodology and will be integrating part of the CHAST toolkit.

However, to define the needs in terms of visual materials to support the CHAST implementation, SIRC/FRC has investigated the existence of materials already locally in use; this to understand:

- **If children focused visual materials do exist already**
- **If those materials are in use**
- **If those materials 'effectiveness has been tested before its diffusion**
- **If any impact monitoring has been carried-out after some time from materials 'use**
- **If the existing materials are understood, accepted and relevant for the target audience.**

1.1.2. Children-oriented hygiene promotion materials “state of art”

In the Solomons’ a discrete number of IEC materials exists and some of them

are as well in use; only few of them have “children” or “youth” as specific target.

Every analysed material has gone through a local institutional validation and it’s the result of some pre-testing steps achieved before the final version is validated: to mention an example, all the health promotion materials to be used in the schools have to be approved by the Communication department of the Ministry of Health before their diffusion in schools.

It seems, however, that no monitoring or evaluation system has been put in place, in order to follow up the actual effectiveness of the materials after they have been adopted.

So, to check these aspects, a selection of these materials has been put together and tested: the materials selected have been mainly drawings and a text sample.

1.1.3. IEC materials testing

This report has been consolidated after a number of sessions organised in 2 urban communities in Honiara or outskirts, and 4 other rural communities in Guadalcanal.

The activity has been carried-out with the purpose of testing some educational material before starting a new design process: this to understand what works, what doesn’t, what can simply be improved, which are the reaction of school-age kids to some representations.

The outcomes of this activity, however, do not have to be intended as anything scientific or in any way in an evaluation/judgement of the work of other stakeholders.

The purpose of this work is to give some recommendations to SIRC/FRC work first and hopefully another element to continue the already on-going debate on children-centred-hygiene promotion in the Solomon Islands.

1.1.4. Details of the activity

What?

The open discussion with children and youths has been focused on basic hygiene messages understanding:

- **Sanitation:**
 - Recognizing and understanding different latrines' representations
 - Environmental sanitation and waste management concepts
- **Personal hygiene**
 - Body hygiene: recognizing good hygiene practices
 - Recognizing good handwashing practices
- **Faecal-oral transmission routes**
 - Simplified "F-diagram": recognizing germs transmission routes
- **Communication aspects**
 - Symbols
 - Colours
 - Text

Where?

- **Urban neighbourhoods**
 - Kaibia community—Honiara
 - Tuvaruhu school—Honiara
- **Rural communities**
 - Bubumala (Western Guadalcanal - 45 min. drive from Honiara)
 - Bubulu (Eastern Guadalcanal—1 hour drive from Honiara)
 - Okea station (Eastern Guadalcanal - 45 min. drive from Honiara)
 - Zion community

How?

A first pre-test of the final testing materials has been conducted in Tacaboro community, in order to better decide which materials to test and how the best a testing activities could have been carried-on. From the day in Tacaboro pilot testing, few recommendations have been gathered:

- Adults tend to intervene and to be pushy with children, for them to answer how "they should": need to conduct the discussion without adults assisting and intervening, if possible;
- One venue only puts kids under too much pressure: suggestion to divide the group of children per age and to facilitate each group at the same time through trained volunteers;
- Unorganised materials have been tested: once selected what will be part of the "testing kit" there's a need to develop some testing guidelines for the volunteers to follow comfortably;
- Training of facilitators has been organised, for SIRC volunteers to understand why and how to conduct the discussions;
- In Tacaboro the discussion took place with kids sitting on some parallel benches hanged in the ground, this giving the feeling of first-privileged rows and leaving the back seats far from the conversation: to make the discussion more inclusive and keep everyone "at the same level" there's a need to conduct the discussions on some mats to lay on the floor, and everyone can sit in circle.

Staff

1 SIRC staff as supervisor and 4 SIRC volunteers, organised into 2 teams, have been conducting the sessions, after proper training. In each group, one person was dedicated in facilitating the discussion, while the other one was taking notes.

Timeline?

- 2 Dec. 2015: pre-test of testing methodology with a first selection of not organized IEC materials in Tacaboro
- 8 Dec. 2015: Training of facilitators on IEC materials testing method
- 9/10/11 Dec. 2015: Field activities
- 24 Dec. 2015: Consolidation of the recommendations and report

Who?

A total of around **168 children and youth have been interviewed**; per each location the objective has been to interview 10-15 children from 6-12 years old (representing primary school children) and 10-15 youths from 13-18 years old (representing secondary school students).

However, in Okea station community, it has not possible to organise a discussion with youth.

In total 13 discussion have been carried-out, in 6 locations.

Every discussion had an average of 13 persons attending.

Gender balance has been ensured during the exercise.

Methodology

Open questions has been the chosen way to exchange ideas about the selected topics. The objective has been to have qualitative data, rather than quantitative, and to record every comment, even if not “relevant” at first sight. For visual aids, the main thematic areas investigated have been:

- **Recognition:** level of understanding/misunderstanding associated with a single image
- **Acceptance:** is there any unacceptable or offensive element in the materials?
- **Familiarity:** is the “problem” (in this case bad hygiene practices) known by children? Is there any correlation from what they see in the drawing with their lives?
- **Relevance:** is the “problem” (in this case bad hygiene practices) relevant for children?

- **Appeal:** is the visual aid liked by the audience?
- **Details sensitivity:** what is capturing the attention of children and why?

Note

Not all the materials have been proposed to all the groups, in some cases some analysis have been skipped due to time constraints of the audience.

General comments

Every single theme is analysed and recommendation are give, if necessary, for each one.

In general, few comments can be given, which are applicable for every part of the exercise:

- “Sensitive” pictures or words make kids laugh: they have the tendency to say they dislike all what is about toilet./faeces etc but they look like having fun rather than feeling disgust during the discussions;
- Some toilet drawings are the only material to be openly disliked and clearly not understood;
- Cartoons-like representation are often the most liked but, at the same time, the most easy to misunderstood; realistic representations are easily recognised as “familiar”;
- Kids have the tendency of repeating learned hygiene messages: for example, it’s common to hear “It’s good to wash our hands with soap” when asked “what do you see in this picture?”. Here comes the quality of the facilitator to ensure kid are guided towards critical thinking;
- Kids and youth are very interested (and distracted) by details like materials, colours, clothing of the characters, hair and other physical features.

2.1. Recognizing and understanding different latrines' representations

2.1.1. Materials tested

There's a very high number of latrines representations in use at the moment in the Solomons. The selected samples (see below) do not want to represent an exhaustive "catalog" but, on the other hand, a starting point for possible improvements. The first part of the discussion has been focused on latrines drawings understanding. Kids and youths have been requested to comment a conspicuous number of different latrines representations and to give their feedbacks about it.

The drawings are the following ones:

Toilet house



In use in SI: Yes
Author: unknown
Property of: SIRC
Use: laminated materials for general HP activities
Target: communities

Slab clean



In use in SI: No
Author: PLAN Ngo
Property of: PLAN Ngo
Use: CLTS manual for facilitators—Cambodia
Target: communities

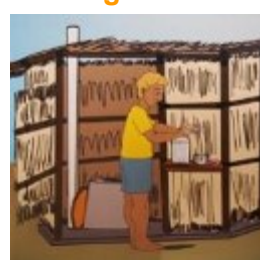
Remark: this picture has been included in the testing under recommendation of SIRC staff, since no simple slab representation was available in SI; the picture, according to SIRC staff, is very similar to the locally constructed latrines which can be found in rural communities.

Slab flies



In use in SI: Yes
Author: Mr. Brian Feni
Property of: Live&Learn Ngo
Use: Flip chart for general HP activities (this drawing is part of the F-diagram)
Target: communities

Toilet grass



In use in SI: Yes
Author: unknown
Property of: Health Promotion Department—SI Ministry of Health
Use: Posters for hand-washing awareness
Target: communities

Remark: in the poster this picture is accompanied by the text "after siti" (siti is the local word for "defecation" or "use of latrines").

Toilet stars



In use in SI: Yes
Author: Mr. Guy Ivison
Property of: Live&Learn Ngo
Use: Illustration present in the "teachers guide "Hands-up for hygiene! Teaching hygiene behaviour in pacific schools"
Target: upper primary school students

Kid toilet



In use in SI: Yes
Author: Mr. Guy Ivison
Property of: Live&Learn Ngo
Use: Illustration present in the "teachers guide "Hands-up for hygiene! Teaching hygiene behaviour in pacific schools"
Target: upper primary school students

Remark: in the guide these 2 images are used in black and white; they have been coloured before testing to ensure homogeneous type of representations (b/w pictures are generally less appreciated by young audiences).

2.1.2. Points of discussion, findings and recommendations

Points of discussion

- **What do you see in this picture?**
- **Does anyone have other comments or ideas?**
- **Is there something in this picture you like or you don't like (specify what in both cases)?**
- **Is there something in this picture that you don't recognise (specify what)?**

The results have been analysed according to urban/rural groups and age groups (children from 6-12 y.o. approximately) and youth (from 13 to 18 years old approx.).

Main findings

- **Toilets are generally considered a “taboo”:** the most a toilet' representation is understood, the least is liked by children and youth: this the exemplar case of “Kid toilet” drawing: rural/urban, children/youth targets understand it and dislike it at the same time; it's interesting however to observe some “isolated voices” that express approval for the latrine use and hand washing after latrines;
Some youths as well are criticising the slabs (“old style toilet”) or the fact that the latrines has no flush or lid or toilet paper available.
- On the same page with the previous point, **drawings which are not identified as toilet places, are generally liked:** this is the specific case of “Toilet house” or “Toilet grass” drawings, which are commonly recognised as leaf-houses: this is particularly true for kids living in rural areas (rather than urban), where leaves houses are the only typology of dwelled spaces.
- Talking about age groups, **kids have generally the tendency to like the most the houses representations**, like the “toilet grass” and “toilet house” drawings; however, the “toilet star” drawing has resulted being very catchy, both for kids and youths, even if understood mainly by the youth.
- More difficult for kids is to understand the **representations of the slabs**

(“slab clean” and “slab flies”), compared to the youths: the abstraction of this part of the latrines from the rest (walls, doors, users...) made it difficult to understand by the youngest interviewed; and despite not understanding, the “slab flies” image created anyway a sense of uncertainty and disgust, because in most cases flies were the only identified elements; on the other hand “slab clean” has been liked, even if not understood, because it looked tidy, regular, simple.

- **Slabs** have been recognised only by youth; the same abstract thinking, typical of children aged over 10 y.o., allowed youths to identify with no doubts the “toilet star” drawing.

Recommendations







With the purpose of designing effective I.E.C. materials which could be understood by potentially children and youth, students and kids which are not enrolled in school, kids living in urban and rural setting, the recommendations are as follow:

- Design a “realistic/complete” latrine, which includes door (no bowl/slab/user only); Include a male user which is defecating can improve the understanding but makes dislike the picture;
- Avoid not relevant details, like the ventilation pipes, which in most cases have not been recognised;
- Do not represent barefoot user;
- Include an handwashing station just outside the toilet room: avoid representing it like a table with dishes on top;
- Avoid representing the toilet like a leaf-house;
- Use bright colours but do not detail excessively the environment (clouds, trees can take the attention from the toilet representation).







2.1.3. Understanding and coherence of the answers: urban vs rural

The following tables want to capture the answers, disaggregated by age and location, of the most liked/disliked, understood/misunderstood and confusing drawing: clearly this is a quantitative approach which is now used to describe qualitative survey so does not have to be intended strictly. The number in correspondence of an image means that that image is “the most liked” among the others (or “the most understood” etc...).

Most understood







						
TOTAL	●	● ●	● ● ●	●	● ● ●	● ● ● ● ● ● ●
Urban	●	●	●	●	● ●	● ● ● ●
Rural	○	●	● ●	○	●	● ● ●

Least understood







						
TOTAL	● ● ● ● ●	● ● ●	● ●	● ● ●	● ● ●	○
Urban	●	●	●	○	●	○
Rural	● ● ● ●	● ●	●	● ● ●	● ●	○

2.1.4. Appeal of the images: urban vs rural

Most liked

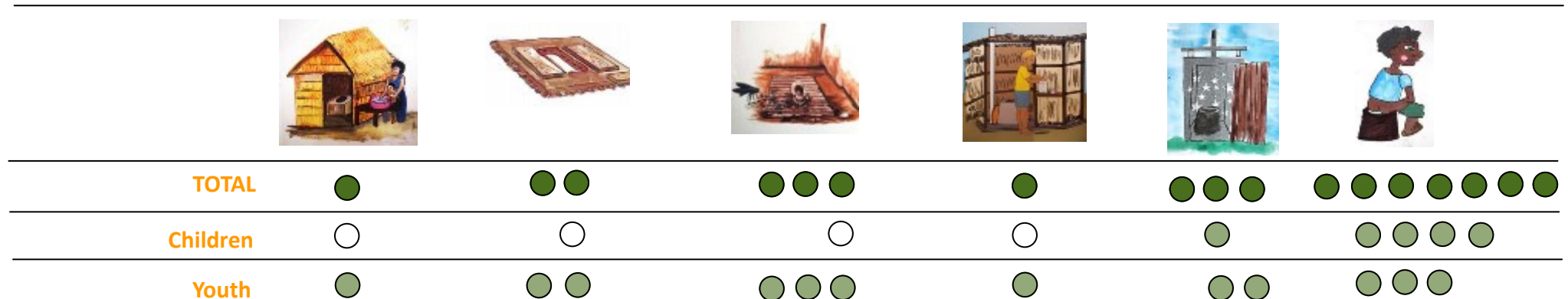
						
TOTAL	● ● ●	●	○	●	● ● ● ●	○
Urban	● ●	●	○	○	● ●	○
Rural	●	○	○	●	● ●	○

Least liked

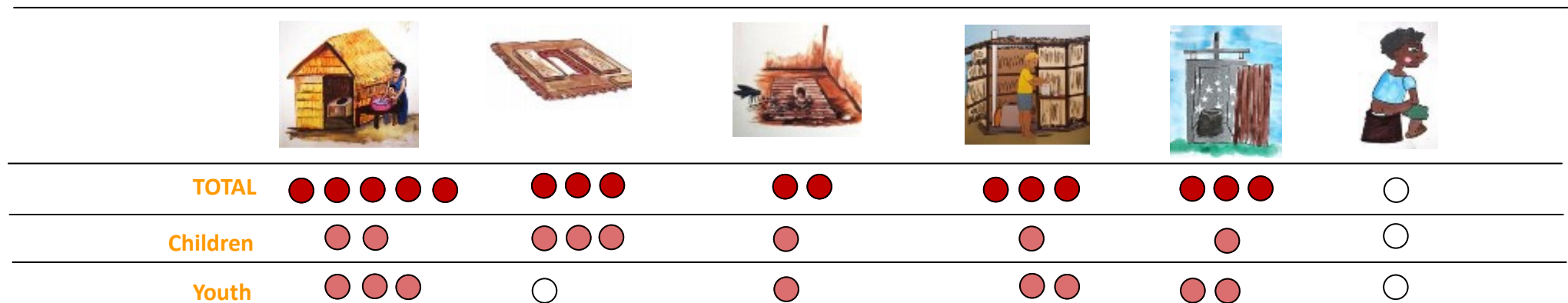
						
TOTAL	● ●	●	● ● ● ● ●	● ●	○	● ● ● ● ●
Urban	●	●	● ●	●	○	● ●
Rural	●	○	● ● ●	●	○	● ● ●

2.1.5. Understanding and coherence of the answers: children vs youth

Most understood









Least understood









2.1.6. Appeal of the images: children vs youth

Most liked

						
TOTAL	● ● ●	●	○	●	● ● ● ●	○
Children	● ●	●	○	●	● ●	○
Youth	●	○	○	○	● ●	○

Least liked

						
TOTAL	● ●	●	● ● ● ● ●	● ●	○	● ● ● ● ●
Children	●	●	● ● ● ●	●	○	● ●
Youth	●	○	●	●	○	● ● ●

2.1.7. Understanding and coherence of the answers: selection of comments (based on frequency and relevancy)

Understood

- Wash hands/soap
- Toilet
- Baby and mother
- Bowl no shutter



- Man
- Bowl/Pipe
- Bottle of water/ bucket
- Hand/hand-wash with soap/after toilet washing hands/soap
- Leaf/timber/cement
- Toilet



- Toilet/dirty toilet/ slab
- Bathroom
- Bowl
- Timber
- Hole
- Place where a toilet was before
- Toilet: they dug a hole



- Toilet/dirty toilet
- Mosquitoes/flies/ cockroaches/blue flies
- Toilet paper
- Shit/rubbish
- Timber
- Bowl



- Toilet
- Door (must be closed)
- Bowl
- Timber, cement
- Stars (are there because it's clean)/clean place
- Cloud/sky
- Grass



- Toilet/bowl
- Poo
- Rub his ass/ass is shown
- No house/open air toilet
- Proper toilet



Understood

Least understood

- House
- Table and dish
- Kitchen

- House
- Pot
- Kitchen
- Stick
- Toilet paper
- Copra

- Window
- House
- Cement
- Box
- Coffin
- Sharp stick
- Steel rod
- Box
- Book

- Fire
- House with fire
- Broken pipe

- House
- Bed room
- Flag
- Cross
- Bucket
- Stick
- Copra
- Pot
- Cloth







Most understood

- Man sitting down
- Hungry man
- He's doing the cooking
- Bucket

Misunderstood

Misunderstood

2.1.8. Appeal of the images: selection of comments (based on frequency and relevancy)

Like							Like
	<ul style="list-style-type: none"> Clean toilet Wearing slippers 	<ul style="list-style-type: none"> Toilet Timber 	<ul style="list-style-type: none"> Use of toilet Good toilet Man because is washing his hands Soap Palm leaf 	<ul style="list-style-type: none"> Handwashing Water/soap Bucket House but not what is inside Good toilet Nice leaf house 	<ul style="list-style-type: none"> Toilet Timber 	<ul style="list-style-type: none"> Picture Star The toilet because it's clean I like the whole house 	
Dislike	Least liked					Most liked	Dislike
	<ul style="list-style-type: none"> No proper toilet/no flush/no toilet paper/no shelter This practice Ass/anus The whole picture 	<ul style="list-style-type: none"> No shelter/open bowl Shit/rubbish/dirty Unhealthy Flies Fire 	<ul style="list-style-type: none"> House Open bowl Leaf house because it gets rotten Toilet bowl and open door 	<ul style="list-style-type: none"> No door Open bowl Looks dirty Dress is very long 	<ul style="list-style-type: none"> No good because it's old system Dirty No toilet paper No door 	<ul style="list-style-type: none"> Open door Why a cross on the top? Toilet it's dirty I feel bad about a toilet 	

2.2. Environmental sanitation and waste management concepts

2.2.1. Materials tested

After the discussion of latrines representation, SIRC volunteers enquired about an “open defecation” and garbage collection I.E.C.;

Open defecation



In use in SI: Yes
Author: unknown
Property of: SIRC
Use: laminated materials for general HP activities (3 piles sorting kit)
Target: communities

Garbage collection



In use in SI: Yes
Author: Marthy Schneider and Bruce Rankin
Property of: Pearson Australia 2015
Use: the illustration is included the “Solomon Island Health Education, year 8—Learner’s Book”, approved by Solomon Island—Curriculum Development Division, in use in all the schools in the Country;
Target: secondary school pupils



SIRC staff and volunteers discuss about “couple waste” drawing with youth in Kaibia community—Honiara

2.2.2. Points of discussion, findings and recommendations

Points of discussion

Open defecation

- What do you see in this picture?
- Does anyone have other comments or ideas?
- Is there something in this picture you like or you don't like (specify what in both cases)?
- Have you ever seen someone doing this?

Garbage collection

- What do you see in this picture?
- Does anyone have other comments or ideas?
- Is there something in this picture you like or you don't like (specify what in both cases)?
- Do you think these persons look like the ones living in your community? If yes or no, please give details

Main findings

Open defecation

- There's a unanimous understanding (urban/rural, kids/youths) about this IEC material. No misunderstandings, clear recognisement of the practice as well as the environment, general disgust/blame towards this practice.
- In terms of familiarity almost all the interviewed said they saw someone doing this before;
- All the children and youth said they like the garden and all dislike the open defecation;
- No doubts about other aspects of the image;

Garbage collection

- Similarly for the case of open defecation image, "couple waste" is commonly understood by everyone.
- Everyone likes the waste collection practice;
- In one case the garbage itself is considered like a "not-liked" element;
- In general, the audience recognises the represented persons as living in their community; the only exception is one kid that said that man and woman "look like Indonesians".

Recommendations

- Both of the pictures are well designed and the message is understood: no improvements or changes recommended

3.1. Recognizing good hygiene practices

3.1.1. Body hygiene: materials tested, points of discussion and details, findings and recommendations

Cartoon bathing



In use in SI: Yes

Author: Mr. Guy Ivison

Property of: Live&Learn Ngo

Use: Illustration present in the “teachers guide “Hands-up for hygiene! Teaching hygiene behaviour in pacific schools”

Target: upper primary school students

Remark: in the guide this image are used in black and white; it has been coloured before testing to ensure homogeneous type of representations (b/w pictures are generally less appreciated by young audiences).

Man bathing



In use in SI: Yes

Author: unknown

Property of: SIRC

Use: laminated materials for general HP activities (part of the 3-piles-sorting kit)

Target: communities

Points of discussion

Man bathing

- What do you see in this picture?
- How do you think the person feels?
- Is there something in this picture you like or you don't like (specify what in both cases)?
- Have you ever seen someone doing this?

Cartoon bathing

- What do you see in this picture?
- Does anyone have other comments or ideas?
- Is there something in this picture you like or you don't like (specify what in both cases)?
- Is there something you don't recognize/ confuses you? If yes or no, please give details

Main findings

Man bathing

- Everyone recognises the single elements of the representation (soap, man, water, stones...) but the message “wash your body with soap” is not understood;
- The attention is driven mostly by the water: indeed, the representation of river/sea make the kids think to swimming activities: they all got excited about a man swimming in the sea or in the river; some they also say the man is “swimming holding a soap”;

Cartoon bathing

- The message of “washing body” is better understood in this case, more than half of the groups identified the practice when watching at this card;
- The single elements, on the other hand, are less easy to understand: specifically, the abstract representation of the bubbles is not recognised by the audience;

Recommendations

- Both of the pictures have elements that have been well understood by the audience, regardless of age or location;
- To enhance the reception of the message the recommendation is to have an IEC material with the realistic character (like the one of “man bathing”), which is bathing as the cartoon character: the drawing should avoid “naturalistic representation” like river, stones etc... and concentrate on soap and water.

3.1.2. Mouth hygiene: materials tested, points of discussion and details, findings and recommendations

Brushing teeth



Points of discussion

Brushing teeth

- What do you see in this picture?
- How do you think the person feels?
- Is there something in this picture you like or you don't like (specify what in both cases)?
- Have you ever seen someone doing this?

Points of discussion: details

- What do you see in this picture?
- man with toothbrush, star, hair, man, window, glass, table, sink, hand/toothbrush
- brush, teeth, shine teeth, water, hair, rinse
- Wear good clothes

- How do you think the person feels?
- Happy, smile and excited (because clean teeth so he smiles)
- Feel clean, feel good
- Mouth clean, feel healthy, feel happy



In use in SI: Yes

Author: Marthy Schneider and Bruce Rankin

Property of: Pearson Australia 2015

Use: the illustration is included the "Solomon Island Health Education, year 7—Learner's Book", approved by Solomon Island—Curriculum Development Division, in use in all the schools in the Country;

Target: secondary school pupils

Main findings

Brushing teeth

- There's a unanimous understanding about this IEC material. No misunderstandings, clear recognisement of the practice as well as the single elements of the drawing.
- In terms of familiarity all the interviewed said they saw someone doing this before; someone said he/she is doing this;
- All the children and youth said they like it because it's a good practice and that the boy would feel fresh and clean; someone does not like the stars;
- No doubts about other aspects of the image;

- Is there something in this picture you like or you don't? Give details
- Like: star, man's ear, cloth, shirt, nice looking, hair, mirror, tooth brush, water, star
- I like because does not smell
- **Dislike:** toothbrush because the star comes out

- Have you ever seen someone doing this?
- Yes, sometimes at home
- No
- I do this
- Yes, everytime

Recommendations

- The picture is are well designed and the message is understood: no improvements or changes recommended; the star is the only element that could be omitted.

3.2 Recognizing good handwashing practices

3.2.1. Materials tested

Hands tap



In use in SI: Yes
Author: unknown
Property of: SIRC
Use: laminated materials for general HP activities (part of the 3-piles-sorting kit)
Target: communities

Students handwashing



In use in SI: Yes
Author: Mr. Guy Ivison
Property of: Live&Learn Ngo
Use: Illustration present in the “teachers guide “Hands-up for hygiene! Teaching hygiene behaviour in pacific schools”
Target: upper primary school students

Remark: in the guide this image are used in black and white; it has been coloured before testing to ensure homogeneous type of representations (b/w pictures are generally less appreciated by young audiences).

Girl handwashing



In use in SI: Yes
Author: Marthy Schneider and Bruce Rankin
Property of: Pearson Australia 2015
Use: the illustration is included the “Solomon Island Health Education, year 7—Learner’s Book”, approved by Solomon Island—Curriculum Development Division, in use in all the schools in the Country;
Target: secondary school pupils



SIRC staff discuss about handwashing preferences with children n Kaibia community—Honiara

3.2.2. Points of discussion, findings and recommendations

Points of discussion

Hands tap

- **What do you see in this picture?**
- **Is there something in this picture you like or you don't like (specify what in both cases)?**
- **Is there something you don't understand in this picture?**

Students handwashing/ girl handwashing

- **What do you see in this picture?**
- **How do you think there persons feel?**
- **Is there something in this picture you like or you don't like (specify what in both cases)?**
- **Do you think these persons looks like your school-mates? If yes or no, please give details**

Main findings

Hands tap

- Everyone recognises the single elements of the representation (soap, man, water, stones...) and the concept of handwashing at critical moments is often recalled;
- Some respondents do not like the fact that only the hands are shown: the fact that a full-person is not showed cause some confusions;

Students handwashing

- Everyone recognises the single elements of the representation (soap, man, water, stones...) and the concept of handwashing at critical moments is often recalled;
- Most of the kids and youths identified the represented persons as students;
- The representation of the 3 characters is not commonly appreciated, especially when comes to neck and face of them.

Girl handwashing

- The handwashing message is well received, however most of the kids blame, in this picture, the lack of soap;
- The interviewed like a lot the style of the character (T-shirt) but some of them questioned the hair, which look fake, and the expression, which seems unhappy.

Recommendations

The 3 pictures are all well recognised; to improve the full understanding of them some aspects could be taken into consideration:

- A realistic representation of characters, with locally recognised features is less confusing for children: avoid caricatures;
- Soap must be visible;
- Ensure "happy face" when representing good/to be encouraged hygiene behaviours;
- The long sink is understood only by children going to school: simple sink can be used, to ensure understanding by a wider audience.

3.2.3. Appeal of the images: selection of comments (based on frequency and relevancy)

After discussing the 3 drawings, kids have been asked to stand up; SIRC staff placed the 3 drawing on the ground, far from each other some meters.

Kids and youth have been then requested to stand nearby the drawing which the liked the most. As follows the results of this “voting exercise” as well as a selection of comments about the appeal of the drawings (no comments about understanding/misunderstanding have been reported in this paper since all understood the images and no specific comments have been done

Like

- Sink
- Washing hands with soap: best for the school
- Line in order/patient
- A place for handwashing is provided
- They was hands/the hand-washing practice

Least liked



47 preferences

- Washing hands with soap
- Clean hands
- Tap looks nice
- Relax when washing hands
- Health



53 preferences

- Hands because are dirty
- The whole body is not seen/ no body
- Why half hands? Hands are always attached to a body

- Looks nice/Healthy body
- Clean hand
- Nice looking face/I like the girl
- Water/sink
- She's feeling good



65 preferences

- She's not feeling good/feeling sad/feeling hungry
- Without soap no health/dislike because no soap
- Tap is best
- Hair is false look
- Hands are dirty

Like

Most liked

Dislike

Dislike

- Why tap has star? Sink is very long, like a coffin
- Nose shape looks rubbish, neck is very long/the picture is more like cartoon, the neck is thin - that's due to drawing
- No towel

4.1. Simplified “F-diagram”: recognizing germs transmission routes

4.1.1. Materials tested, points of discussion, main findings and recommendations

F-diagram



In use in SI: Yes
Author: Mr. Guy Ivison
Property of: Live&Learn Ngo
Use: Illustration present in the “teachers guide “Hands-up for hygiene! Teaching hygiene behaviour in pacific schools”
Target: upper primary school students

Remark: in the guide this image is used in black and white; it has been coloured before testing to ensure homogeneous type of representations (b/w pictures are generally less appreciated by young audiences).

Points of discussion

- What do you see in this picture?
- Does anyone has other comments or ideas on what the arrows are representing?
- Is there something in this picture you like or you don’t? Give details
- Is there something in this picture you don’t recognise?

Main findings

- The F-diagram is understood mainly by the youth rather than children; however, in some groups of children some was able to explain the transmission route concept, adding this is an unhealthy hygiene practice and that flies are causing diarrhoea Expected output, since the original material is tailored for upper primary school kids);
- For some kids the arrows are not representing the “cycle” but are pointing different parts of the drawing;
- Both kids and youths are able to recognise all the single elements of the drawing.

Points of discussion: details

- What do you see in this picture?
- flies, man toilet on the ground, flies on the chicken and chicken eat them, teeth, plate of chicken
- Flies on the food, flies eat shit, chicken, flies eat chicken
- Flies bring in rubbish



- Is there something in this picture you like or you don’t? Give details
- Like: eating food, chicken, fish, food, nothing
- Dislike: shit, flies, no wash hands, flies on shit: bad, will cause diarrhoea, no poo in proper place

- Does anyone has other comments or ideas on what the arrows are representing?
- The direction from shit to kaikai
- Is the process the files take germs into food
- Man shits and flies take the shit into the food
- They point the flies

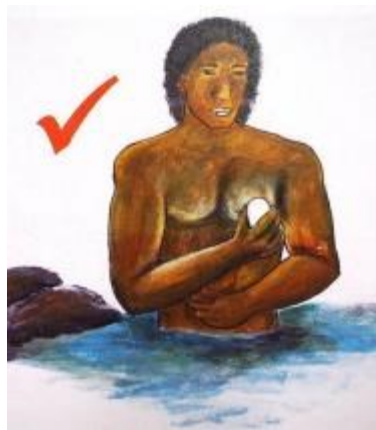
- Is there something in this picture you don’t recognise?
- plate where the flie is eating from;
- All clear

Recommendations

- The picture can be successfully utilised, with no changes, with a target from 10 years old and above, both for session and as posters or banner that can be placed in strategic locations;
- For children the same material could be used for hygiene sessions, together with explanations; on the contrary, the same IEC has probably limited impact if seen and not explained.

5.1. Symbols, colours, text

5.1.1. Symbols



Having 2 different versions of the same picture, one “simple” and one with a “red tick” has been the pretext to check if symbols like the “tick” (✓) is recognised as positive element from the children as well, knowing this meaning is part of the collective consciousness of the adult world.

- In almost half of the groups, at least one person said the red tick means “something good”, actually getting the meaning that the symbol represents (good way to wash body, good practice);
- In the other half of the respondents groups nobody guessed the meaning of the symbol; moreover, in the same groups which at least one respondent has given the “good” answer, many other have misunderstood the symbol (red tick means “the man wants to eat ice cream”, “this is the good way to swim”, “tick means smell”, “he knows how to swim and bath”;
- A limited number of respondents did find other differences amongst the 2 pictures (which do not exist being the 2 pictures identical except than for the tick), while others could not identify differences;

Points of discussion

- Now look at this 2 drawings. Could you tell the difference?
- If yes, what?
- What the red sign means in your opinion? (If they say the red sign)

Recommendations

The effectiveness of symbols which are common in the “adult” world do not always successfully apply to children; they could moreover create additional confusion: the positivity/negativity of a specific image needs to be given by other elements rather than symbols.



SIRC staff discuss about “man bathing” with children n Kaibia community—Honiara

5.1.2. Colours



Kids (but also adults!) like coloured images.

Quite predictable as result, asking kids to choose among the same image but in colours or black and white, the majority expressed preference for the colours.

Interesting that the reason why they do prefer the coloured version of the same picture not often has been indicated as the fact the picture is coloured: some answer have been, indeed, “I like the handwashing”, “I like kids being in line properly” etc... so “it seems that also the message is better perceived once there’s some colours that makes the image more appealing.

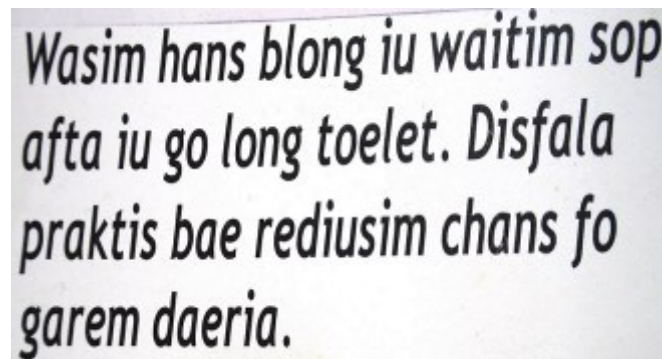
Points of discussion

- **Now look at this 2 drawings. Which one you like the most and why?**

Recommendations

Prefer the use of coloured IEC materials because, making the image more appealing, it enhances the willingness to look at it and stimulates curiosity.

5.1.3. Text



Points of discussion

- Can you read the message?
- (If yes) Can you explain the meaning with your own words?
- Are there some words you don’t understand?

When adding text to a visual material, or if only text wants to be used, it is fundamental to understand if the written text is at an appropriate reading and comprehension level.

The text that has been tested (see above) is part of a banner, in use by the SIRC for HP activities in the communities.

The English meaning is as follows: “wash your hands with soap after going to the toilet. This practise reduces the chances to get diarrhoea”.

In almost all the groups there have been a kid able to read, but major difficulties and hesitation have been recorded for the youngest children. Only 2 words were not understood, again amongst the youngest: diarrhoea and “*disfala praktis*”.

In repeating the sentence with their own words, often the second part of the message is lost (diarrhoea).

Recommendations

When planning IEC materials for kids is a good practice to avoid using text as for most of them might not be easy to read. Moreover, in contexts like the Solomon Islands, not necessarily all the children go to school and, as such, are able to read.