



**COMMUNICATION 2003
Compliance & Enforcement
Campaign Posters' Pre-tests**

Ridge to Reef Watershed Project

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COMMUNICATION 2003 Compliance & Enforcement Campaign Posters' Pre-tests

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Executive Summary

The study was an extension of earlier tests on “compliance & enforcement” communications materials conducted for the Ridge-to-Reef Watershed project in Jamaica. An earlier phase highlighted low literacy effects, and an inability of participants to clearly identify messages. Key changes were required and made to:

- **The key line “*It Haffi Legal*”**: often misinterpreted to mean that images and activities depicted must indeed be legal.
- **Penalties & fines**: often overlooked as (a) respondents unable to read them; or (b) relative lack of visibility or significance.
- **Key messages**: not generally understood, for a number of reasons.

The communication materials were adjusted to include:

- (More-or-less) consistent use of the heading “*It Nuh Legal*”;
- (More-or-less) consistent use of a follow-on line identifying exact specific activity declared illegal.
- Prominent use of a red-coloured “**STOP**” sign in line with the heading;
- De-emphases on some visual clarity, and increasing focus on key messages;
- Increasing prominence and visibility of fines and penalties.

A total of 16 posters were “tested” during this study phase. The study was conducted using eight (8) focus group sessions, with participants from the Kingston Metropolitan Area (KMA), Portland, St. Mary, and Clarendon. The age ranges and occupations varied from secondary school students to adult farmers, fishermen, and other occupations.

The new materials were much better understood and accepted, especially amongst lesser-educated participants. The main “messages” relating to penalties and fines for activities shown were clear for most posters.

This changed perspective seemed mainly due to the change in emphases for pictorials, and the new focal points due to written words/typefaces/type-size. Maybe less important in overall impact was the new headliner: “*It Nuh Legal*”, with follow-on identification of exactly what was not legal. The line was never a focal point for discussions, and mostly had to be asked about.

Use of the **STOP** signage generally worked. It conveyed the fact that activities being discussed and/or shown were not to be carried out, otherwise there would be a penalty to pay. However, there might still be marginal disagreement regarding best use of symbol(s). It was felt that impact could be increased e.g.

- Placement exactly at the activity that people were asked not to engage in;
- Some of those unable to read might still be unable to interpret the **STOP**;
- By using the “strike-through” symbol (e.g. that used for “no smoking”).

Analytically, the truth is that everyone understood clearly what it meant, but the impact towards being a **strong** and **definitive** deterrent, was not always outstanding.

The fines and/or penalties created much discussion. It is clear that once the campaign is started, there will be public debate, regarding differential level of fines vis-à-vis illegal status of activities. Other factors likely to form part of this debate include:

- Government's provision of adequate facilities to facilitate compliance;
- The extent monitoring and enforcement will take place;
- Media publicity to be given such penalties and fines actually enforced;
- The perception that a "poorer class" might be unfairly targeted.

Discussion of fines also highlighted important perspectives e.g.:

- If and when the stated fine was felt to be too high (e.g. \$1,000,000 for littering), it could be interpreted as untrue.
- If and when the fine was too low, without a prison-term, then people might prefer payment of the fine.
- If and when the fine was too high relative to the prison-term, some people could prefer prison;
- Children did not always clearly understand the level of fines i.e. they had no realistic concept of the value of such monies.
- For the lower-income adults, the level of fines was of direct concern, especially if they could be responsible for infringements due to their children.

The posters with the best overall response were:

- (#4) **STOP: It nuh legal: to throw your trash on our roads!** Keep it until you get a BIN!
... This was mainly due to the wide appeal ...
- (#12) **STOP: It Nuh legal: to destroy the wire that holds these stones together:**
Don't damage these gabion baskets that help prevent landslides and Flooding
... This was due to the almost complete clarity of what was being conveyed ...
- (#13) **STOP: It nuh legal: to wash your spray can in our rivers or streams**
... This was due to the almost complete clarity of what was being conveyed ...

Posters with the least overall appeal were:

- (#10) **STOP: It nuh legal: to let fires burn out of control when you clear your land.** You must get approval to set any fires in Jamaica
... This mainly due to unclear visual representation and mixed messages ...
- (#2) **STOP: It nuh legal: to catch, kill or keep any of these animals**
... This mainly due to unclear visual representation and mixed messages ... as well as inadequate educational information ...
- (#3) **STOP: It nuh legal: to catch, shoot, kill or keep any Jamaican birds (except for those which require a Bird Shooting Permit in season). All birds are protected by LAW!**

... This mainly due to unclear visual representation and mixed messages ... as well as inadequate educational information ...

- (#5) STOP: It nuh legal: to throw garbage in our river:** Keep trash out of our rivers and streams! It's a crime to pollute our waterways.
... This mainly due to unclear visual representation ...

The overall campaign was felt a good and necessary one. However, one of the important concerns related to the need first to make people aware of the issues, and educated them before imposing (such heavy) fines and/or penalties. The development of these materials seems almost complete. Lessons Learned include:

- Although not all participant recommendations need to be adopted, the suggested directions should be reviewed.
- A majority of the population to which these materials are targeted are constrained by literacy levels, therefore interpret visual materials very literally.
- The attempt at more inclusiveness based on SES, seems largely to have worked e.g. in poster #4. This should be a guide as to further materials' development.
- If fines and/or penalties are correct, much discussion should be expected about a number of issues, and justifications scripted ahead of the questions.
- Focus on penalties and fines could be softened by including "For More Information ..." in footnotes.

1.0 Background

The current study represents an extension of earlier communications materials' tests, conducted using "compliance & enforcement" materials for the Ridge-to-Reef Watershed project in Jamaica. The earlier phase highlighted the restrictive nature of low literacy, and relative inability of many participants to clearly identify and adopt the intended messages. The specific limitations included:

- **The key line "*It Haffi Legal*":** this was (too) often misinterpreted to mean that images and activities depicted must indeed be legal, otherwise the displayed models would not be participating and/or shown to be participating in them. There was generally more positive response to the alternate line "*It Nuh Legal*": used on some of the posters, especially when combined with a follow-on line declaring a specific activity illicit.
- **Penalties & fines:** these were often completely overlooked either because (a) the respondents were not sufficiently literate to read them; or (b) they paled in relative visibility (including typeface) and/or significance, to other images and/or messages portrayed on the posters.
- **Key messages:** the primary messages were not generally incorporated into the participants' responses, for several reasons e.g. (a) there was greater interest in the novelty of the information being displayed; and/or (b) more extreme interest in the highly defined visual/pictorial images; (c) there were insufficiently clear verbal leads pointing to the main intent of the posters and/or people could not read what was written in this respect; and/or (d) there were no symbolic leads to convey the intended "deterrent" messages, especially for those who could not read and/or otherwise interpret the written words.

As a result, the communication materials were reviewed by the client, and many revised to incorporate responsive changes to the above, e.g.

- (More-or-less) consistent use of the heading "*It Nuh Legal*";
- (More-or-less) consistent use of a follow-on identifying the specific activity being declared illegal (or similar).
- Prominent use of a red-coloured "**STOP**" sign in line with the heading;
- De-emphases on aspects of visual clarity and expressiveness for some photographs, in favour of an increased focus on key messages;
- Increasing the relative prominence and visibility of the fines and penalties for each infringement.

2.0 Methodology

The study was mainly conducted via focus group sessions, some of which were repeated (N=2) to provide a comparative perspective vis-à-vis the materials earlier presented. Group composition was as shown in Table 1 below:

Group Composition

Table 1 Focus Group composition

Location	Descriptors	Type
Kingston Metropolitan Area (KMA)	<ul style="list-style-type: none"> ▪ Secondary school students (M & F) ▪ Schools represented: ▪ Age: ___ to ___ years 	Repeat FG
Port Antonio, Portland	<ul style="list-style-type: none"> ▪ Adult male fishermen 	Repeat FG
Highgate, St. Mary	<ul style="list-style-type: none"> ▪ Adult males & females ▪ Occupations: ▪ Age: 20 to 34 years 	Repeat FG
Kingston Metropolitan Area (KMA)	<ul style="list-style-type: none"> ▪ Champion High School students (M & F) ▪ Age: 11 to 16 years 	New FG
May Pen, Clarendon	<ul style="list-style-type: none"> ▪ Adult males & females ▪ Occupations: 	New FG
Rocky Point, Clarendon	<ul style="list-style-type: none"> ▪ Adult males & females ▪ Occupations: fishermen & farmers 	New FG
Port Antonio, Portland	<ul style="list-style-type: none"> ▪ Key informant population (M&F) ▪ Varying occupations 	New FG
	<ul style="list-style-type: none"> ▪ 	
Port Antonio, Portland	<ul style="list-style-type: none"> ▪ Secondary school students (M & F) 	New FG

2.2 Campaign Posters

The posters were as follows (see also Appendix I):

2 **STOP: It nuh legal: to catch, kill or keep any of these animals**

- 3 **STOP: It nuh legal: to catch, shoot, kill or keep any Jamaican birds** (*except for those which require a Bird Shooting Permit in season*). **All birds are protected by LAW!**
- 4 **STOP: It nuh legal: to throw your trash on our roads!** Keep it until you get a BIN!
- 5 **STOP: It nuh legal: to throw garbage in our river:** Keep trash out of our rivers and streams! It's a crime to pollute our waterways.
- 6a **STOP: It Nuh Clean! To wash your clothes in our rivers or streams!** Don't wash laundry in our rivers! Carry water at least 50 metres away to keep our rivers clean!
- 6b **STOP: It Nuh Clean! To wash vehicles in our rivers and streams!** Don't wash vehicles in our rivers! Carry water at least 50 metres away to keep our rivers clean!
- 7 **STOP: It Nuh Legal: to build your house without a Permit from your Parish Council!** Follow the Building Code to avoid disaster
- 8 **STOP: It nuh legal! Big house or Small, you MUST follow the building code when you build your toilet.** Don't pollute our underground water
- 9 **STOP: It Nuh Legal: to cut forest trees or burn charcoal without a Permit.** You must have a Permit to cut yam sticks, cut lumber or burn charcoal in any Forest Reserve
- 10 **STOP: It nuh legal: to let fires burn out of control when you clear your land.** You must get approval to set any fires in Jamaica
- 11 **STOP: It nuh legal: to mine sand, stone or marl without a permit!** You MUST have a PERMIT and RESPECT its terms!
- 12 **STOP: It Nuh legal: to destroy the wire that holds these stones together:** Don't damage these gabion baskets that help prevent landslides and flooding
- 13 **STOP: It nuh legal: to wash your spray can in our rivers or streams**
- 14 **STOP: It nuh Nice: to keep animals near our rivers or streams.** Don't tie your animals near our rivers! Keep them at least 50 metres away and carry them water to drink
- 14b **STOP: It nuh Clean: to keep animals near our rivers or streams.** Don't tie your animals near our rivers! Keep them at least 50 metres away and carry them water to drink
- 14c **STOP: It nuh Natural: to keep animals near our rivers or streams.** Don't tie your animals near our rivers! Keep them at least 50 metres away and carry them water to drink

3.0 Summary Results

The new materials enjoyed a much higher level of comprehension and acceptance, this being especially evident amongst the lesser-educated population, and those who sought to speak on their behalf. The critical “messages” relating to the legal framework, penalties and fines relating to the activities depicted, were both observed and commented on, much earlier in the sequence of activities in all group sessions. They got the message.

This changed perspective seemed mainly related to the relative change in emphases for pictorials, and the relative focal points depicted via written words/typefaces/type-size. Also of importance, but maybe less so, was the new headliner: “***It Nuh Legal***”, now used almost consistently throughout the poster campaign, with follow-on liner identifying exactly what was being declared not to be legal. Interestingly, this line was **never** a focal point for discussions, (again) having to be asked about in most groups. In this respect, the main indication of this line being overlooked became evident when the final set of posters: _____ was shown in the groups. For this set, the pictorial representations were all the same, the only difference being found in the headings: **It nuh Nice** vs. **It nuh Clean** vs. **It nuh Natural**. The difference had to be pointed out in almost every group.

Use of the **STOP** signage generally worked. It conveyed for most images, the fact that the activities being discussed and/or shown were not to be carried out, or there would be a penalty to pay. However, there is clearly still some marginal degree of dissonance regarding use of (which) symbol(s) to use to convey such messages. It was felt in several groups that the **STOP** sign worked, but might still not be sufficient and /or have the desired impact as portrayed, because:

- Its placement should ideally be exactly correlated with the activity that people were being asked not to engage in; and/or
- Some of those not able to read (well) would likely still be unable to interpret the word **STOP** and/or the signage (*this position widely and fiercely debated, the perspective often being that ‘even the little baby can read the sign’*); and/or
- The “strike-through” symbol used to convey e.g. “no smoking” was the best of all, likely to be unequivocal in meaning. *This was mainly a higher-socio-economic status perspective.*
- Analytically, the truth is that everyone understood clearly what it meant, but the impact towards being a **strong** and **definitive** deterrent, was not outstanding.

Interpretations and meanings often focused on whether or not the fines and/or penalties were appropriate as they related to the actions. It is clear that once the campaign is started, there will be public debate (even if conducted privately), regarding the differential level of fines vis-à-vis the illegal status of activities. Other factors likely to form part of this debate include:

- Government’s provision of facilities to facilitate compliance (e.g. garbage bins and their regular emptying);
- State compliance as related to the actions declared not to be legal (e.g. provision and adequate care of toilet facilities);
- The extent to which there will be monitoring and enforcement related to the various compliance infringements, leading to charging for penalties and fines;

- The media publicity to be given to any such penalties and fines being enforced (thereby making the general population more aware of the Government's serious intent with respect to the infringements);
- The perception that a "poorer class" was being unfairly and/or unduly targeted via the campaign (as interpreted through the higher fines for activities in which they might be more likely to engage in (e.g. burning forest wood) vis-à-vis those activities more likely to be due to wealthier persons (e.g. bird-shooting and sand-mining));

Discussion of fines was further found to hold some quite interesting perceptual components e.g.

- If and when the stated fine was felt to be too high (e.g. \$1,000,000 for littering), it was interpreted as meaning that this was so high that it could never be true. Therefore, it was felt possible that people might blatantly disregard it.
- If and when the fine was too low, and there was no prison-term attached, then people might prefer the payment of such a fine, rather than cease the (illicit) activity in which they were engaged.
- If and when the fine was too high relative to the prison-term, it was felt that some people (especially the urban lower-income) could prefer to go to prison (where facilities were said were quite comfortable) than stop the activity.
- It was also found that children did not always clearly understand the level of fines i.e. they had no realistic concept of the value of such monies. In attempting to interpret the fines, some related the sums of money to e.g. (a) purchase of a house; or (b) number of days / terms/years for which their mothers could pay school fees; or (c) household food supplies that could be purchased in the stead.
- For the lower-income adults, the level of fines noted became a form of direct concern, especially when it was realized that they would be directly responsible for paying such monies as a result of any illicit actions (e.g. bird-shooting) of children in their care. Further notes in this regard are as follows:
 - A clear negative in this regard could be the undue pressure (domestic violence) brought to bear on children by their caretakers, who had no income to meet such payments.
 - Based on the ultimate assignment of responsibility, parents clearly realized the importance of child-monitoring and –care, not only for themselves, but also the role that teachers might have in teaching the children about what they should/should not do, and of the likely consequences.

3.1 General Response to Materials

The general response to the new materials was good, and much better than observed in the first set tested. Important factors lending to increased support were:

- Increased clarity and directedness of intended focal points;
- Increased clarity of fines and penalties;
- Increased completeness and clarity of full statements of intended messages (as captured in the follow-on liner on the heading);
- General appropriateness of accompanying visuals.

There was felt-continuity to campaign messages, and participants generally interpreted these as being towards an encouragement of compliance.

3.2 General Response to Messages

The campaign materials sought to deter participation in illicit and/or illegal and/or undesirable actions amongst the general population. This general message was understood, and the intent more-or-less accepted. Specific posters discouraged activities related to various areas of environmental damage. These messages were largely but not always, understood. Importantly, neither were they always accepted.

3.2.1 Identifying Procedural Communication Gaps

The main reason for the failure of overall acceptance was related to a perceived communication gap, i.e. there was no explanation/reasons given for why the population was not to do activity X. In this respect, the messages were also generally interpretive as being somewhat harsh, given the lack of explanatory information being provided. Analytically, it appeared that the communication deficit was indeed due to an absence of information along the chain i.e.

- **Awareness:** People were generally unaware of the related issues. They represented areas about which they knew, and /or naturally and/or actively participated on a daily basis (or otherwise), but the environmental components were largely unknown.
- **Interest:** There had been limiting inherent interest encouraged and/or generated, towards the population being more involved in protecting sanctuaries – and these being encouraged via an awareness of issues.
- **Desire:** Without the two (2) previous stages, there had been no evolving and/or developing desire by the people to attend to any behavioural deficits related to the environmental issues.
- **Action:** This campaign was indeed an urgent call to action for the population, with stated sanctions for not so doing – yet they were only just being made aware of the issues!

3.2.2 Requests for more information

It was therefore clearer to understand why there was a call for additional information related to reasons or at least more of an explanation for why the specified activities were either undesirable or illegal and/or what it was that they were being asked to do instead. Even a single line of explanation and/or direction aided the participants in better understanding the real nature of the infringement. This latter supporting information was best indicated in the following poster (lines):

12: ... Don't damage these gabion baskets that help prevent landslides and flooding.

Other examples are as below:

4: ... Keep it until you get to a BIN!

5: ... It's a crime to pollute our waterways.

6: ...Carry water at least 50 metres away to keep our rivers clean!

On the other hand, the posters with least supportive information and those generating the most calls for further information, were felt to include:

1: ... *What are these animals? ... What is so special about them? ... Why are they protected? ... How many of them are there left in Jamaica? ... Where are they to be found?*

Other examples are as below:

2: ... Similar to #1 but to a much lesser extent ...

7: ... *What does the Building Code say (about this)?*

7: ... Similar to #7 but to a much lesser extent ...

#14: ... *What exactly should be done as far as the logistics of this suggestion are concerned? ... What about large farmers with hundreds of heads of cattle? What about old people with hills up which they would have to climb to carry this water? ...*

It was also determined that in the future, those with a role in providing further information about details in the poster, might themselves be unclear about answers to (anticipated) questions. This was especially noted for Poster #1, but was really found for a majority of the posters -- there was insufficient information about e.g. the animals, the birds, the Building Code, the Forest Act, etc.

3.2.3 About “Reporting Offences”

Also of importance with respect to the above-mentioned components, was the request for a more friendly phrasing of the data lines at the bottom of each poster, viz. instead of only indicating how to report an offence, it was felt that the line should also read (at a minimum) “**for further information** and/or to report an offence...”

3.2.4 The Fines and Penalties

The majority of posters clearly stated details of the fines and penalties. A few did not identify these details (e.g. listed as \$000,000). Part of each group discussion now focused on the listed details e.g. the appropriateness or adequacy of the fines vis-à-vis prison sentence(s) -- an important addition to the discussions, as the previous sessions almost completely overlooked this feature.

However, overall, there were issues relating the appropriateness of the stated fines especially when compared to others listed. The points of note included:

- The absolute levels of some fines as related to the offence;
- The relationship between stated fines and stated terms of imprisonment;
- The relationship between fines for offence X vs. those for offence Y; and
- The appropriateness of specific fines and penalties vis-à-vis what offenders and/or potential offenders would likely regard as real deterrents to their behaviours, and the likelihood of them choosing the prison sentence instead.

It was clearly stated in many groups, but especially amongst the lower-income ones, that there was an element of inherent unfairness in the level of fines being imposed between one offence and another. Special exemplary notes can be made of e.g.

13: ...Washing spray cans in the rivers ... \$50,000: this was felt to be too low a fine given the possible detrimental **human** consequences, when compared with e.g.

9: ... Cutting forest trees or burning charcoal ... \$500,000: which was perceived to have less immediate destructive consequence; and/or

4: ... Throwing trash on our roads ... \$1,000,000: also clearly perceived as having less personally destructive consequences;

3.2.5 Enforcement and Facilitation

This was really a huge issue, and one for which the relevant authorities clearly need to be well- and/or- at least adequately prepared when launching the campaign. It was generally felt that without the appropriate mechanisms (e.g. by Government) to support the population “doing the right thing”, then the imposition of (such harsh) fines and penalties would be unfair and/or an injustice.

Further, the history of enforcing such laws was either unknown, or known to be very poor and/or inconsistent, therefore it was felt unlikely that people would really take the notices seriously

3.3 Review of Important Design Execution Elements

Most posters were fairly well understood and accepted. Visual representation proved problematic in a number of posters, and to different degrees. Special note is made of the following which were most often mentioned:

- **Variety of animals (#2):** There were differing opinions on the adequacy of this poster. A few liked and generally accepted it, however:
 - Most people felt the undifferentiated images to be confusing and the overall poster to be without clear intent and/or meaning;
 - The more middle-income children felt that the final execution was not sufficiently attractive for the following reasons: (a) it appeared too crowded; (b) there was no outer border, hence adding to the perceived “noise”; (c) the images were insufficiently differentiated from each other, further creating an atmosphere of “clutter”; and (d) it was the type of poster that could support and should provide more valuable information e.g. specific facts indicating that the animals were endangered;
 - Young, lower income, urban participants, found no real “fault” with the images depicted, and felt it to be both colourful and attractive
- **Throwing garbage into the river (#5):** There was consensus that the images in this poster were insufficiently clearly defined especially as it related to intent. The several reasons identified were as follows:
 - It was unclear that the man was throwing garbage into the river;
 - The amount of garbage being disposed of, was felt inadequate;
 - The focus of the images/activities was almost lost, by their relatively small representation.
- **Burning fires (#10):** This poster seemed the least liked and/or understood. The large fire size relative to the much smaller inserted image of the mountainside proved a problem. The main reasons were:
 - The focus became about the fire and its intensity;

- The reference point for some was interpreted (extrapolated) to mean “a burning house”;
If interpreted as being a burning house, then the fine for this illicit activity was thought unfair;
- There was very little interpretation of a field being on fire;
- Some interpreted the overall scene as the equivalent of “seeing a hillside by looking through an open window that was actually in a wall of fire” ...
- Suggestions for improved representation included:
 - Reversing the focal point of the images, i.e. making the fire / burning mountainside be the insert;
 - Using a clearly separated collage of images to show e.g. a burning hillside, a burnt-out hillside.

3.4 Expected Target Audiences

The campaign was generally seen as having fairly wide appeal, and impact. The target audiences were generally interpreted as being those depicted/suggested as being offenders in each poster. Examples are below:

Important audiences – “who need to hear the message”:

- Farmers;
- Adult women (mothers /household heads);
- Main/key stakeholders (based on images represented) e.g. bird-shooters, sand-miners;
- Government (& related) ministries/agencies /officials/representatives e.g. Coffee Board, Banana Board;
- Tourists;

Important audiences – “for delivering the message”:

- Children;
- Social and community-based organizations;

Important audiences – “for enforcing the laws”:

- Legal officials e.g. policemen, lawyers, judges.

The single poster with the widest apparent appeal (including for children) seemed to be # 4: (**throwing trash on our roads**), said to be one that everyone could relate to with respect to images, experience and impact of action.

3.4.1 A Campaign for Adults

However, of importance was a comment made first amongst key informants, which suggested that it really was a campaign **geared towards adults**, viz.

- Those images depicted were of/for adults;
- The levying of fines and prison sentences was for adults, and would/could not likely not relate to children;
- The images and activities were mainly those for which adults would be the responsible parties.
- Although (some of) the messages were intended for children's attention, the posters would not attract children.

This was an important point, and one that other adults and children actually grappled with in various ways throughout the exercise.

3.5 Expected Materials' Distribution

Suggested materials' distribution largely mirrored: (a) the declared primary and secondary audiences; (b) members of the "general public" or "everybody", where thought relevant and not otherwise mentioned.

3.5.1 *Distributing the Posters*

Specific locations for distributing posters included:

Posters	Best locations
Bars	#s: 4, 6b, 13, almost all others
Buses, bus-stops & taxi-stands	#s: 4, all other
Car-marts	#s: 4, 6b, all other
Farm & supply stores	#s: 2, 3, 9, 10, 12, 13, 14
Post Offices	#s: 2, 3,
Revenue collection offices	#s: 3, 4, 6b, 11
Schools	All
Shops & supermarkets	All

3.5.2 *Other Types of Supporting Promotional Activities/Materials*

Importantly, the poster campaign was agreed unlikely to stand on it's own. The several reasons for this included:

- The need to provide more information for those who could not read;
- The opportunity to provide more information for the people who wanted and/or needed more details;
- The need to provide more background/context information to all, explaining why such fines and/or penalties were being imposed;

- The need to (continually) reinforce the campaign's messages;

Amongst the often suggested additions were:

- Billboards (mentioned **very often** – and almost assumed)
- Radio (e.g. *guest appearances*)
- Small community-based group meetings
- Television

3.6 Response Variations Relative to Participant Descriptors

The study was not extensive enough to note specific variations based on demographic background factors. There were however, a few situations in which responses seemed to vary according to group descriptors. Examples are as below:

3.6.1 Repeat Groups

These sessions were focused mainly on any impact/content differences between the earlier poster versions and the current ones. There was decidedly stronger positive sentiment shown by all groups to the current posters. The features mostly noticed were:

- Increased clarity and relevance of photographs/graphics on most;
- Better visibility and readability of important information (e.g. clearer and bolder typefaces, better placement);
- Increased focus and visibility of relevant fines and penalties;
- Almost consistent change in caption to "***It nuh legal***";
- Use of the **STOP** sign symbol (*it should be noted that this was not immediately noticeable as a change*).

3.6.2 Age

The only group showing acceptance for poster #2 (animals) "as is" was the lower-income KMA students. Other students (as well as the adults) all wanted less crowding, more definition, and more information on the animals.

3.6.3 Sex

It was mainly females who really responded to poster #6a (washing clothes). Interestingly, responses to poster #6b (vehicle-washing) and others were less gender-specific.

In interpreting target audiences for #6b and #4 (throwing trash) however, the focus seemed to have been on males as the vehicle drivers. A similar situation was found for others such as #11 (sand-mining), #3 (bird-shooting), and #13 (spray cans).

3.6.4 Socio-economic Status (SES)

Posters #7 (building a house), #8 (toilets), and #11 (sand-mining) generated much discussion about the poorer and richer classes.

For the “house construction”, it was definitely felt that the target was the poorer class, and mainly squatters. Discussions around the “toilets” poster focused on the adequacy of the pit toilet relative to the other type(s) likely to be found in the adjacent “big house”. The “sand-mining” discussions centred on the fact that the richer persons were more likely to be guilty of such as offence. These latter discussions further indicated how unfair the stated \$50,000 fine (largely overlooking “and two (2) years in prison”), was in this respect.

3.6.5 Location

KMA residents really are unfamiliar with a majority of the (types of) images depicted in the posters. Their experiences are mainly based on visits to rural-dwelling relatives. On the other hand, rural residents are far more familiar with the focal points and issues. The latter are generally also more discerning and definitive about accurate and complete representation e.g. wanting to see the coney in poster #2.

4.0 Recommendations

The development of these materials seems almost complete. Many of the participants' recommendations have been highlighted throughout this report, and especially in Appendix I. Although detailed comments have been made on specific posters, there are really clear themes that have emerged, and these could be considered "Lessons Learned". Specifically:

- Not all the suggestions as provided by the participants, need to be adopted. However, it is important to review the essence of the directions that they (would have) liked. They really revolve around similar points/issues.
- A majority of the population to which these materials will likely be targetted, are constrained by literacy levels. As a result, the interpretation of such materials (especially visual) is very literal. There is difficulty in extrapolating to larger issues and/or themes. Care therefore needs to be taken in representation. It is likely for this reason why the "winning" posters were as well accepted as they were this time around.
- The visual environment, in which many persons currently exist, is very graphic and clear. The main example is television. Others to be noted however include: cable television (including channels such as: Animal Planet, Disney, National Geographic/Explorer), the Internet, and billboards. This type of exposure has largely influenced the expectations for visual acuity and clarity, as well as the type of impact desired. Further, the clutter and noise have thereby been increased, and most perceive it necessary to break away from this same.
 - The graphic detailing and definitions given by the Champion students were in a way exemplary.
 - However, so was the fact that the lower-income KMA students did not have as much of a problem with the representation in poster #1 as almost everyone else did
- The attempt at more inclusiveness based on SES, seems largely to have worked e.g. in poster #4. This should be a guide as to further materials' development.
- The design of pamphlets might need to be revisited. The concept is now almost perfect, e.g. capturing the same visuals / photographs, and further explaining the key concepts. The main modification suggested is in larger print, and less detailed information, thereby making them accessible to wider audiences. This will likely be necessary given the current lack of awareness (regardless of status and/or level) on a number of issues.
- It has been assumed that where fines and/or penalties have been identified, that they are in fact, correct. It therefore needs to be expected that there will be much discussion about issues mentioned in the body of the report, and clear justifications need to be scripted ahead of the expected questions.
- The focus on penalties and fines for issues about which many persons currently know very little, could be distinctly softened by including "For More Information ..." in all the foot-notes.
- The research process also gave certain insights into the lack of readiness of key informants (or persons who would likely be regarded as such) for providing support information. This would likely need to be corrected via the pamphlets, but also via community-based sessions. Specifically, the following should be noted:
 - There seems to be an underestimation of the degree of (il) literacy amongst the target population;

- There seems to be an underestimation of the sensitivities attached to certain (other) issues e.g. not owning “adequate” toilet facilities, being challenged about activities carried out and/or use of natural resources on one’s own property.

Review of Specific Posters

2. **STOP: It nuh legal: to catch, kill or keep any of these animals (REVISED VERSION)**

General Comments

- One of the weakest posters overall



Main Messages

- Very unclear, as lacking sufficient information about each (e.g. habitat, existing numbers)
- The natural desire would be to kill some of the animals, if they pose danger to humans

Target Audiences

- Mostly thought to be “everybody”
- Some implication that children could be a greater focus

Visuals

- Not sufficiently differentiated, and therefore “noisy” impact

Strengths

- Could be a multi-purpose poster, including increasing awareness and being used as teaching aid

Weaknesses

- Look like animals in a zoo, without any clear message as to focus
- Not sufficiently attractive and/or educational to children, if they are focus

Recommendations

- Create boxed collage of images, with own borders and/or poster border
- Reduce number of animals, and relative size of some individual ones
- Provide animal-specific data (justify their presence) e.g. habitat (including placing them in same), and current population data

3. **STOP: It nuh legal: to catch, shoot, kill or keep any Jamaican birds (except for those which require a Bird Shooting Permit in season). All birds are protected by LAW! (REVISED VERSION)**

General Comments

- Similar type of response as for #2, in many respects, although not as “noisy” due to visual distinctions between images
- Not yet considered complete



Main Messages

- Not to kill these birds

Target Audiences

- Bird-shooters and –hunters

Visuals

- Seemed to be generally pleasing, but without real focus/intent

Recommendations

- Provide more information about the birds shown as for #2

4. **STOP: It nuh legal: to throw your trash on our roads!** Keep it until you get a BIN! (REVISED VERSION)

General Comments

- One of the **strongest** posters re impact and acceptance



Main Messages

- As intended

Target Audiences

- Everybody

Visuals

- Very good (and much improved / better accepted) with alternate means of transport

Strengths

- Very familiar images & scenes
- Capturing all (potential) offenders by variety of transportation modes
- Non-discriminatory

Weaknesses

- The word “trash” not always considered best
- Similar paper-like “trash” appears artificial e.g. could include other forms such as scandal bags

- Some would have preferred actually seeing a bin, and at least one (1) person “doing the right thing”
- Almost need to know that efforts being made to increase number of bins, improve garbage collection services, and enforcement of laws

Distribution

- All locations likely to be frequented by these “people”, based on mode of transport e.g. bus-stands /-shelters, taxi-stands, Revenue offices, Post Offices, shops & supermarkets, bars

Recommendation

- Adjust the types of trash i.e. not only “papers”

5. **STOP: It nuh legal: to throw garbage in our river:** Keep trash out of our rivers and streams! It's a crime to pollute our waterways. **(REVISED VERSION)**

General Comments

- One of the weakest posters



Visuals

- Poor representation

Weaknesses

- Looks like the man is waving to somebody on the other side of the river
- It could be the wind blowing the scandal bag(s)
- The river and river-banks are too clean

Recommendations

- There should be other types of “garbage” e.g. dead animals, larger bags

- 6a. **STOP: It Nuh Clean! To wash your clothes in our rivers or streams!**
Don't wash laundry in our rivers! Carry water at least 50 metres away to keep our rivers clean! **(REVISED VERSION)**

General Comments

- Fairly good acceptance of poster and concepts



Main Messages

- As intended, although distance not always known and/or agreed with

Target Audiences

- Mainly mothers

Strengths

- Easy to relate to issues and “solutions” provided
- Good acceptance of this message (based on detergent component)

Weaknesses

- Not everybody clear about “50 metres”
- Still problems found with the availability of water, hence need to use this method in rural areas.
- Could likely bring increased requests for potable water
- This scene and setting is a cultural norm, and said to “help women solve many of their problems by being able to discuss with one another”

Distribution

- Wherever women and especially mothers, gather

Recommendations

- Could be better to combine (once again) with poster #6b, but this could be considered as a resource issue.
- The similarity in reasons could strengthen the case for poster #6b

- 6b. **STOP: It Nuh Clean! To wash vehicles in our rivers and streams!**
Don't wash vehicles in our rivers! Carry water at least 50 metres away to keep our rivers clean! **(REVISED VERSION)**

General Comments

- No longer as strong on its own (relative to earlier poster that combined #6a and 6b)



Main Messages

- Mixed messages (What is the greater problem -- detergent? -- oil?)

Target Audiences

- Men who wash (their) vehicles in the river
- All those who have their vehicles washed in the river

Weaknesses

- No soap and/or detergent therefore difficult to fully grasp concept/intent
- Not everybody clear about "50 metres"
- Some urban (KMA) residents have never seen such a scene

Distribution

- Car-marts, Gas stations, Revenue offices

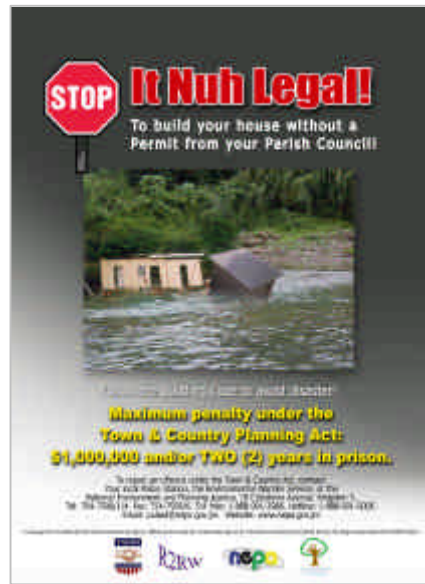
Recommendations

- Could be combined with #6a, since similar message

7. **STOP: It Nuh Legal: to build your house without a Permit from your Parish Council!** Follow the Building Code to avoid disaster. **(REVISED VERSION)**

General Comments

- Fairly strong impact, due to clarity of outcome



Main Messages

- Essentially as intended

Target Audiences

- Those who build without a plan
- Squatters
- Poor people

Visuals

- Strongly and clearly representative

Strengths

- High attention-getting perspective

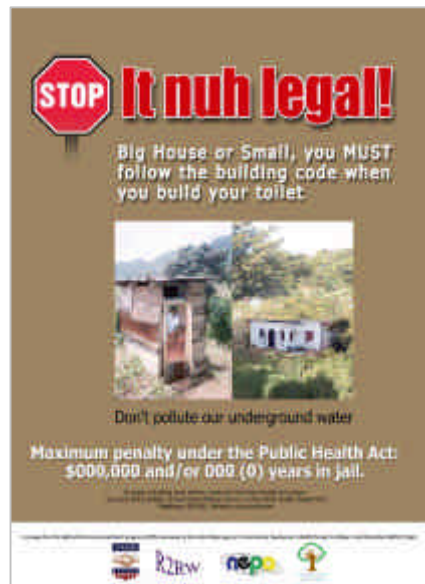
Weaknesses

- Could be interpreted as unfairly targeting the poor, but most appreciate this due to (a) squatter situation; and (b) the toll on Government after-the-fact

8. STOP: It nuh legal! Big house or Small, you MUST follow the building code when you build your toilet. Don't pollute our underground water. (REVISED VERSION)

General Comments

- A pit latrine is called “small house” in some rural areas – a reference that might have been unintended in this poster
- Still a fairly controversial poster, but much more accepted than before
- In general discussions regarding toilets, it was disclosed that there might indeed be lesser focus “today” on building / including toilets with houses. This was said mainly due to (a) high costs; (b) access to one’s neighbour’s facilities; and (c) more-or-less general access to and acceptance of “bush” as an alternative. Further, there is always more emphasis on the “place to sleep”, i.e. the bedroom(s).



Main Messages

- Essentially as intended

Target Audiences

- Those who have not included “proper” toilets in their houses

Visuals

- Poor people
- Better understood, and less “offensive” than before

Strengths

- Definitely draws attention to the issue

Weaknesses

- Not clear to all that it is a pit latrine that is being shown
- Current depiction of pit latrine seems inadequate to some, as it is not completely/fairly representative (e.g. some have polished floors etc.)
- Asks the question of whether soak-away toilets and most do not all pollute underground water

Recommendations

- Could add other image(s), i.e. one of a more “respectable” pit latrine (but still using the current one), and one of a flush toilet (as in previous posters)

9. **STOP: It Nuh Legal: to cut forest trees or burn charcoal without a Permit.** You must have a Permit to cut yam sticks, cut lumber or burn charcoal in any Forest Reserve. **(REVISED VERSION)**

General Comments

- Not always well understood, and some disagreement with concepts



Main Messages

- Some lack of clarity (may partly be due to follow-on caption line for which clarification (re Forest Reserve) is made below, but not necessarily focused upon)

Target Audiences

- Mainly those cutting trees in large quantities
- Some felt threatened by the meaning when interpreted as being for small wood cutters

Visuals

- Not always felt to be relevant and/or descriptive based on issues

Weaknesses

- It could be said that the current visuals are about educating people on how to burn coal
- Many (surprisingly) unfamiliar with term “yam sticks”
- “Forest Reserve” not much focused upon, and many wanted to know re cutting trees from / on their own land

Recommendations

- Some wanted to see the “action” of tree-cutting

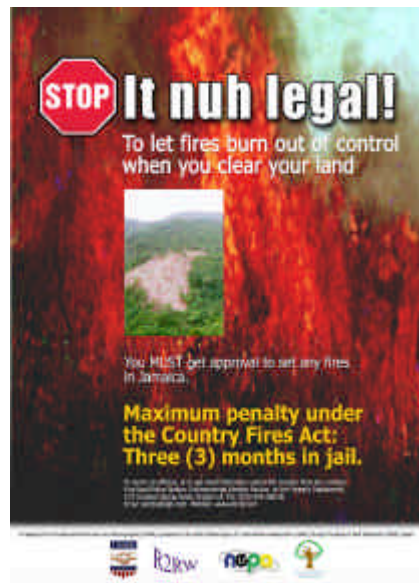
10. **STOP: It nuh legal: to let fires burn out of control when you clear your land.** You must get approval to set any fires in Jamaica. **(REVISED VERSION)**

General Comments

- Generally considered the weakest poster

Main Messages

- Mixed messages



Target Audiences

- Unclear

Visuals

- Images very unclear as to perspective, relative focus, and intent
- Raging fire often not understood at all or at best misinterpreted e.g. seems like it could be a house on fire, could be a wall of fire through and housing an open window through which we are looking

Weaknesses

- Very weak visuals, that are not at all understood, and create much negative/contradictory discussion
- The words "... any fires" very controversial
- The penalty not agreed with, distracting, and thought grossly unfair – but especially due to the interpretation of the fire as a (potential) house-fire

- The “strength” of the fire-image completely detracts from any written information e.g. “burn out of control” and/or “when you clear your land”

Recommendations

- Reverse the relative focus on fire vs. mountainside
- Create a collage of distinct images e.g. burnt (or burning) mountainside

11. **STOP: It nuh legal: to mine sand, stone or marl without a permit!** You must have a PERMIT and RESPECT its terms! **(REVISED VERSION)**

General Comments

- Fairly good poster, and well accepted



Main Messages

- As intended but mainly interpreted for large-scale mining activities

Target Audiences

- Mainly large sand-miners (and those doing other types of mining)

Visuals

- Fairly strong images, with clear intent

Strengths

- Said clear to see that there is likely no permit for these activities due to seeming haphazard activity and failure to refill

Weaknesses

- Size of main focus of images sometimes considered too small
- Penalties too small given likely offenders, therefore not likely to be a deterrent -- these sums could easily be paid out-of-pocket (if at all)

Distribution

- Revenue offices and other places where “big men” to be found

Recommendations

- On obtaining the permit, a copy of this poster (or equivalent) should be included in the permit-holders' packages
- Make images larger

12. **STOP: It Nuh legal: to destroy the wire that holds these stones together:** Don't damage these gabion baskets that help prevent landslides and flooding. **(REVISED VERSION)**

General Comments

- Likely regarded as the **best** of all posters



Main Messages

- As intended

Target Audiences

- Everybody likely to do this

Visuals

- Generally considered excellent

Strengths

- Very clear representation of what should not be done
- Clear explanations provided including the likely damage and its effects, what “gabion baskets” are
- Large **STOP** sign
- Placement of **STOP** sign at the “correct” location
- Use of red for penalties and fine

Weaknesses

- A few did not notice the image of the natural context of the gabion baskets

Recommendations

- Make the STOP sign this size on all posters
- Make critical visuals this large on all posters
- Make critical message (penalties) in red on all posters – as it is here

13. **STOP: It nuh legal: to wash your spray can in our rivers or streams.**
(REVISED VERSION)

General Comments

- Considered one of the best posters



Main Messages

- As intended

Target Audiences

- Farmers and related household members
- Relevant farming related associations

Visuals

- Very well represented

Strengths

- The blue water colour signified to a few, the very good representation of the issue i.e. certain of the most used chemicals do in fact turn the water to a blue colour
- Clarity of key message via the visuals

Weaknesses

- The fine often considered too small given the potential human damage

- Questions asked about washing spray cans in sinks / gutters etc. at or near home, with the knowledge that such actions would eventually have a similar effect to that shown
- Thought that the blue plastic used for bananas could/should also be represented

Distribution

- All farm and agricultural supply stores

Recommendations

- Follow the lead from this poster for example, in “making the picture speak for themselves”

- 14a. **STOP: It nuh Nice: to keep animals near our rivers or streams.** Don't tie your animals near our rivers! Keep them at least 50 metres away and carry them water to drink.

General Comments

- Considered the “runner-up” to #poster 14b



Recommendation s

- Use the word “Clean” instead

- 14b. **STOP: It nuh Clean: to keep animals near our rivers or streams: don't tie your animals near our rivers! Keep them at least 50 metres away and carry them water to drink**

General Comments

- Use of the word "Clean" considered best option for this poster



Main Messages

- Interpreted as shown, but lacking in credibility, especially for large and/or older farmers

Target Audiences

- Farmers

Visuals

- Considered better with addition of other animals

Strengths

- Appear true-to-life

Weaknesses

- Much concern re suggested logistics and carrying out these instructions in the "real world"

Distribution

- Farm and agricultural supply stores

Recommendations

- Provide more (realistic) solutions to the problems

14c. It nuh Natural: to keep animals near our rivers or streams: don't tie your animals near our rivers! Keep them at least 50 metres away and carry them water to drink.

General Comments

- This created mixed messages, since activities shown were actually likely to be thought “natural”
- Not considered a good option



Recommendations

- Use the word “Clean” instead

