

NAWIRI

REAP Implementation Guide



Introduction

Purpose

ThinkPlace conducted a field research with an aim of using targeted design research to generate insights that will help design concepts that enhance the REAP model with an aim of achieving Nutritious outcomes in Turkana & Samburu Counties for the REAP participants with a spill over to their households.

ThinkPlace researchers engaged participants across diverse locations and user profiles across locations within Turkana and Samburu through observations, individual interviews and focus groups.

Subsequently, ThinkPlace conducted an ideation workshop with key REAP participants with an aim of flashing out the main ideas around the insights generated from field.

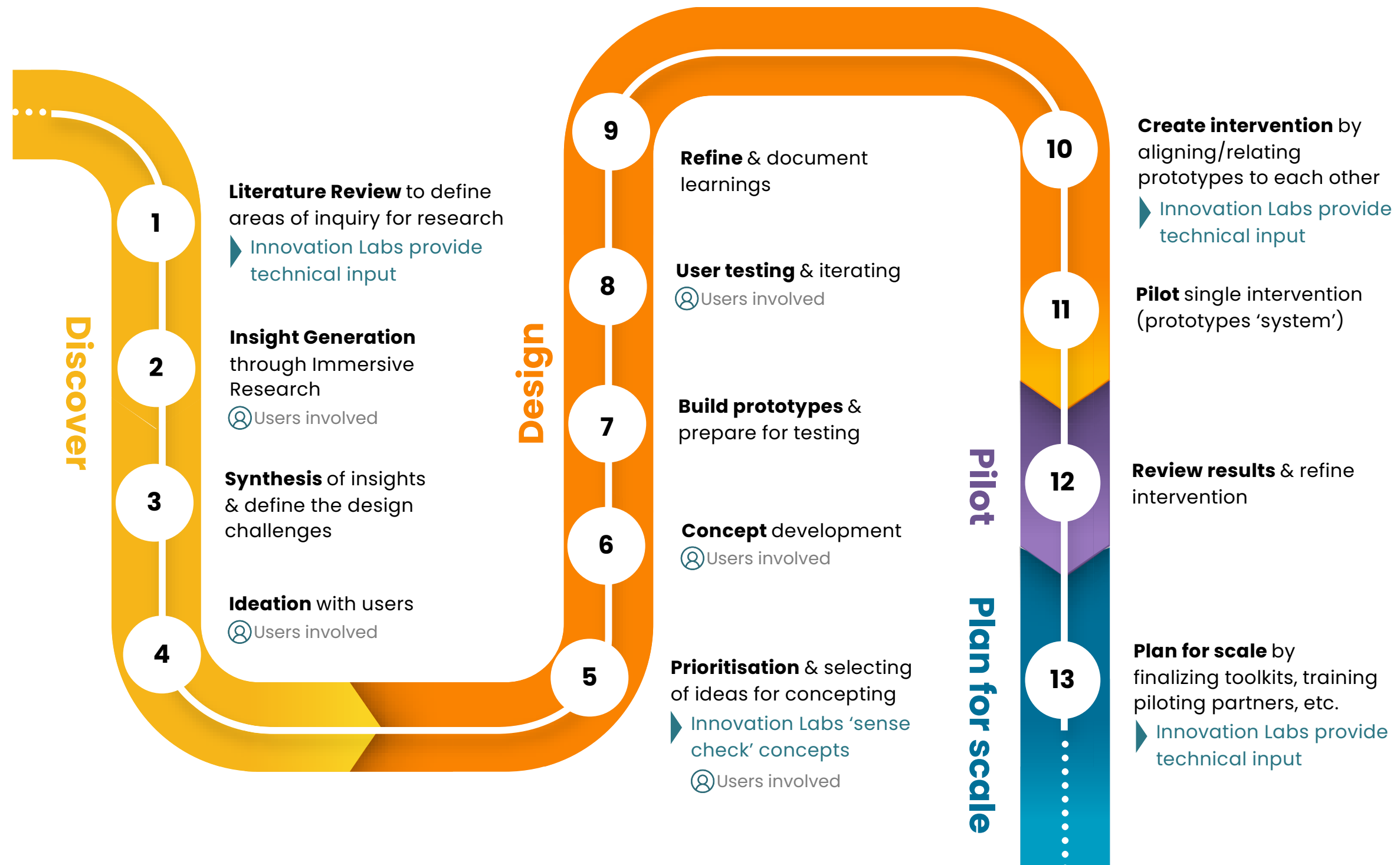
This document is intended to provide key ideas for interventions around adapting the REAP model as one that eventually enhances nutritious practices and behaviours. Its primary audiences are the REAP team, and other key and relevant stakeholders involved in the project such as implementing partners, investors etc.

Project context

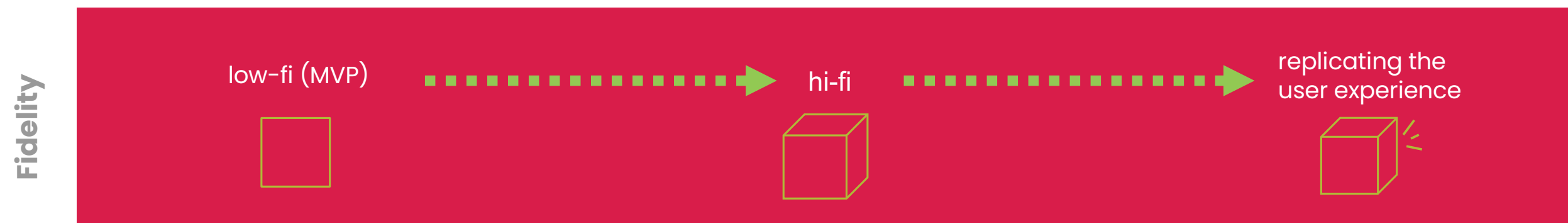
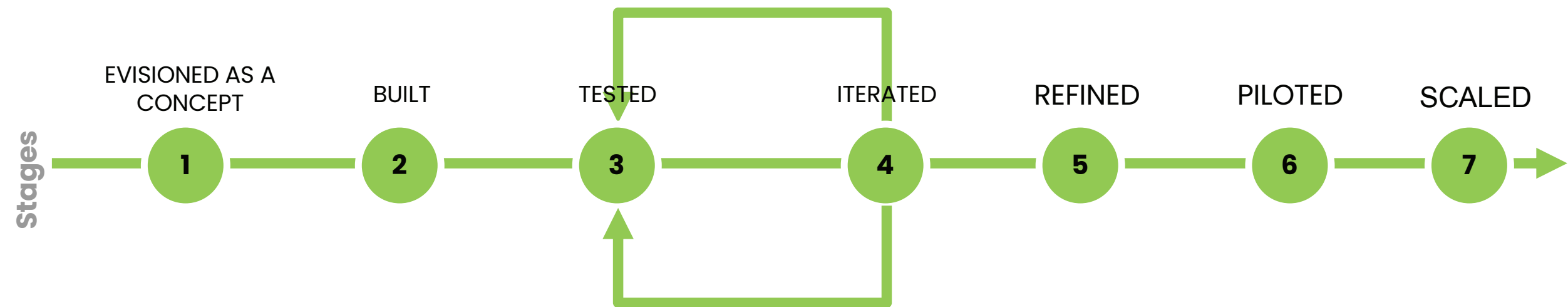
The ideation workshop was founded on knowledge gained by the REAP team over the years as well as the design research conducted by ThinkPlace. The research findings are an addition to improve what was already known by engaging participants to understand their needs. Ideas from the research and workshop will inform future interventions for user engagement to drive the uptake of nutritious practices and behaviours.



REAP DESIGN JOURNEY



Prototypes Lifecycle



Intervention Summary



Intervention overview

Summary of interventions

Below is a summary of the proposed interventions which have been derived from the insights gathering in Turkana and Samburu and build from the ideas co-generated during the ideation workshop. The concepts are refined further from the initial concepts shared in the initial ideation report.



Overview of findings from the Insight report

General findings

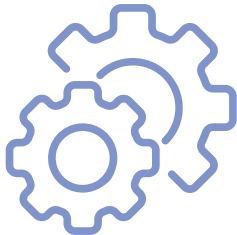
- 1** Majority of the REAP beneficiaries are involved in a form of income generating activity prior to joining REAP.
- 2** People trust people more than organizations. Communities trust and listen to people that they relate with more than those they perceive to be representatives of an organization.
- 3** Mentors aren't seen as partners but watchers as well. They are perceived as agents who monitor REAP rather than seen as mentors who want to help beneficiaries grow their business specifically mentors do not have ample time to interact holistically with individual businesses. Therefore, affects levels of community ownership of businesses.
- 4** Women have a strong allegiance to their chamás and will save with them regardless of their current financial situation.
- 5** Small businesses have no control over market systems. There are plenty of small businesses selling the same products making it difficult for people to purchase from each other. We then have to look for a work around on how to diversify businesses for solid nutritious outcomes.
- 6** Young couples support each other. The contribution of men towards support of their wives business promotes the stability and sustainability of the business. When a man supports his wives' business, we noted that the business was likely to be more resilient and experience growth.
- 7** The quantity and availability of food is more important than the quality of food. Households now eat more frequent meals but it does not translate to healthy eating. How then can we move the scale so businesses focus on quality while maintaining quantity?

Our approach to prioritizing interventions



DESIRABILITY

What do people desire?
Appealing/ inviting/ Aligns with/
values & beliefs/ Supports existing
habits & priorities



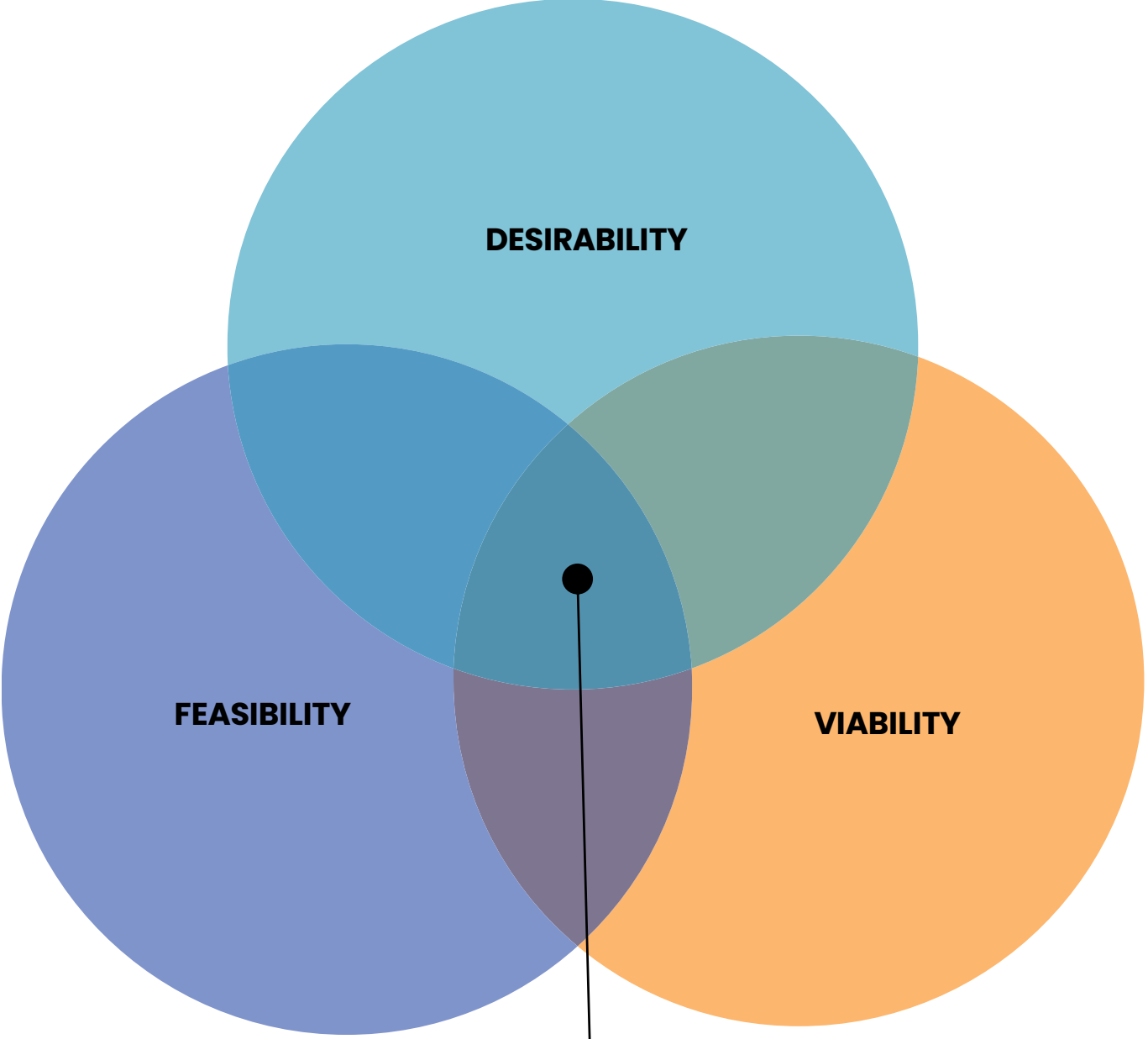
FEASIBILITY

What is technically and organizationally feasible?
Easy to implement/
Easy to use/
Technology available



VIABILITY

What can be financially viable?
Affordable/ Aligns with
programmatic priorities/
Sustainability & Cost efficiencies
over time



The solution that emerge at the end of the Human Centered Design should hit the overlap of these three lenses, they need to be **Desirable, Feasible and Viable**.

SCORECARD

Design Scoring

desirability

- Novelty
Innovates upon current practices or precedents
- Trialability
Can easily be 'tried' or trialed
- Visibility (in-peer awareness)
XX
- Advocacy (net promoter score?)
XX
- Willingness to pay (if applicable)
XX

Benedek, Joey, and Trish Miner. "[Measuring Desirability: New Methods for Evaluating Desirability in a Usability Lab Setting.](#)" _ Proceedings of UPA 2002 Conference, Orlando, FL, July 8-12, 2002. Retrieved February 10, 2010.

Technical Scoring

feasibility

- Technical feasibility *yes/no only*
- Scientific validity *yes/no only*
- Ethical concerns *yes/no only*
- Logistical feasibility
- Financial feasibility

possibility

- Scalability (including replicability)
- Readiness (of context, of user base)
XX
- Affordability (if applicable)

1.0

Targeting
Reimagined



1. Targeting Reimagined – Concept Definition

This concept is anchored on the idea of restructuring the current REAP targeting process while maintaining the the core concepts of having women led business and having REAP participants being ultra-poor women from the two counties. The concept explores various ways of how the most efficient blended approach can be achieved.

We outline below the 4 concepts that have been proposed for testing with the aim of having various participants interact with the concepts, gain feedback, build on them and eventually adopt the most optimal concepts.

During the selection we seek to introduce men as either primary or secondary contributors to the REAP business. This sub-concept explores a **male strategy** that seeks to have more input from the men.

We also aim to explore how REAP can target blended groups during the **selection process** i.e. have the REAP system configured in a way that allows for a certain percentage allocated to different categories of women such that the end result will see blended groups and specifically REAP Chamas with a very diverse group of women.

Adapting the targeting process to have a blended structure where women from different age groups from one business i.e. have a blend of younger, middle age and older women form one group. This concept allows for the anchor woman to choose two other women but with certain **recommended parameters**. The concept is premised around the fact that we found out that different women in REAP have different priorities and needs and these influence their perceptions and motivations around businesses and how to conduct such.

Key Elements:

Type of intervention	Enhancing the existing REAP selection criteria
Audience	Elderly women, middle aged women, young women, young and older men
Approach	Blended approach to targeting

TDA Findings underpinning this intervention

- 01** Majority REAP beneficiaries are involved in a form of income generating activity prior to joining REAP.
- 02** Young couples support each other. The contribution of men towards support of their wives business promotes the stability and sustainability of the business
- 03** The quantity and availability of food is more important than the quality of food. Households now eat more frequent meals but it does not translate to healthy eating. How then can we move the scale so businesses focus on quality while maintaining quantity?

What is the desired strategic outcome?

- A blended group that includes young women of reproductive age who are motivated to run successful businesses as they have desires and aspirations to bring up healthy children and take them to the best schools in the region.
- A group of women inclusive of older women who can play pivotal advisory roles and be used as champions for uptake of nutritious practices and behaviours.
- A blended group that includes young women who have a desire to uptake nutritious behaviours and practices with an aim of bringing up health children as well as supporting their husbands eat healthy foods as they work in very demanding and manual jobs.
- A holistic business system that leverages on the strengths of different women, their ambitions and aspirations thereby building more purpose driven businesses.

Targeting Concept 1.1 – Key Activities

1. A randomized selection process will fundamentally shift current norms towards the adoption of nutritious behaviours and practices

Women of different ages and especially those of reproductive age are alive to the fact that nutritious behaviours and practices can hold a fundamental shift to the way their families and households operate. On the other hand, women past reproductive age play a pivotal advisory role in their households. They are key voices. People listen to them and most importantly they come with the abundance of experience bringing up households over the years.

As is currently, the REAP system randomly selects anchor women from the pool of select ultra poor women. Whilst research has shown that age has no correlation with adoption of nutritious outcomes, women of reproductive age and non-reproductive age have different strengths that when leveraged in a REAP business could lead to the desired outcomes.

In this concept, the prototype proposed is having the REAP system configured in a way that it is able to select anchor women who are diverse in terms of their reproductive ages. This ensures that the REAP businesses cut across different women of either reproductive age or non-reproductive ages. Additionally, such a blended approach will lead to having diverse REAP chamas where the different women leverage on the strengths of each other and most importantly learn from each other.

We outline under slides 16 and 17, the importance of having 3 women of different reproductive ages and why this blend is likely to contribute to nutritious outcomes and behaviours.

The Approach

We outline below the proposed approach to the targeted selection during the randomized selection system.

0

Purposeful sampling & selection of anchor woman

1



50% of women beneficiaries aged 50+ from ultra poor households



25% Women beneficiaries 30-49 from ultra poor/poor holds



25% Young women aged 18-29 years not necessarily from ultra poor households

Targeting Concept 1.1 – Key Activities

Women of reproductive age (younger women) want healthier children, more educated children and well poised husbands. They are relentless in their aim of running businesses and activities that support these ambitions. They believe that REAP offers exactly the platform for them to achieve their goals.

On the other hand, women past the reproductive age (older women) have children who have left homes and started their own families. They have gone through the motions of raising children, educating them until they started their own families. They have done this by sheer hard work and engaging in economic activities that brought them resources to raise their families, little as these maybe. They have solid experience of sustaining families and raising children.

This concept focuses on having these two groups of women learn from each other and leverage on each other's experiences. The anchor woman selected randomly by the REAP system will still have the freedom to choose two other ultra poor women. However, the anchor woman is at this stage encouraged to choose women with different characteristic from her ranging from reproductive age, number of children, number of co-wives, number of school going children etc

Imperative to note that providing parameters for the choices that the anchor women make doesn't mean that these women lose control of having independent choices of the women they would like to work with. Additionally, such parameters will not take away REAP's core targeting criteria of having the ultra poor and women only led businesses. Rather, REAP can use options oriented in a given direction to increase business sustainability whilst increasing the uptake of nutritious practices and behaviours. Strike the balance between having the latitude to choose whoever one wants and REAP's aim of running successful business geared towards adoption of nutritious practises and behaviours

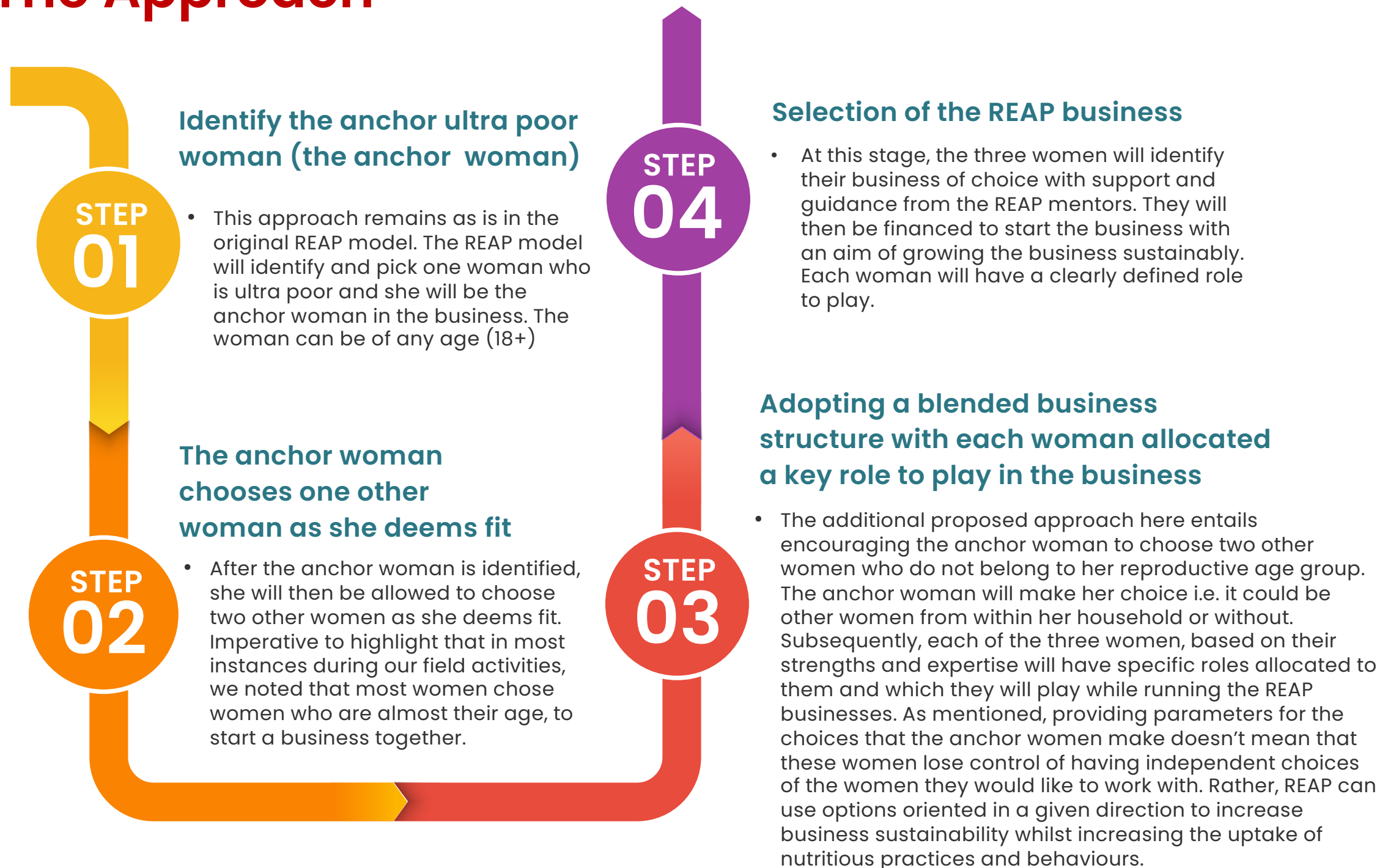
02

Anchor beneficiary is encouraged to select blended partners with each woman playing a key role based on their skills, reproductive age group and experience.



Targeting Concept 1.1 – The Approach cont'd

The Approach



Targeting Concept 1.1 – The Approach cont'd

The Concept

We outline below the proposed personas and roles for the 3 women forming the blended REAP group of a women led business.



Woman 1

Proposed characteristics for woman 1

Lives in the same homestead with some of her children (now with their families) and grandchildren
She has other co-wives in the same 'boma'
Lives with many other family members – immediate & extended
Could either be married/unmarried
Passionate about teaching and training communities
Previous experience in community engagement
No education requirement

Roles & responsibilities in the REAP business

She will play the role of advisor to the business.
Conducting trainings at chamas (both REAP & NON-REAP)
Conducting trainings for beneficiaries' business groups

Why is this woman important?

- *Culturally, older women are very respected by the younger generation of women. This woman will therefore ground the group by providing solid advise on what to watch out for while running their business.*
- *Additionally, this woman comes with experience around how to bring up children, the best foods to bring up healthy children and due to her influence, she can then sway the younger women to adopt the more nutritious foods as they bring up their younger children. She can be a champion of nutritious behaviours and practices in the group.*

Targeting Concept 1.1 – The Approach cont'd

The Concept

We outline below the proposed personas and roles for the 3 women forming the blended REAP group of a women led business.



Woman 2

Selection criteria for Mentor 2.0

- She is at a childbearing age and intends to have more children eventually
- Involved in looking after the family livestock
- Has two school going children and one who is young and yet to join school
- Would like to transfer her children to a private school
- Her husband supports their livestock rearing business
- No education requirement

Roles & responsibilities

- She will play the role of financial advisor to the business.
- Helps bridge the gap between the older and younger women

Why is this woman important?

Given her age group, she will act as the BRIDGE between persona 1 and 3 ensuring that all parties work well together. She brings the experience of age but also comes with the charm of youthfulness!

Since she can write and read, she will play a key role in articulating the business agenda. Additionally, it is easy for her to easily comprehend the trainings from the coach and mentor.

This particular woman also has younger children. She envisions a home where her children eat healthy foods and go to good schools. This is enough motivation for her to want to run a successful business that provides her with resources to afford nutritious meals while affording a quality education and life for her household

Targeting Concept 1.1 – The Approach cont'd

The Concept

We outline below the proposed personas and roles for the 3 women forming the blended REAP group of a women led business.



Woman 3

Proposed characteristics for woman 1

- Married to a man of the same age
- Lives with her two children
- Also, co-living with other members of the extended family
- She is the only wife
- Belongs to a chama
- She is at a childbearing age and intends to have more children eventually
- Sells brooms to compliment the family's earnings
- One child is school going
- Would like to transfer her children to a private school
- Her husband supports their cattle rearing business
- Has travelled to other locations within the county

Roles & responsibilities in the REAP business

- She will play the role of advisor to the business.
- Conducting trainings at chamas (both REAP & NON-REAP)
- Conducting trainings for beneficiaries' business groups

Why is this woman important?

This a very young woman. She quickly grasps information and can use technology once in a while!

Since she can write and read and can easily use technology, she will play a key role being the one woman who quickly understand information from both the coach and mentor and easily articulates this to the two other women.

This particular woman also has very young children. She has big dreams for her small household. She envisions a home where her children eat healthy foods and go to good schools. She aims to provide her husband with nutritious foods to make him strong as his work is physically demanding. She also is very keen in running multiple businesses to complement her family's earnings. As she has fewer children, she has time on her hands to run various errands, go to the market all while taking care of her family.

Targeting – Adopting a blended approach: OVERVIEW

This is what happened:

PREPARATION

The preparation of the prototype was composed by:

1. Creation of simplified content guidelines indicating how the blended approach would work.
2. Producing three documents each showing the reproductive age group of the 3 women and the highlighted roles that they would play
3. Facilitator choice: using a comms team and/or content creators to help distribute and apply simplified content guidelines to facilitate a session
4. BOMA & MC teams testing the concept for 4 days in Samburu and Turkana counties each

SESSION

1. Individual REAP women were introduced to the concept of a blended approach.
2. The women were also introduced to 3 women (18-29, 30-49 and 50+) each playing a specific role. The women were then to choose two women they would like to work with.
3. Additionally, a diverse group of men, REAP mentors, non-REAP women and local influencers were given the same guidelines and asked to complete a similar exercise similar exercises

OUTCOME

Most REAP participants in both Samburu and Turkana liked the blended approach. Some said they liked the approach because everyone in the business group roles to play like saving, record keeping and nutrition. They also liked the approach because there was no bias in the selection process. All age categories are represented in REAP. The approach also allows for participation of women in different age groups and sharing of ideas and experiences across generations. The women noted that for the concept to work, each woman should be given proper training focused on the roles they will be playing. Specifically, the women noted, hygiene, leadership, financial management skills to run a successful business as the core skills they require.

Most Non-REAP participants in both Samburu and Turkana liked the blended approach. They also liked the approach because the selection criteria allows for women of different ages to take part in the REAP business. It brings unity to the community. Men specifically noted that if invited during the training sessions mentioned above, they would be interested as they feel that BOMA has side-lined them during these training sessions.

Targeting – Adopting a blended approach: OVERVIEW

This is what happened:

OUTCOME cont'd

The non-REAP beneficiaries especially the local administrators liked the concept as they noted that there were scenarios where younger women alone would get the REAP grant and squander the money without doing any business thus going back to poverty. They noted that this concept would act as a check for such situations in that due to the cultural context in both Samburu and Turkana, younger women are less likely to engage in such activities owing to the respect they accord the older women hence if they run a blended group, then the younger women become grounded.

Targeting Concept 1.3 – Key Activities

3. Establishing a definitive male engagement strategy for REAP

Picture this – a society where men have been, for the longest time, key decision makers and now have within their communities, a program that not only encourages but supports women to establish their own businesses, run them and make the necessary decisions to sustain them. Another wrench to this situation is that men remain a necessary evil in ensuring that these businesses are successful and sustainable since they remain key decision makers. How then do you have men in this context support women led businesses?

This to highlighted the importance they attach to having their husbands especially, support their businesses and everyday activities. Drilling further, we noted that, cultural gaps are a main obstacle to running sustainable businesses, since “being an entrepreneur is thought to be a 'masculine' concept. In a way, this has led to less 'legitimate' women entrepreneurs being recognized, which in turn has led to situations such as men bringing their friends to the wives 'kiosks', taking the stock and not caring to pay thus preventing the full realization of the women's entrepreneurial potential.

In this concept, we outline two prototypes co-developed with various teams from the Nawiri team for further testing and refining;

Adapting the REAP model to be a **couple led business**. This means that the anchor woman would have her husband as her business partner, and they would subsequently choose another ultra poor couple to form a group of four. In this concept, men play a **primary role** in the business by advocating for an **egalitarian approach** to the REAP businesses; or

Adapting the REAP model to have men come in as **secondary supporters**. In this concept, we aim to explore the approach where the 3 women continue to lead their businesses but bring along their husbands during **key events or training sessions** as outlined in the slides below.

The Approach

B From the insights it was evident that young women were co-running businesses with their husbands. Some men were already playing an advisory role and bridging the gap of stock access etc. Majority young men are exposed and travel in between communities and towns etc. At scale this is likely to create micro-economies through creation of social networks in which people buy and sell within each other. This is visually illustrated in the next slide.

03

Adapt the REAP model to have a distinct and implementable male engagement strategy.



Micro-economies

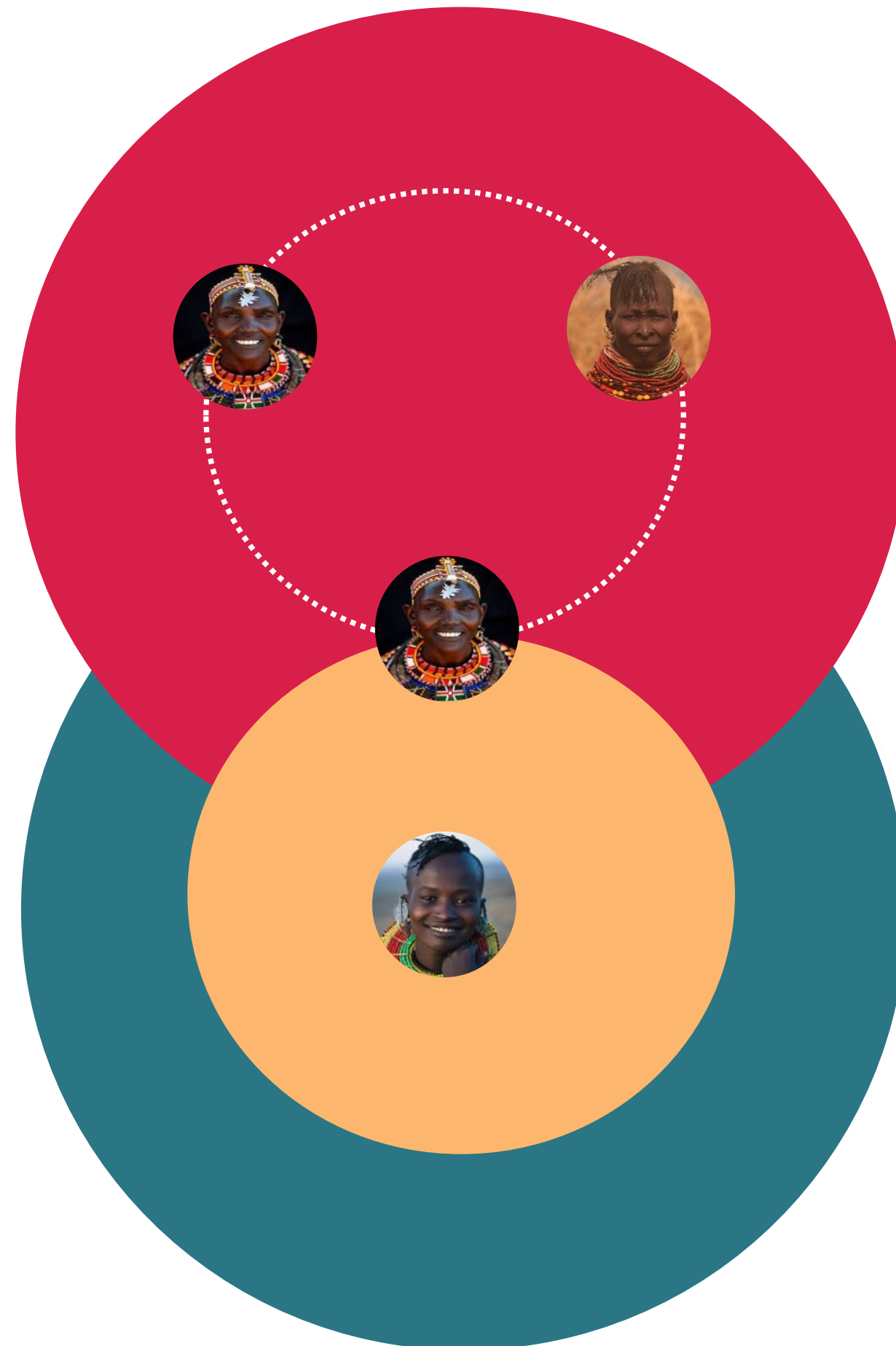
As explained by introducing couples into the system then we create synergies where businesses naturally coexist.

Men by virtue of being involved through their wives who are direct beneficiaries will support their wives to sustain the business promoting local ownership.

They can play a key role in advising other groups what to sell i.e. diversifying products so they can all trade within each other.

Young men are likely to be exposed since they travel to other towns often bringing new knowledge etc.

The end result is an ecosystem in which businesses thrive in their own microeconomic system thus making business sustainable.



Targeting Concept 1.3 – Having men as primary REAP players

3.1 It only works when everyone plays

Female-run businesses are steadily increasing in number all over the world. According to the World Bank, there are about 8 million to 10 million formal small and medium enterprises with at least one female owner in developing countries. Women are making significant contributions to national economies, contributing to poverty reduction and employment creation. Despite this growing momentum, women around the world still face discrimination and gender barriers that prevent them from unleashing their full economic potential.

This prototype proposes the redesign of the REAP model by having the anchor woman choose one other woman and subsequently including husbands or close male representatives (from the same households) to the anchor woman and the second woman.

The identified men will thus offer direct support in their wives or female relative's economic empowerment or businesses. This approach aims to take advantage of the skills, knowledge and networks that male family members have to support their wives or female relative's economic empowerment. Male family members can act as economic empowerment "gatekeepers" for women, by giving them access to capital, information, and networks that would otherwise remain out of their reach because of context-specific gender barriers.

One of the reasons that women entrepreneurs do not perform as well as male entrepreneurs is because they are often the sole caregiver in the household: they are responsible for taking care of other family members and domestic chores as we observed in both Samburu and Turkana counties. This not only means that they do not have as much time as their male counterparts to devote to their businesses, but also that they invest more financially in household well-being than men do on average.

The Approach

From our field conversations, it was clear that men are key decision makers in their households. So influential are they, that they also determine what their families purchase and eat. Leveraging on this, REAP businesses can adopt the man as a key player in the business in a way that allows them to participate in REAP businesses as co-partners to the women.

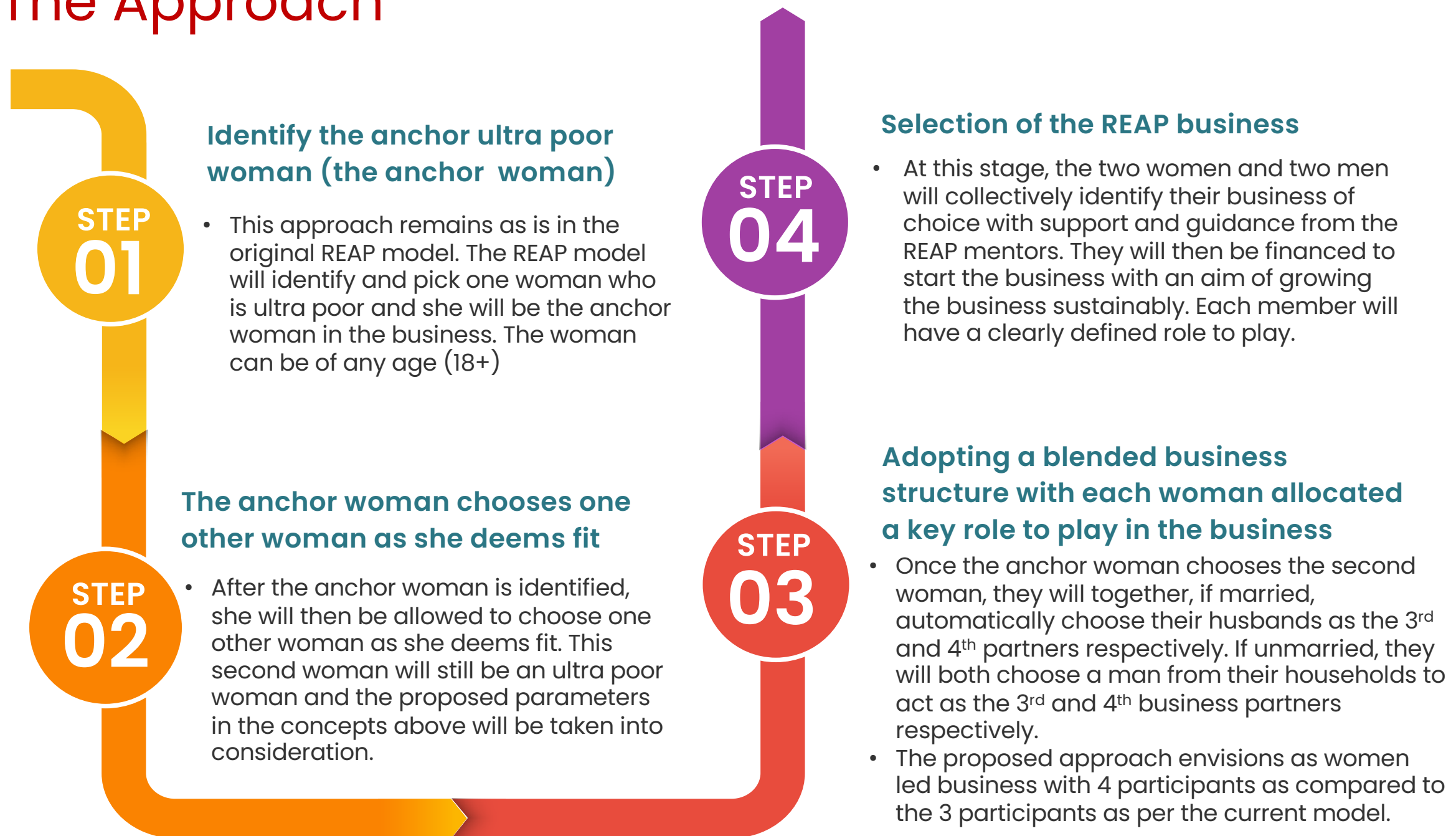
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A redesigned REAP business that includes men as part of the REAP businesses.



Targeting Concept 1.3 – Having men as primary REAP players

The Approach



Targeting Concept 1.3 – Having men as primary REAP players

The Concept

The biggest incentive to the primary men will be having them as co-owners of the business. However, there are various impediments that may arise from this especially from a gender related context.

This concept proposes that each member of the team is allocated specific roles to ensure that every member is certain of their roles and to avoid any friction that may arise.

What Role will these men play? – How do we involve men directly while maintain a women led business?

- *As mentioned, in both Turkana and Samburu counties men, as the family bread winners, are privileged in that they have access to the skills, knowledge and networks that could propel REAP businesses in a huge way. With such information and market links, men will play two key roles;*
- *Business Advisory roles/Information providers – From our field activities, we noted that men move within the counties a lot mostly to look for ways to fend for their families. Men also tend to attend the huge market days in the area. Based on this men end up picking new skills and information along the way and hence primed to play business advisory roles on how the women led businesses that they are part of, can run better, sell products that are in demand and make a profit!*
- *Market linkage assistants – This role builds on the role above. The two men will be expected to continuously source for markets for the business products as well as the business stock. This also mitigates the risk where men would take their women's business stock in credit and not pay. With them being co-owners, it would only be logical that they will want successful business.*

What Role will the women play?

- *The two women will remain as the primary business coordinators. They will run the day to day activities of the business for example if it's a kiosk, the two women will be responsible for selling the stock to customers.*
- *Additionally, the roles of the women will remain as envisioned on concept 2 under targeting with each woman having a role depending on her reproductive age.*

Targeting Concept 1.3 – Having men as primary REAP players

The Concept

The biggest incentive to the primary men will be having them as co-owners of the business. However, there are various impediments that may arise from this especially from a gender related context. This concept proposes to test these assumptions during the testing phase and align on how REAP can successfully re-engineer targeting to involve men.

Primary Man

It will be imperative to come up with useful tools and strategies to engage men in the REAP businesses. For the primary man, we propose conducting KARB (Knowledge, Attitude, Perceptions & Behaviour) Surveys that will be critical to gain key information on how REAP can re-engineer its targeting approach and bring men on board. Gender identities are by definition complex, fluid, and very context-specific. In order to design a relevant gender-transformative intervention, it is essential to carry out a thorough gender assessment of the community in which the intervention will take place. This assessment will allow understanding why men may be resistant to be part of their female family members' economic empowerment but also how they could best support them. It should also guide the design of an adapted project response, targeting men's specific needs and engaging them effectively.



Targeting Concept 1.3 – Having men as primary REAP players

Topics to consider on the KARB Surveys for the women

How does it feel running a women only business? What has been your highlight so far?

How has your experience been running such a business with other women?

Have you always had enough time to run the business and look after your home? How do you balance this?

In your household, are there any male figures that have assisted in running the business? If yes, how? If no, is there any particular reason?

How would you feel if we had a man (from your household) become part of your REAP business?

What role would such a man play?

Topics to consider on the KARB Surveys for men

What do you do on a day to day basis to earn a living for you and your family?

What do you think when you hear about REAP, a women led business?

Has anything changed in your household ever since your wife/sister/mother became a part of REAP?

Have you helped in the business in any way? If yes, how? If no, why not?

How would you feel if REAP allowed for couple led businesses? What would you like to see in such a program? What are the things you would like to see avoided?

Topics to consider on the KARB Surveys for the wider society?

Are you aware about REAP? – Probe on what they know about REAP

Do you think REAP has benefited the community in any way? How?

REAP is a women led business model? How do you feel about that?

If REAP were to have men and women run a business together, what would you perceive of such a business? What would be great about it? What would be the barriers around it?

Targeting Concept 1.3 – Having men as secondary REAP players

3.2 Trojan based REAP events

As noted, men are key decision makers in their households. If a household is to adapt nutritious outcomes, then the household man will have to greenlight such a move. It thus goes without saying that men need to be incorporated in the REAP model.

In addition to the strategy highlighted above, another way to involve men in their wives or female relatives' business is to invite male family members and husbands to REAP business related trainings targeting women. This can help them understand what their household has to gain from their wives' businesses and how they can support them. In a project delivering gender and business training for female clients of a microfinance institution in northern Vietnam over a period of 9-month (Vu et al., 2015), husbands were invited to join the training – especially its gender modules. The results of an impact assessment showed that involving men had some positive impacts from a business perspective: it led to more sales and profits and a higher number of start-ups. From a gender perspective, it also led to less relational frictions in the household and had a positive impact of female decisions about important purchases. The promotion of positive masculinities can lead to the creation of healthier relationships, and a more gender equal division of tasks.

Specifically, for REAP as well, we recommend that REAP organizes REAP community events where the best run business as per the established REAP guidelines is publicly recognized. The male participants from the REAP households will also be invited with the theme being that they will be there to celebrate their wives' businesses. It will be seen as a source of pride for the men to see their wives' businesses recognized as well performing. Whilst these events will be focused on rewarding the best performing businesses, they will also include sessions where the BOMA team walks through the attendees the reason why a certain business was selected as being best. This will entail talking through nutritious outcomes, educational outcomes family planning, growth in business sales etc. This way the men start appreciating the REAP businesses with the aim of having them fully buy in into the concepts that make REAP a successful business.

The Approach

05

A redesigned REAP business that includes men as part of the REAP businesses.



Targeting Concept 1.1 – The Approach cont'd

The Approach



Organize REAP only events

This will entail BOMA organizing for REAP events that will be dubbed 'Stronger Together' – local name can be adopted. The event will be particularly themed around having BOMA recognize the best performing businesses as per the set targets. REAP women and their households (including men) will be invited to celebrate the success of their businesses. During these sessions, BOMA will have experts who will discuss thematic REAP topics such as nutrition, gender, family planning etc but relating these to how they make for a successful REAP business.

- **Expected timeframe:** 1-2 hours
- Activity to be conducted thrice per year

Activities

- Have thematic area experts talk through the themes that make REAP businesses a success!

Critical to success

BOMA should collaborate with local authorities such as chiefs and institutions such as schools to arrange for these events. These are people who have influence and can rally people to attend the events.



Produce pre-recorded messages

Similar to the REAP event, this section aims to recognize the best performing REAP businesses but through pre-recorded messages. The messages will include the best performing REAP business, the success factors they met and then talk through the thematic areas as mentioned during the events again tying these to the success of the REAP business. (have stories on REAP ...talk about gender norms...interactive...)

- **Expected timeframe:** 15 – 30 minutes
- Recording to be done thrice per year

Activities

- The recordings should be done using REAP's already existent platforms such as radios. These recordings will be distributed to men mostly through their social gathering events and at homes as well.

Targeting Concept 1.3 – Having men as secondary REAP players

The Concept

It will be critical to incentivize these men to attend the REAP events. The biggest question will be how to do this.

Secondary Man

One of the challenges in engaging men in the REAP businesses is to find the right incentives for them to participate in activities that might challenge them in their vision of masculinity. Projects sometimes have had to come up with innovative ways to incentivize them, some of which are listed below.



How do we incentivize the men to attend the REAP events?

- *Men's attendance tends to be higher when they feel that the topics are of interest to them. For example, they might be more interested in the business and economic empowerment trainings than in the gender /nutrition discussions. Framing the activities in a way that will be appealing to the men, and drawing from the information gathered from a preliminary nutrition/gender assessment to do so, is therefore essential.*
- *Taking into account the schedules of participants is essential. Making activities available on evenings and weekends, outside of work hours, is important to ensure that men can attend the activities. When both husbands and wives are involved in the activities, it is crucial to provide childcare for children, so that all members of the household are able to attend the events.*
- *Linking the REAP activities with typical moments of male socialization i.e. weekly football matches.*

Targeting – Adopting a blended approach: OVERVIEW

This is what happened:

PREPARATION

The preparation of the prototype was composed by:

1. Field participants were introduced to the concept and allowed time to engage with the same.
2. Men were put in groups to discuss their roles in supporting their wives' businesses. They also had discussions on contemporary issues such as nutrition and gender roles to get their perception on the same.
3. Facilitator choice: men were then asked to give their inputs and also the roles they currently are playing or would like to play in supporting these businesses

SESSION

1. Individual REAP women were introduced to the concept of a blended approach.
2. The women were also introduced to 3 women (18-29, 30-49 and 50+) each playing a specific role. The women were then to choose two women they would like to work with.
3. Additionally, a diverse group of men, REAP mentors, non-REAP women and local influencers were given the same guidelines and asked to complete a similar exercise similar exercises

OUTCOME

REAP participants in both Samburu and Turkana liked the idea of including men in the REAP business. They said men would play an advisory and security role in the business. Men would also benefit from learning on matters nutrition if they were to be involved in the business, which would translate to the whole household enjoying nutritious meals.

Non-REAP participants in both Samburu and Turkana felt that the approach was dynamic and brings gender balance and inclusivity. The approach also benefits the whole family through their participation in the business to adopt nutritious practices and also participate in making the REAP business a success to alleviate them from poverty.

Targeting Concept 1.2 – Male Engagement Strategy

REAP PARTICIPANTS

REAP participants in both Samburu and Turkana liked the idea of including men in the REAP business. They said men would play an advisory and security role in the business. Men would also benefit from learning on matters nutrition if they were to be involved in the business, which would translate to the whole household enjoying nutritious meals.

NON-REAP PARTICIPANTS

Non-REAP participants in both Samburu and Turkana felt that the approach was dynamic and brings gender balance and inclusivity. The approach also benefits the whole family through their participation in the business to adopt nutritious practices and also participate in making the REAP business a success to alleviate them from poverty.

LIMITATIONS

Men being the heads of households and being dominant in the community may take over the business from the women therefore beating the whole idea of businesses fully led and operated by women to alleviate them from poverty and improve their nutritional outcomes.

There could also be conflict of interest where the women and men have a different opinion on how the business should be operated. This could lead to either the business collapsing or men stop being involved in the business.

Some of these limitations like conflict could trickle back to the home leading to unhealthy and unstable relationships.

The Approach

From the insights it was evident that young women were co-running businesses with their husbands. Some men were already playing an advisory role and bridging the gap of stock access etc. Majority young men are exposed and travel in between communities and towns etc. At scale this is likely to create micro-economies through creation of social networks in which people buy and sell within each other. This is visually illustrated in the next slide.

03

Adapt the REAP model to have a distinct and implementable male engagement strategy.



Key findings from initial field testing



- ❖ **Whilst choice is important, it is not the only factor REAP women consider. What they find important is the need to have a blended group where they can leverage on each others skills.**
- ❖ **A socialized criteria where women are of different reproductive age groups will be more sustainable as each woman will play a given role in the team i.e. women beyond the reproductive age (50+) will play a nutritional advisory role by advising the other two women on best breastfeeding practises, WASH practices as well as best nutritious meals**
- ❖ **Having an older woman in a group grounds the younger women who are prone to misusing the REAP grants and thus continuing the vicious poverty cycle**
- ❖ **Women and community members noted that for the blended approach to work, each woman will need to be trained on their specific roles so they contribute more effectively (see mentor 2.0 prototype on having champion women)**



50+

Decision making role. She advises the group on what decisions to make. The younger women respect her opinions



30 - 49

Has active business experience runs the business, keeps records etc and advises on how to grow the business



18 - 29

Young and exposed. Can travel to run business errands on behalf of the group

- ❖ **Men being involved as primary business players is not ideal as they are likely to overshadow their wives/mothers thereby taking over the businesses and leaving the women with no autonomy.**
- ❖ **Men felt side-lined as they do not seem to receive any training that BOMA offers to the REAP women, some of whom are their wives and daughters.**
- ❖ **Women noted that men need to be involved as secondary players specifically during male training activities that will tilt/enhance their decision making skills**
- ❖ **BOMA should consider adopting a public recognition model that recognizes businesses that meet set metrics chief among them, making a profit, having families that adopted nutritious meals and practices, education, gender roles and inclusion of men as secondary personas.**

Key recommendations from initial field testing



The blended approach would be an ideal concept to adopt as all women but one spoke in favour of the approach. We however recommend that;

- ✓ **The selection of a blended group of women, commences right from the community level during the initial REAP selection process**
- ✓ **The role based trainings be offered to all REAP women. However, we propose that mentors identify champion women/champion businesses from the communities for them to act as role model to other REAP businesses**



The male engagement strategy would be an ideal concept to adopt as most participants spoke in favour of the approach. We however recommend that;

- ✓ **Men are involved only as secondary players**
- ✓ *Potential risk-conflicts arising i.e. prioritizing men who will be secondary players, conflicts arising*
- ✓ **Men are included during the enhanced REAP training sessions between REAP mentors and REAP women. Here they get to learn about nutrition, gender roles and its meaning, the importance of education as well as proper hygiene.**



2.0

Cooking Demos



2. Cooking Demos

What is it?

Leveraging on chamas to provide shared learnings opportunities through cooking competitions, demonstrations and promoting experiential learning through sharing knowledge.

Cooking competitions and demonstrations conducted with the aim of providing avenues for sharing and learning nutrition related information. Sessions will be organized within chamas and at community spaces such as households etc.



Key Elements

Type of intervention	Nutrition Awareness Creation
Audience	Chamas, women, households, communities etc.
Approach	Community engagement

TDA Findings underpinning this intervention

- 4 Women have a strong allegiance to their chamas and will save with them regardless of their current financial situation.
- 7 Young couples support each other. The contribution of men towards support of their wives business promotes the stability and sustainability of the business

What is the desired strategic outcome?

1. People adopting new cooking practices that are healthier.
2. Chamas as avenues for providing access to nutritious food products options. Bridging the gap to access.
3. Sustainability of nutritious eating habits and purchase long-term through the chamas.

Cooking Demos

Step by step procedure



Identify chamas that will run the cooking demonstrations

Identify REAP chamas within the community that will be responsible for conducting demonstrations within the chamas. Each Chama per community will be responsible for holding one cooking demo per month. Link Chamas to mentors who will be responsible for supporting the businesses. Flyer and audio recipes will be distributed during the demonstrations so people can take them home and try in the privacy of their own households.

- **Expected timeframe:** 1-2 hours
- Activity to be conducted once monthly

Materials to develop

- Recipe books (paper & audio recipes)

Critical to success

Contextualisation needs to occur in the selection of recipes. Foods should be easily accessible to households and affordable even for the ultra poor households.



Identify mentor 2.0 who will be responsible for supporting chamas

This demos can provide avenues for business vendors to sell existing products or introduce new products into the communities. Mentors need to see the value for them to support chamas.

1. Identify mentors to link with Chamas
2. Assign i.e. 2 chamas to a mentor to support
3. Mentor should support chamas to organize the cooking demonstrations.

What will be the proposed incentive for the mentor?

- Opportunity to sell healthy food products or introduce new products to communities via the chamas (avenues to maximize sales)
- Access to grants/loans from REAP with zero interests on payback etc.
- The opportunity to mentor chamas and be recognized for their efforts (awards, certification etc).

Critical to success

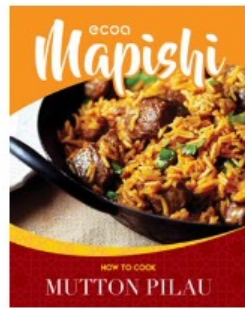
Mentors should see the value of their contribution and the value they will also get back as a result of being engaged. Messaging i.e. during trainings should factor this need.

Cooking Demos

Materials for cooking demos

Description

Materials will be used to facilitate cooking demonstration both within chamas & at community level.



Recipe books

- Recipe books containing localized food menus that are easy to make with ingredients that are locally available.
- Highly visual recipe books-with less text and written in locally understandable languages (Swahili and local dialects). Sample visualized menu. For inspiration visit [Accessible chef](#)
- Recipe books should include a phone number they can call when they want to make inquiries.

Competitions/ games

Set up booths for activities where people can take part in fun games and activities such as:

- Quizzes on nutrition
- Spinning the wheel

Winners receive branded merchandise, food vouchers etc.



Audio recipes

- Audio recipes to as an alternative to recipe books. Audios in local language that can be played and listened to using audio recorders, basic feature phones. Audios are ideal for illiterate audiences.

IEC Materials

- Branded IEC materials that can be distributed during cooking competitions/demonstrations and community events. IEC material will act as a form of incentive to boost & encourage participants to participate in activities.

Materials include but not limited to:

- T-shirts/ Caps
- Brochures
- Posters
- sunglasses



Branded Merchandise

Cooking Aprons for cooking competitions and demonstrations.

Lesos-Branded lesos that women can use at chamas or even at home with nutrition focused messages i.e., *adding dried herbs to your Sukuma makes it tastier and healthier.*

Branded tote bags that people can use to go for shopping on market days etc.



Woman wearing sunglasses which is seen as a cool object to have and at the same time protects from the sun and dust in the harsh environment.



Sample audio recipe script

- Welcome! Today we will be making ugali and sukuma with fish
- To prepare this meal you will need:
- Ugali flour preferably fortified unga which has added vitamins for health.
- Sukuma wiki (washed and shredded)
- Fish
- Onions
- Tomatoes
- Cooking oil

- To make ugali, boil 1 litre of water in a Sufuria for 10 minutes add in flour & stir to cook to desired firmness.
- On a separate sufuria bring the oil to heat and place the cleaned fish on the pan to cook over low heat for 5 minutes, add the onions tomatoes and continue cooking, turn the fish over add a little water to stew and let simmer for another 5 minutes.
- Put 1-2 table spoons of oil in a sufuria, fry onions until brown, add in the sukuma and stir. Let it cook for 5 minutes. Ensure the sukuma does not loose its green colour to maintain the nutrients.

Unapata lishe bora kwa Kupika chakula kwa njia iliyo sahihi.



Food tags

Food tags that show the nutritious benefits behind food items. They can used during cooking demonstrations and during market days or at vending stalls where food items are sold.

Cooking demonstrations should also focus on the quality of food preparation. Messaging such as the one above highlights the importance of cooking vegetables over a short time to get the nutritious benefits from consuming them.



2.1

Experiential Learning



3. Experiential Learning

What is it?

Creating opportunities through which women can come together to learn from experts or successful business owners in the community. During the insights gathering some participants aired out their desire to learn from other successful people (within and outside of the community).

Such forums will provide beneficiaries with the opportunity to learn from the experiences of others. It is also an opportunity for cross learning experiences between communities.



Key Elements

Type of intervention	Hands on learning
Audience	Chamas, business beneficiaries etc.
Approach	Education and Training

TDA Findings underpinning this intervention

2

People trust people more than organizations. Communities trust and listen to people that they relate with more than those they perceive to be representatives of an organization.

5

Small businesses have no control over market systems. There are plenty of small businesses selling the same products making it difficult for people to purchase from each other.

What is the desired strategic outcome?

1. Learning and adoption of new skills that will impact business outcomes positively.
2. Cross sharing opportunities that will become a part of chama tradition thus promoting a culture of continuous learning.

Experiential learning

Step by step procedure



Identify anchor person within Chama responsible for organizing sessions

1. Identify key person (chama leader or treasure) to be responsible for organizing sessions.
 2. Provide brief guiding him/her on how to identify guests who will be invited i.e. successful business people in the community, former REAP beneficiary etc.
 3. Key persons to invite other business people outside of REAP for the sessions.
 4. Encourage Chamas to document outputs of sessions i.e. pictures of sessions etc.
- **Expected timeframe:** 1-2 hours
 - Activity to be conducted during chama meetings. 1-2 sessions monthly.

Formats

- ▣ Facilitated discussions-trainer is invited.
- ▣ Group sessions for cross knowledge sharing



Critical to success

- ▣ Incentivize chamas to organize sessions. This could be in the form of recognition of chamas, awards, or even facilitating transport for guests etc.
- ▣ REAP mentors can work alongside chamas to identify interests on topics that business women want to learn and identify potential guests to invite.
- ▣ Mentors will monitor the outputs from trainings.

Targeting Concept 2.0 – Cooking Demos

REAP PARTICIPANTS AND NON-REAP PARTICIPANTS

The cooking demos in both study areas of Samburu and Turkana went well. It was noted that the cooking demos educate the women on the nutritious value of different food items. Community participation in the demos and observation also helped to improve their knowledge on nutrition and how to prepare a healthy meal.

LIMITATIONS

The main limitation to the success of the cooking demos is lack of funds to purchase the cooking items. Participants suggested facilitation by a donor in order for them to be able to carry out the demos.

Another issue was access to the food items to prepare a nutritious meal. Most of the places are far and remote therefore getting access to food items like green vegetables and chicken eggs is a huge barrier. There is also a challenge in terms of the different blends of foods that can be cooked and eaten together because they are not accessible in market places.

There might not be many people participating or attending the demos because they live in far places, and getting money for transport or stopping their day to day activities to attend a cooking demo might not be possible.



Identify mentor 2.0 who will be responsible for supporting chamas

This demos can provide avenues for business vendors to sell existing products or introduce new products into the communities. Mentors need to see the value for them to support chamas.

1. Identify mentors to link with Chamas
2. Assign i.e. 2 chamas to a mentor to support
3. Mentor should support chamas to organize the cooking demonstrations.

What will be the proposed incentive for the mentor?

- Opportunity to sell healthy food products or introduce new products to communities via the chamas (avenues to maximize sales)
- Access to grants/loans from REAP with zero interests on payback etc.
- The opportunity to mentor chamas and be recognized for their efforts (awards, certification etc).

Critical to success

Mentors should see the value of their contribution and the value they will also get back as a result of being engaged. Messaging i.e. during trainings should factor this need.



Key findings from initial field testing

- ❖ **Women would like to have BOMA support some REAP businesses adopt a cooking demo portfolio so as to support their earnings from these demos.**
- ❖ **In as much as the women were open to having some of the chamas contribution go towards the demos, their main concern was that the savings were not enough to cater for their various demanding needs already hence the need to think through alternative ways of sustaining these demos.**
- ❖ **It would be good to introduce cooking demos early on (as an urgency mechanism) especially in schools such that children grow up learning about how to cook and specifically how to cook nutritious meals.**
- ❖ **Cooking demos should not only be limited to REAP chamas but should also be included during the market days as here people have a high propensity for consumption.**
- ❖ **Men were interested in the cooking demos noting from the number of men who ended up attending these demos.**

Key recommendations from initial field testing



The cooking demo would be an ideal concept to adopt as the participants spoke in favour of the approach. We however recommend that;

- ✓ **BOMA pilots a few REAP businesses that specifically deal with cooking demos to further observe how these perform. BOMA can leverage on the REAP businesses such as hotels that are already in the ‘cooking sphere’ and nudge/support these to include in their menus more nutritious foods and observe if community members would still be interested in these. These cooking demo businesses should also be integrated with other REAP businesses that sell raw food products to act as their suppliers**
- ✓ **BOMA should consider an approach that involves integrating the cooking demos in schools by either supporting school activities that focus on cooking activities or sponsoring school cooking competitions.**

3.0

Mentor 2.0



Mentorship 2.0

The Concept

Introducing tweaks to the current mentorship process for increased impact of mentorship & training. This slide will focus on highlight the potential idea of introducing an improved kind

of mentor and some of the incentives that can be introduced into the current system of mentorship. A mentor 2.0 comes in with business expertise knowledge.



“Logistical constraints can be a hinderance when it comes to conducting trainings at community level because I have to travel long distances from one household to another.”

Business Mentor

Selection criteria for Mentors

- Passionate about teaching and training communities
- Previous experience in community engagement
- Ability to teach theoretical concepts in practical ways
- Deep knowledge of local context (culturally & geographically)

Roles & responsibilities

- Conducting trainings at chamas (both REAP & NON-REAP)
- Conducting trainings for beneficiaries' business groups
- Data collection activities

How do we incentivize current mentors?

Current Incentives

- Mentors are currently on a monthly Salary
- They are provided with motor bikes to enable movement around the area

Proposed Incentives

- Recognize the efforts of mentors through reward options like medals, certificates etc.
- Provide materials that are user-friendly making it easy, fun, interactive & effective to facilitate trainings
- Issue REAP branded merchandise like T-shirts and caps so they are recognized in the community as mentors
- Mentors will benefit from shared knowledge and experience from the mentor 2.0 and mentees

The Challenge addressed

From the Insights report it was evident that currently business mentors have to support large groups for women and therefore may not afford to give their full support to each beneficiary. To maximize impact there is need to ensure that beneficiaries get full support by

improving the current training experience and outputs. This concept emphasizes on experiential learning and re-adapting the way that mentors train the REAP participants especially the illiterate participants.



"I started selling sugar for a friend and learnt how to operate a kiosk. From there I experimented with other business ideas and grew to become one of the most successful business owners in the area."

Business owner

Selection criteria for Mentor 2.0

- Several years of running a successful business
- Access to market systems (locally & neighboring towns)
- Respected and admired by society (role models)
- Desire and passion for teaching/transfer business knowledge
- From within the local community and has the necessary experience of running a business and the ability to transfer this skills to beneficiaries.

Roles & responsibilities

- Support the process of identifying & selecting beneficiaries
- Work alongside the other mentors to facilitate trainings
- Train on business skills i.e., bookkeeping
- Monitor & and support businesses by beneficiaries (tracking sales, profits etc.)
- Advice and guide beneficiaries where they need to make any form of inquiries etc.

How do we incentivize Mentor 2.0?

- *Recognize the efforts of mentors through reward options like medals, certificates etc.*
- *Provide materials that are user-friendly making it easy, fun, interactive & effective to facilitate trainings*
- *Adopt an andragogy based approach for how mentors interact with REAP participants*

Personas (Mentor vs Mentor 2.0)



Chemalan

I am 30 years old and the second last born in a family of two. I'm married and a mother of 4 children. I have a shop where I sell foodstuff like maize, rice and flour.

I have experience in mentorship, training and community engagement. I'm influential in the community. I am a good listener and very approachable. I have received training on good nutrition practices. I have also received basic training in business management.

I want to be a good mother to my children. I also want to grow my business and maybe one day open a supermarket in this town.



Lemarti

I am 50 years old. I'm married with 3 children. I am a businessman. I sell goods in wholesale to customers in and outside of Samburu.

I have been doing business for the last 9 years. I sell food stuff mostly grains and cereals in my community. I have acquired business skills over the years that has made me the successful businessman that I am.

I like to my share my business knowledge and stories of success and failures with whoever is eager to listen and learn.

I want to be a good example to the people in my community because people admire and respect me. I also want to keep growing my business and expand to other towns.

Mentor 2.0 in practice

How it works

Identification of mentors with business experience who will facilitate beneficiaries through the graduation program. Mentorship 2.0 offers a more experiential and personalized form of support because beneficiaries get to benefit from lived experience as well as learn from a person that they know admire & trust to guide them through the process of identifying, selecting & running businesses.

Step 1: Selection

Mentor 2.0 is identified and selected & taken through induction prior to being linked to beneficiaries.

Step 2: Linkage

- Mentor 2.0 is linked to the beneficiary groups that he will coach over the duration of the program. Each mentor will support 3 groups of 9 women on a maximum to maximize impact.
- Mentor 2.0 should be involved in the selection process of grouping beneficiaries since they understand the local context & would offer clear judgement on pairing beneficiaries.

Step 3: Support & coaching

- Mentor 2.0 will have weekly/bi-weekly check ins with beneficiaries to monitor progress.
- Mentor 2.0 should keep accurate records of the businesses as this is key for monitoring success of the women. The mentor will also be responsible for sharing data with mentors.

Support materials for mentors/coaches.

- Visualized manuals for training on business (Idea to concept development) as well as other relevant skills like problem solving etc.
- Materials to keep track of business records (record keeping books)/tablets etc. depending on preferred methods.
- Support from mentors to coordinate logistics of meeting beneficiaries.
- Manuals should have in-built activities to make learning two way & experiential. i.e., an activity for beneficiaries to conduct after a training.



EVALUATION

- | Number of successful sessions conducted against set milestones translating to the success of beneficiaries running their business.
- | Business success and impact on nutrition outcomes: Businesses selling nutritious food products etc.
- | Improved nutrition at household level of beneficiaries

Improved outputs for Mentors

This are additional focus areas on how to improve the general mentor experience for both existing mentors as well as Mentor 2.0.



"I have to conduct trainings for 90+ women monthly. Travel logistics make it more complex for me to effectively focus on each beneficiary"

REAP Business Mentor



Improved pathway for Growth

- It is important to create a pathway for growth that is exciting and encourages the mentor to want to grow. Setting goals and milestones linked to their areas of interests. This can be done through several channels i.e
- Access to certification techniques (certificates, trainings etc.) or having different levels of mentor grades such that one can move from grade 1 to grade 2.

Adopting andragogy as a means of training

Andragogy has been referred to as the art and science of helping adults learn. Andragogy works on the premise that adults are better suited to direct their own learning thus having the participants take to the podium and participate in facilitating the workshops/trainings as well. This output proposes to have mentors co-design/co-train with the REAP beneficiaries i.e., during a mentoring session, a mentor should intentionally allow the beneficiaries chances to share their experiences with other groups and share learnings. This way, the beneficiaries are able to understand how other participants are running their businesses in a contextual manner.



Feedback loop/ Check ins

Introducing check ins/ follow ups that create a sense of importance for the Mentors on the work that they do. When Mentors are aware that someone looks at the work and outputs from their work then they are likely to be motivated to produce better outputs and care about the quality of their work.

Improving training outputs (gamification)

- Introducing gamification techniques into the current mentorship training. Gamification has proven to be a very key learning tool. For example, mentors could use quizzes and leader board sessions as a way of training. This way the REAP participants will be engaged and will learn more easily.
- To discuss with workshop participants on local games that can be adopted.



Improved outputs for Mentors

Applying adult learning techniques

We propose adopting various adult learning concepts to ensure that there is a higher retention of the information that mentors will be passing around. Additionally these techniques ensure that all participants including the illiterate ones do understand the concepts easily.

The techniques proposed take into consideration the fact that adults learn better from experiences and application. Adults also prefer autonomy which is mostly accorded to them by allowing the sharing of the podium during the workshop/training sessions and design activities. The andragogy based techniques proposed are as below;

Sharing the podium with the participants

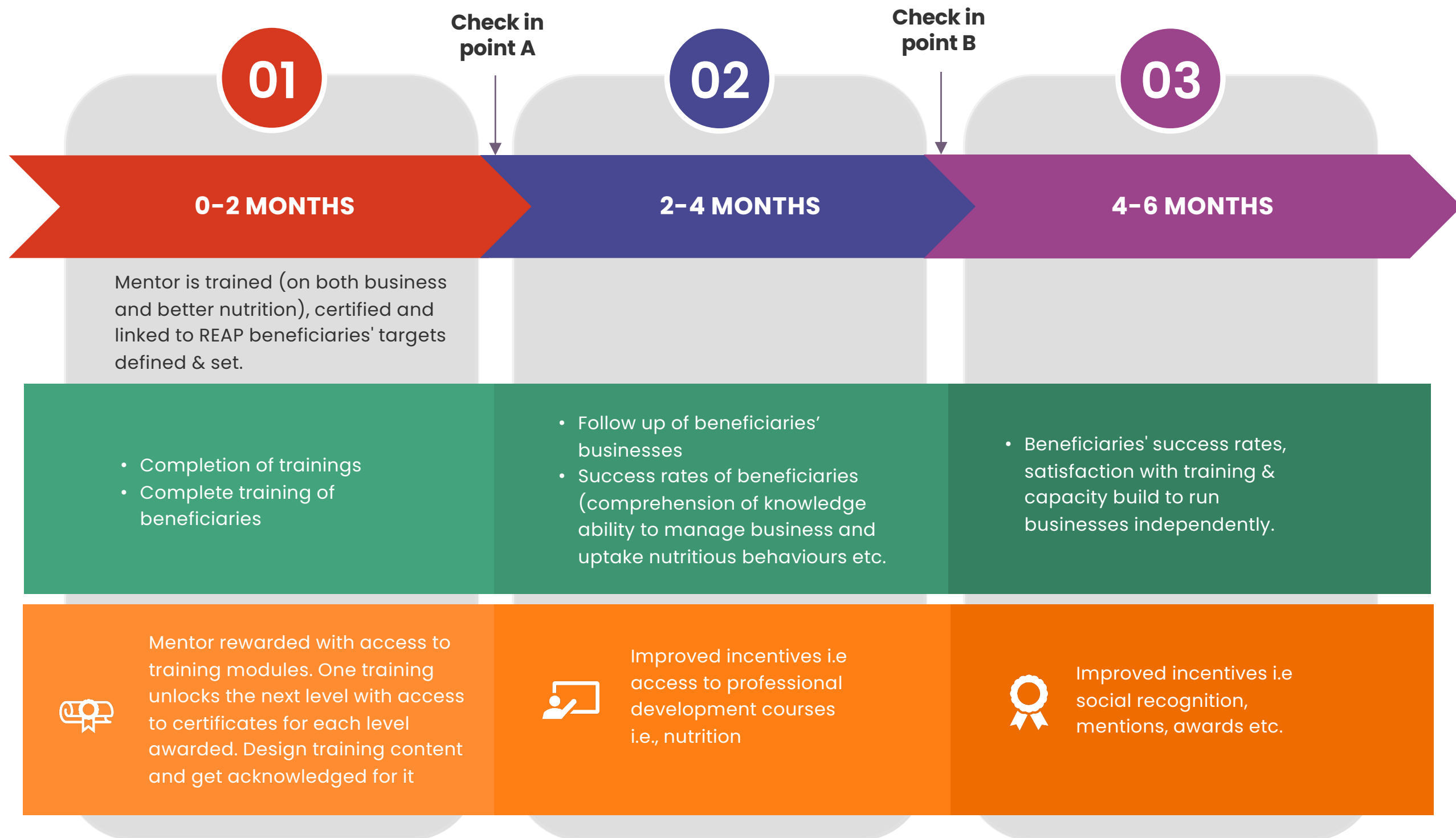
This will involve having the REAP beneficiaries as co-trainers/mentors. The mentors will allow the participants sharing sessions where various participants share their experiences, their achievements as well as the pain points. This way the mentoring sessions move from a 'ticking the box' activity to engaging sessions where mentors are merely facilitators. This way the mentors will also be able to collect data from the participants on what is working and what isn't.

Experiential learning & Learning Content Design

Experiential learning uses hands-on learning and past experiences to demonstrate concepts.

For example, mentors will have sessions where they allow REAP participants to show case how they record certain transactions after making a sale. Another option would be to have role play sessions where participants assume business owner and customer roles and try to negotiate while selling a product.

Mentors will be empowered and motivated to design and develop experiential learning content based on contextual stories and activities/



Note this is a sample journey map to illustrate the suggested outputs from previous slides. Its important to develop feedback mechanism across the process for effective & real time feedback for maximum efficiency therefore create and ideal rewards mechanism that is effective and fair.

Targeting Concept 3.0 – Mentor 2.0

REAP PARTICIPANTS AND NON-REAP PARTICIPANTS

The participants who attended the mentorship sessions liked the new concept with added topics for training and a more interactive session. They said it was more exciting and gave them an opportunity to share opinions and ask questions.

LIMITATIONS

Distance to the venue for the mentorship was cited as one of the challenges experienced. Many participants have to come from far locations to the designated meeting point.

Lack of motivation also was noted as a barrier to people attending the sessions. Motivation was in the form of money for transport, learning materials and branded items like shawls (leso) etc.

Workload on the mentor was said to be too much. A mentor has to cover large distances to inform beneficiaries of meetings and also has to travel a long distance to get to the training venue. A mentor also has too many mentees from the business groups and cannot meet all of the groups within a month. This leads to fatigue and some groups being left out

Insecurity also is a challenge considering the distances people have to cover to get to the venue and also go back home.

The Approach

Step 1: Selection

Mentor 2.0 is identified and selected & taken through induction prior to being linked to beneficiaries.

Step 2: Linkage

- Mentor 2.0 is linked to the beneficiary groups that he will coach over the duration of the program. Each mentor will support 3 groups of 9 women on a maximum to maximize impact.
- Mentor 2.0 should be involved in the selection process of grouping beneficiaries since they understand the local context & would offer clear judgement on pairing beneficiaries.



Step 3: Support & coaching

- Mentor 2.0 will have weekly/bi-weekly check ins with beneficiaries to monitor progress.
- Mentor 2.0 should keep accurate records of the businesses as this is key for monitoring success of the women. The mentor will also be responsible for sharing data with mentors.

Key findings from initial field testing



- ❖ **REAP women noted that for REAP to move towards nutrition, the mentors should also be equipped with more skills geared towards nutrition, gender role, decision making skills such that they are also able to pass these to the REAP participants.**
- ❖ **Men showed great interest in attending the training sessions by REAP mentors. Their main incentive for attending is based on the fact that they already feel left out from the REAP activities (to note that REAP is revered in the communities).**
- ❖ **It would be great to adopt more visual training tools for mentors as most of the ultra poor women are not able to read or write.**



Key recommendations from initial field testing



The Mentor 2.0 would be an ideal concept to adopt as the participants spoke in favour of the approach. We however recommend that;

- ✓ **REAP mentors identify ‘Champion women’ or ‘Champion businesses’ based on the enhanced trainings that these women will now receive. These champions will act as role models for other women and businesses in terms of sharing their success stories.**
- ✓ **REAP should integrate these success stories in their already existent platforms such as IVRs to pass these stories especially where other women are far.**
- ✓ **Men should also be included in the REAP trainings. These trainings will be geared towards positively influencing their decision making processes. There should also be recordings of success stories from men who found these trainings useful and in one way or the other adopted some which have made a difference in their households.**

TESTING



WHY WE TEST

Determining user preference can be difficult, and it certainly cannot be done by asking a user outright “which design they prefer” or “what they like/dislike about the design.”

Imagine a user being asked such a question. Their response might be along the lines of, “it’s my favorite color” or “I like things that are green.” While their statements may be truthful, but those types of responses don’t help researchers assess the emotional impact of a design or how it aligns with the intended brand attributes.

In addition, some participants have a difficult time articulating what it is about a design they like or dislike. During an interview, participants may be able to select a preferred design, but without [a structured mechanism for providing feedback](#), they may be at a loss for words when it comes to describing why they like or dislike it.



FORMS OF TESTING

Quick exposure memory tests

Understanding what has salience with users

Observation

Documenting user behavior, interaction

Experience surveys or interviews

Capturing emotional responses, other preferences during interaction with the prototype

Comparative analysis (triading)

Describing the differences between several prototypes to understand which features are most prominent or desirable

Product Reaction Cards (positive/negative word association)

Understanding general desirability

<https://www.uxmatters.com/mt/archives/2010/02/rapid-desirability-testing-a-case-study.php>

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ThinkPlace

