

## KADAFRICA EXPERIENCE PROTOTYPING RESEARCH PLAN

### OBJECTIVE

KadAfrica is a passion fruit producer and processor that utilizes girl-run farming co-ops to produce passion fruit in Uganda. KadAfrica sells fruit to businesses (such as hotels and groceries) in multiple markets, both domestically and internationally.

Currently, KadAfrica has nearly 1000 girls farming at its co-ops, and is about to launch a pilot to prototype what it is calling “The KadAfrica Experience,” a model they hope will lead to higher commitment and retention among participants, and, as a result, higher crop yields and more efficient and effective production. The plan includes creating a more meaningful, cohesive, branded experience for adolescent girls, while also engaging girls’ families as important influencers and stakeholders in the girls’ work and the company’s production process.

While KadAfrica has developed the tenets of the prototype, it is seeking to better understand the forces that drive their girls’ decisions and the types of incentives and supportive elements they can build into the experience in order to address girls’ needs and desires (and ultimately, making them better farmers who stay part of the KadAfrica longer).

### HYPOTHESES WE ARE TESTING:

1. Girls want to be self-sufficient and make their own money.
2. Girls need more financial incentive (through wage earnings or tools) to work harder and yield higher quality passion fruit.
3. Girls will not be incentivized to stay in the KadAfrica program through to completion unless they gain transferable skills (skills they can use beyond their KadAfrica job).

### RATIONALE

This research will provide insights that will be used to design the KadAfrica Experience, both for the girls and their families. Research will focus on answering the following questions:

#### The KadAfrica Experience

- Testing the existing employee experience
  - What's strengths exist/what elements are most appealing?
  - What forces exist that turn girls into lapsed employees/what barriers prevent girls from completing the program?

- What incentives might make working for KadAfrica a more desirable proposition for girls and their families?
- Defining the benefits/culture touchpoints that will bind girls to one another and KadAfrica as a brand
  - What particular interests or needs do girls have that KadAfrica could service?
  - How can KadAfrica leverage the communal nature of the co-ops to encourage greater accountability and engagement?
- Understanding what girls want from a farming experience and how to set them on a path of matriculation and persistence
  - Is the income generated from passion fruit farming sufficient?
  - What will best facilitate loyalty to the brand among farmers?
  - How can we instill an ownership mentality and “skin in the game” among individual farmers and their families?

This more full understanding of girls’ contexts and their aspirations will enable KadAfrica to better-design their programs and curricula for girl engagement.

### RESEARCH PARTICIPANTS

All selected participants should have the following characteristics:

- Critical thinkers, able to express opinions openly
- Able to work in a small group setting without overpowering others
- From a socio-economic background that is representative of the KadAfrica target market (earning from 0 UGX to 20,000 UGX per month)

#### **Segment 1: Past participants who did NOT finish the program**

All participants selected for Segment 1 should have ALL the following characteristics:

- Age range: 17-19 years of age
- Completed PART OF the 6 month curriculum training
- Harvested for at least 1 month
- Target 3-5 girls

#### **Segment 2: Prospective participants**

All participants selected for Segment 3 should have ALL the following characteristics:

- Age range: 15-18 years of age
- Balance between people with no knowledge of KadAfrica and individuals with knowledge who are prospective participants but have not yet joined
- Should be at least 2 years out of school
- Approximately 50% should have children
- Should live no more than 20 kilometers from a tarmacked road; no more than 10 kilometers from a formal market place
- Actively seeking employment OR engaging in informal employment
- Target:

- 4-6 individuals
- Researcher should start in Kiburara Kihangi area of Fort Portal to identify girls who have heard of KadAfrica but never participated (approximately 0km - 5km radius from the main KadAfrica farm)
- Will then work away from this area to find girls that have not heard of the program. (Within 5km - 10 km radius of the main KadAfrica farm).

## SESSION FORMAT

### **Session 1:**

- 4 hour session
- Venue:

The first two hours will be spent conducting semi-structured interviews on girls' contexts and daily lives. The second two hours will be spent discussing the KadAfrica Experience and will be led by stimulus and questions regarding specific elements of the program.

### **Session 2: Prospective participants**

- 4 hour session
- Venue:

The first two hours will be spent conducting semi-structured interviews on girls' contexts and daily lives. The second two hours will be spent discussing the KadAfrica Experience and will be led by stimulus and questions regarding specific elements of the program.

## DISCUSSION AND ACTIVITY GUIDE

### **Session 1 Discussion Guide**

#### **Prospective participants**

*Say:*

*Welcome to our group! We are \_\_\_\_\_ and \_\_\_\_\_ from SPRING and we are learning about the lives of young women like you. Today's conversation will help us develop better programs in communities like yours. Your ideas and comments are valuable so we look forward to hearing from each of you. Today we will focus our discussion on your lives, your experiences, and your goals.*

*YOU are our ADVISORS for today. We want to hear from you as our advisors and we want to get advice from you.*

*There are no wrong answers and no answers that we “want” to hear. We are here to learn about each of you so that we can better-develop products and services that you would like to use.*

*You’ll notice some additional people around the room. These people will be taking photographs but you can ignore them, they are just here to learn. Also, we will be recording audio for our own note-taking.*

*Also, I want to introduce the squidgy. It is a toy that we will use to invite each other to participate, give our opinion and ask questions of each other. When we have the squidgy, we can speak, but when someone else is holding the squidgy we listen to them. Any questions at this point?*

## **INTRODUCTION OF PARTICIPANTS**

**Purpose:** enable girls to say hello and become familiar with their peers and with researchers.

**Time:** 10 minutes

*Say:*

*Let’s now use the squidgy to introduce ourselves. Please share your name, what community you live in, your age and your favorite activity to do with friends.*

*At the end,*

*Say:*

*“Welcome everyone and let’s begin”*

## **RIVER OF DREAMS ACTIVITY**

**PURPOSE:** The river of dreams tool is a visual description of a girl’s obstacles/barriers as well as enablers to achieve aspirations around earning, learning, saving, protecting and investing. The focus is on earning, saving, and spending, and we will use the dreams and barriers as a way to discuss career goals and constraints in other exercises.

### **Part 1: Future Job Opportunities--Hopes and Dreams**

**PURPOSE:** To understand what are girls’ career aspirations, what do they feel is obtainable.

**Time:** 30 minutes

**Materials:** River of Dreams Worksheet, Squidgy, 2-3 boxes of pens for all to share

**Instruction:** **no more than 10 minutes for drawing/writing**

Distribute pre-printed pages with a drawing of a girl at one end and a time line in front of her that starts at age 10 and goes to age 35. The girls should draw or write these dreams and accomplishments in the lake at the end of the river of dreams.

*Say: Here is a drawing of a girl - let’s say it is you. Your life is like a river that you are travelling down. At the end is the lake, where all of your dreams have been accomplished. We would like to learn what you would like to achieve*

*by the time you are 25, and then the things you would like to achieve by the time you are 50. What are your dreams for your career and for the things you would like to own?*

Then, discuss the following:

*Say: Let's go around in a circle and share what job(s) you would like to have in the future, when you're ~age 35.*

[ALL GIRLS SHARE]

- I see that you have [x] listed as job you would like to have in the future.
  - Why would you like to have [x] job?
- What skills do you think someone would need to do this job?
  - Probe: financial training, literacy, transportation, leadership skills, etc.
- How do you think you might go about gaining those skills?
  - Do you know of any groups that could help you learn those skills?
- What might prevent you from getting this job?
  - Probe: time, schedule, social pressure, family responsibilities, lack of access to transportation, lack of income to pay for schooling, etc.
- What things exist in your life that might help support you to get this job?
  - Probe: family members, friends, school, current job, etc.

## **Part 2: Current Jobs and Opportunities**

**PURPOSE:** To understand what their goals are for tomorrow

**Time:** 20 min

**Materials:** River of Dreams Worksheet, Squidgy, 2-3 boxes of pens for all to share

*Say: Now, let's talk about a job that you do occasionally, have had in the past, or one you are seeking now.*

If she doesn't have a job listed before age 25, ask her to think of something and add it to the spectrum.

*Say:*

*Let's go around in a circle and share some of the jobs that you have listed. Note, try to be succinct with each girl, this is a warm up activity.*

Then, select a few girls to answer the following questions:

- I see that you have [x] listed as job that you do/are seeking now. Let's talk about that job.
  - What are the tasks that you do in this job?
  - What are the parts of this job that you like? Dislike
  - What does this job enable you to do? (example, flexible schedule, career development, provide for your family, move to another home, go to school, buy something special)
  - What are some of the things that this job has taught you?
    - Probe:
      - time management?
      - professionalism?
      - Has this job helped you learn about working with other people? How?

## TYPICAL/NORMAL DAILY SCHEDULE ACTIVITY

**PURPOSE:** To understand their day-to-day constraints

**Time:** 40 min

**Materials:** Day Timeline Worksheet

Share with girls a piece of paper showing a series of hours in the day (6am - 8am, 8am - 10am, 10am - noon, noon - 2pm, 2pm to 4pm, 4pm - 6pm, 6pm - 8pm, 8pm - 10pm)

Say:

*Looking at this day, write down all of the things that you do in these blocks of time. What are your responsibilities? Does anyone else help you with them?*

Morning

- What time do you wake up?
- What activities do you do?
- Who is helping you with these activities?

Mid-day

- What tasks/activities do you complete before midday? Where do you go and what do you do? Do you do these alone? Who is with you during this time?
- Do you typically take lunch?
- Who prepares lunch and where do you eat? Who eats with you?
- Who is helping you with these activities?
- Do you participate in any church or community activities during this time?

Evening

- What do you do to prepare for nightfall?
- Do you leave the house before dinner? Where do you go and what do you do? Do you do these alone? Who is with you during this time?
- What tasks/activities do you complete before dinner?
- Who prepares dinner and where do you eat? Who eats with you?
- What time do you fall asleep?

WITHIN THE DAY TIMELINE, PROBE ON...

HOUSEHOLD RESPONSIBILITIES

- Cleaning, cooking, fetching water, fetching firewood, digging
  - Do other family members participate or help with these responsibilities? How are they divided? Who decides?
- Income generation
  - Do you help out with a family member's income generating activity/ business?
  - Do you have your own income generating activity/business

## PERCEPTION OF WORKING GIRLS W/ ASSETS ACTIVITY

Purpose: This activity is designed to provide insights into the way girls think the influencers in their life would perceive them if they participated in a number of different activities (some of which are income generating, some of which involve asset ownership, and some of which include neither).

Time: 30 minutes

Materials: Perceptions Worksheet, Squidgy, 2-3 boxes of pens for all to share

### Instructions:

- Show girls the PERCEPTIONS OF MONEY Worksheet

Say:

*Here are the girl's parents. What do you think each of the girls' **parents** think about what she is doing?*

### Instruction:

- Have girls fill in the smiley faces in the "Parent" column for each girl.
- Once they are done, invite them to share their answers.
- Ask them to explain why they answered the way they did.

Say:

*Here are the girl's **friends**. What do you think each of the girls' **friends** think about what she is doing?*

### Instruction:

- Have girls fill in the smiley faces in the "Friend" column for each girl.
- Once they are done, go around and invite them to share their answers.
- Ask them to explain why they answered the way they did.

Say:

*Here is a **community member**--it could be a teacher or a village leader. What do you think this person thinks about what each girl has chosen to do?*

### Instruction:

- Have girls fill in the smiley faces in the "Community" column for each girl.
- Once they are done, go around and invite them to share their answers.
- Ask them to explain why they answered the way they did.

## **BREAK FOR 15 MIN (Supply refreshments)**

### **KADAFRICA EXPERIENCE PROTOTYPE CO-DESIGN**

**Purpose:** The experience co-design tool is a method of brainstorming through visual stimulus. By sharing a series of images with girls, and asking questions as well as having girls re-draw or edit the images, we will gain a better sense of the elements of the experience prototype that girls like and dislike--and how they might re-design them to make them more ideal.

**Time:** 45 min

**Materials:** KA Experience Model Worksheet, Squidgy, 2-3 boxes of pens for all to share

*Say:*

*Now, we'd like to show you an idea of a program that is designed for girls similar to you. This program is part of KadAfrica, a producer and processor of passion fruit here in Fort Portal.*

*KadAfrica works with girls like you to farm passion fruit, and KadAfrica buys the fruit that's harvested.*

*We are trying to make our idea better by talking with you and getting your ideas about how we could change it.*

*Remember—you are our advisors today and we want to hear your thoughts and ideas about what could make this program better for YOU.*

### **The KadAfrica Experience**

Instruction:

- Show girls the worksheet “The KadAfrica Experience Model”
- Describe each step of the model to the girls:

*Say:*

- *A girl is introduced to KadAfrica*
- *She is loaned a plot of land to farm*
- *She is taught about farming and managing a business*
- *She is given farming tools*
- *She prepares the soil*
- *She plants the seeds*
- *She learns about growing*
- *She takes care of the plants*
- *The passion fruit grows*
- *She harvests the fruit*
- *She sells the fruit to KadAfrica*

After the concept has been explained, ask girls to comment, probing on what elements they find appealing and where they would make improvements. Questions might include

- What do you like about this idea?
- What would you change about this idea?
- What do you think about farming with a group of your peers?
  - Do you think your parents would be supportive of you participating?
  - Do you think the community would be supportive of you participating?

#### **SUPPLY CARD SORT**

**Purpose of the tool:** This card sort activity will have girls rank potential items they may receive from KadAfrica in order of their perceived importance and value.

**Time:** 20 min

**Materials:** Squidgy, supply cards

Instructions: Give girls the deck of cards, ask them to place them in order with the most important card being on the left and the least important on the right.

Cards will include:

- |                |             |
|----------------|-------------|
| ○ boots        | ○ t-shirt   |
| ○ shovel       | ○ headscarf |
| ○ gloves       | ○ pads      |
| ○ watering can | ○ socks     |
| ○ underwear    |             |

At each step, ask girls to support their reasoning.

#### **CURRICULUM CARD SORT**

**Purpose of the tool:** This card sort activity will have girls rank potential topics that KadAfrica may cover as part of their curriculum in their program. It will weigh which topics the girls see as being most valuable to their life and career plan.

**Time:** 20 min

**Materials:** Squidgy, supply cards

Instructions: Give girls the deck of cards, ask them to place them in order with the most important card being on the left and the least important on the right.

Cards will include:

**Life Skills:**

- Self Confidence
- Public Speaking
- Sex Education/ Reproductive Health
- Goal Setting

**Business Skills:**

- Supply and Demand
- Record keeping
- Budgeting
- Marketing

**Farming Skills:**

- Planting
- Fertilizing/Mulching
- Pest/Disease Management
- Watering/Irrigation
- Harvesting
- 

At each step, ask girls to support their reasoning. Questions asked might include:

- *Why did you put that there?*

**IDEAL SCHEDULE ACTIVITY**

**PURPOSE:** To understand how many hours/days/weeks girls want to commit to training

**Time:** 20 min

**Materials:** Work Schedule Day View, Month View, Year View Worksheets

Instruction: Show girls the worksheet called “WORK SCHEDULE” with the days of the week and bubbles to fill in indicating the number of hours they would work each day. Ask girls to fill in the number of hours they would want to work now that they have an understanding of KadAfrica.

- *Which hours in the day shown above would you want to work?*
  - *Probe: morning, mid-day, evening*
  - *Why are these hours most appealing?*
  - *What might prevent you from working additional hours at your business?*
    - *Potential answers: transportation, safety, other responsibilities, disinterest*
- *How much do girls in your community work per day?*
- *How much do you think other people in your community THINK girls should work everyday?*

**Q&A on Barriers to Joining or Continuing Program**

**Purpose:** To understand what hurdles might prevent the girls from starting the program or from continuing the program

**Time:** 20 min

FOR THE GIRLS THAT HAVE ALREADY BEEN IN THE PROGRAM:

What would have made it easier to stay in the program?

- Probe: transportation, bonuses, higher profit, learning more skills, easier social setting, better management, easier work, ability to work more/less

Did you face any social difficulties with the other girls in the program?

- How did you feel about the number of people participating in the program?

FOR THE GIRLS THAT HAVEN'T JOINED:

What hurdles do you think you would face participating in this program?

- Probe: transportation, earning enough money, difficult work, social setting, community pressures, difficult work

What incentives would make this program more desirable?

- Probe: free transportation, earning more money, bonuses for hard work, learning new skill

**WRAP UP THANK YOU ACTIVITY**

**Purpose:** To give the girls and all of the participants a warm, very good feeling of accomplishment and a feeling of connection to the others in the room.

**Time:** 10 mins

**Material:** certificates of participation

Instruction: Ask all the girls to come around in a circle. Ask everyone to mention one thing they've really enjoyed today. Thank them for all their hard work, energy and creativity. As a thank you for taking part give out:

Certificates of participation - award these and LOTS of clapping as each girl is given hers.