Pop Up Bus Prototype
What Data To Collect During Pilot

Last edited: 1, September 2014
Data collection ideas drafted by Leigh Cullen
Data specific to the pilot entered by Alex Mokori

Location:
Uganda

When:
27 August 2014 -

Uganda Facilitator & Community Pathfinder:
Alex Mokori

Kenya Facilitator & Community Pathfinder (who may assist Alex in-person):
Wekesa Zablon

Global Pop Up Bus Team helping coordinate this pilot:
Alex Mokori, Wekesa Zablon, Leigh Cullen

Meet our Uganda Youth Community Pathfinders: *Data shared by Alex in blue.*
1. Brian, graduated in 2006 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working as marketing agent for Mariestoppes Uganda
2. Ismael, graduated in 2006 with BA from Makerere University, currently working as consultant for team building and coaching services to companies and organizations
3. Amanda, graduated in 2012 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working in her own nail parlor
4. Francis, graduated with BSc. Vocational Education and is completing MSc. Applied Human Nutrition of Makerere University, currently lectures in Kyambogo University and returns bakery for cakes and other confectionery
5. Muniirah, graduated in 2010 with MSc. Applied Human Nutrition of Makerere University and completing PhD in Nutrition in Nottingham, works as part time lecturer and consultant of nutrition
6. Fred, graduated with MSc. Population studies of Makerere University, runs medical clinic in Kampala and also provides consultancy services as M&E specialist
7. Martha, graduated in 2012 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working in private honey business
8. Sheilla, graduated in 2010 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working in her own cloth and garment design business and nutrition fellowship with JSI

9. Jamiru, graduated in 2013 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working in private business as nutritionist in various health clinics, processes food products and writes articles in newspapers
10. Jerome, graduated with MA Development Studies of Nkozi University in 2007 and completing PhD Rural Development of University of Dar es Salaam, works as freelance consultant and part time lecturer.
11. Mwajab, Third year Computer Science student,India; she is working as graphics designer for the team
12. Shakira, graduated in 2012 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working in private consultancy as administrative assistant and has part time work as consultant nutritionist
13. Winnie, graduated in 2012 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working in Gulu University as PhD fellow's research assistant
14. Nadith, graduated in 2012 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working as Nutritionist in Ntungamo district
15. Rebecca, graduated in 2010 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working in Ministry of Health as intern
16. George, graduated in 2012 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working as part time consultant and member of Nutrition Group Africa
17. Emmanuel, graduated in 2012 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working as freelance nutritionist
18. Prisca, graduated in 2012 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working in JSI as nutritionist
19. Afra, graduated in 2012 with BSc. Human Nutrition and Dietetics from Kyambogo, currently working as part time nutritionist in private hospital in Kampala
20. Alex, PhD fellow in University of South Africa, working as public health nutrition consultant, cleaning business, CeNET
21. Nuriat, works as part time general medical doctor in private hospital in Kampala
22. Ossa, final year BSc. In Human Nutrition and Dietetics of Kyambogo University and currently finalizing his internship in JSI.
23. Laira, graduated with BSc. Human Nutrition and Dietetics in 2010, currently doing MPH and works in NGO as community mobilizer.

Resources: *Data shared by Alex in blue.*

How is this currently being funded?
Currently we are contributing own savings to help the team get started

Where is the team meeting/training? (Local tech hub, someone's home, etc):
We meet in Star Gardens bar and restaurant in Ntinda, Kampala suburb. We buy soft drinks and meals as meals of payment for the meeting place

What resources and technology are being used to provide instruction to the Community Pathfinders?
We use internet: e-mail, google+ and also whatsapp on mobile phone: we have a group where we interact each day.

What resources are missing? *Alex, what additional resources would help you carry out your mission?*
Right now the highly needed resource is our own office/centre which is big enough to accommodate the current team and the upcoming new members especially those from University. We also need resources to furnish the centre as well as to pay administrator, for office supplies, communication and transport.

Summary:

Alex Mokori, our *Uganda Pop Up Bus Facilitator & Community Pathfinder,* is leading our pilot. Alex's idea, " Innovative Centre: Fresh Ideas for Success by Youth for Youth," aligns directly with *Pop Up Bus* prototyping, so our teams are excited to combine efforts. Alex's *Innovation Center* is the equivalent to the type of sustainable "Community Tech Hub" that *Pop Up Bus* would like to leave behind in a community. The Hub is maintained by a Facilitator, just like Alex, and a team of Community Pathfinders, just like Alex's team of 23 youth. This "Hub Team" then provides learning and training activities to local youth, just like Alex's team plans to do.

Alex is working together with a **bright team of 23 youth in Uganda** who are educated in health & nutrition. The team grouped together due to a common cause: many youth on the team are frustrated because they have not been able to gain employment in the field of their choice (health & nutrition) and are supplementing incomes with forms of work unrelated to their formal education. The team's goal is to provide training and mentoring to other local youth to help those youth achieve their employment goals.

This special team of youth is officially our first group of Community Pathfinders. We welcome this whole team warmly. We think this approach of youth helping propel youth forward is a powerful model. The Pathfinders will work with Alex to reach out to university students to teach students soft and hard skills that will enable students to achieve employment goals. The students will be taught teamwork, entrepreneurship, business skills, product and service design, and product marketing. The goal is that teams of students build viable go-to-market products as an outcome of these workshops. Students will be mentored along the way.

Alex has applied for formal funding. In the interim, his youth team has pooled together resources to help make the mission a reality. The first university Alex and his team of youth wish to work with is Kyambogo University.

Prior to reaching out to Kyambogo University, we've decided to pilot the prototype first amongst Alex's team of youth, the Pathfinders themselves. Alex is taking the lead on training the Pathfinders as coaches and mentors. **Wekesa has volunteered to help Alex in person.** This duo will make an invincible, dynamic team. This document will record steps taken and lessons learned in our Uganda Pilot.

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PART 1: INTROS

Step 1:
Introduction to Alex Mokori, Pop Up Bus Uganda Facilitator & Community Pathfinder
Alex, it would be awesome if one of your youth team members records a short (1-2 minute) video of you. Introduce yourself to the world, discuss your goals for the pilot and your team. Also, please feel free to write up a blurb about yourself which we will include in this document.

Step 2:
Introduction to Wekesa Zablon, Pop Up Bus Kenya Facilitator & Community Pathfinder
Same as Step 1, but this is a short video of Wekesa. Introduce yourself to the world, your skills/goals, and how you plan to help Alex. Also, please feel free to write up a blurb about yourself which we will include in this document.

Step 3:
Introduction to our Team of Youth Community Pathfinders in Uganda
Alex, why don't you select a few members from your youth team to record via video. (It is a good idea to get a signature from them saying that they are ok with our team sharing their stories online.) They can introduce themselves to the world and discuss why they are committed to the project and how they plan to help. This can be done in a 1 minute video per Community Pathfinder, or a combined discussion – however you think best, Alex.

PART 2: GET TO KNOW OUR YOUTH COMMUNITY PATHFINDERS

Alex's indirect questioning, storytelling, mind-mapping approach.

Alex, will you write describe in detail your indirect questions, storytelling, and mind-mapping approach? We will fold this into our prototype as a set of instructions to help other Facilitators. I started flowing in your ideas below.

Alex's descriptions follow:

I am suggesting we use qualitative research methods such as hopes and dreams doors, feeling faces, word bubbles, storytelling, card piles and coloured cards. I personally would use hopes and dream doors and storytelling to get to understand the deeply held ambitions and frustrations the University students and graduates have in their professional development and employment. We could hold the interviews with individuals or through focus group discussions. Focus groups are more powerful though especially if we want to ascertain what affects the youth as whole. Here is an example I could use:

Hopes and Dreams Doors

(Lay out the "hopes and dreams doors" photos. These are photos of unique doors from all around the world.)

"They are very special doors. Each door represents the hopes and dreams of someone just like you—a youth who wants to make a difference in this world. We know that University students hopes and dreams they cherish. Pick a door that says something to you about the hopes and dreams you have professionally."

(Respondent picks one or more "Hopes and dreams doors" photos.)

"Notice that each door has a lock. Unlock the door you selected and walk through it. What hopes and dreams lay behind that door for you?"

(Probes: Tell me more. Help me understand. How does that make a difference in your life?)

Magic wand:

(Playfully hold the magic wand as you talk, waving it over respondents in a fun way that suggests the wand has magic. Keep the tone light, fun and lively.)
"We know this magic wand doesn't have special powers, but just for today, imagine this magic wand has special powers—the power to make your worries go away."

Hand the magic wand to the first respondent as you ask this question: "If you could erase employment worries you have, what worries would you erase?"

(Pass the magic wand to the next person and ask the same question. Continue passing the magic wand and repeat the question until all respondents have answered.)

Probe as needed: "Tell me more."

Storytelling:

I'm going to tell you a story—but I need your help. I only know part of the story so please jump in when I pause to help me out.

'Once upon a time there was a group charged with changing the way the youth in Universities were trained. They were a well-meaning group but not very skilled at changing the youth perceptions of the topic and moving them to action. As they gathered to discuss their plans, they decided it would be best to……'

(Help me out there. What do they need to be sure to do to?)
[Allow silence as they jump in with ideas… then continue with the story below]

'They also discussed how important it was to not do certain things. They decided they would for sure not….'

And Alex, would you record (in writing) what questions you ask your team of youth and their answers. And/or, capture the quotes that you think are most relevant:

Recorded data below:

Q:
A:

or

"Quote…."

PART 3: LOCAL COMMUNITY EMPLOYMENT DATA

Collect/attach community data here that is relevant to youth employment data in Uganda. Add screenshots and notes, along with source information.

We're trying to form a clear picture for the open OpenIDEO community, so that they can understand your local community's needs as they relate to building better pathways and employment opportunities for youth.

Examples. what are the primary job sources in the community; what skills do young, local people lack to acquire these jobs; what is the local graduation rate; what percentage of youth prefer to work in a field that isn't available in your community; what percentage of youth would prefer to move outside of the community to find a job, etc.

Wekesa is excellent at this. This is probably and ongoing stage during all phases of this project.

*__**Note, Alex is collecting this. See Alex's extensive documentation.__*

PART 4: WORKSHOPS (LEARNING+TRAINING)

Alex, will you describe in detail the workshop lesson plan you are organizing for your youth team? We will fold this into our prototype as a set of instructions so that other Facilitators around the world can replicate your workshops.

Lesson Plan:

Skills Taught:

Projects:

Video Journaling based on milestones met:
It would be great to capture the journey via milestones met, and hear the youth describe their progress. These stories could be shared with youth around the globe.

From Alex: "I suggest we develop video testimonials from different youth on the behaviour of interest. Application of emotional research techniques while interviewing the youth would be great as emotions would drive other youth to action. The same approaches as suggested earlier would be great." *Sounds great Alex! Let's run with it.*

Photographs:
For bulletin boards, etc.

Notes/Observations:

PART 4: ADDITIONAL YOUTH MENTORING TECHNIQUES

Record additional youth mentoring techniques used.

Youth mentors (names, professions):

Mentoring techniques used beyond the workshops/training: