Master thesis
Creating better product communication by using Storytelling and Cultura

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Master Thesis - Tessa Fij
All photographs within this report have been taken by the author, Tessa Fij.

I want to thank all the people that have contributed to these photos, and who have allowed me to take photos of them. Where possible the persons in these photos have been asked for their permission to be published within this report.
A lot of people have supported me through this Graduation Assignment. Below I want to thank all the supportive, helping, energizing and criticizing people.

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Tessa Fij
Executive Summary

Context
This graduation thesis by Tessa Fij has been conducted for BoP Innovation Center (BoPInc). BoPInc is a non-profit foundation that supports innovation and welfare in low-wage markets (the Bottom of the Pyramid (BoP)). In one of its current projects, BoPInc gives advisory support on marketing and distribution of innovative Small to Medium Enterprises (SMEs) that include the people of the BoP.

Problem
Within this project, BoPInc provides advisory support to selected SMEs. This support mainly consists of a two day training. The outcomes of this training are reported by BoPInc. The selected SMEs try to implement these outcomes. During this implementation phase, the SMEs still receive support via regular phone calls. This practical implementation is challenging for most SMEs. These organizations find it difficult to include valuable insights in practice. This assignment, was initiated to improve this process of implementing the training outcomes.

Orientation
First, the current advisory support process and BoPInc’s training tools were analysed to identify the main changes that need to be made within this process.

The first solution space that is identified is that the current trainings do not include the cultural perspective. Currently trainings actively include the end user perspective, to match the product/service and the marketing better to the end user. But the product-user interaction takes place within an environment, which is culturally shaped. Including this cultural perspective helps the SMEs and BoPInc to have the same understanding of the context of the product/service.

The second solution space is on the abstraction level of the training outcomes. The outcomes of the trainings need to be made more practical in order for organizations to implement it easier. Once these outcomes become more practical, the underlying insights can be included better.

To tackle the defined problem I reviewed literature to find additional knowledge on the defined solution spaces. Within this review I found two theories that could add to the two identified solution spaces: Cultura and Storytelling. The BoPInc training tools together with the literature methods formed the input for the Case study.

Case study: EcoGroup
One of the selected SMEs, EcoGroup, participated in such a training at the end of April 2018. EcoGroup is an Ugandan organization that designs, produces and markets clean cooking stoves. The training EcoGroup participated in, resulted in multiple insights and seemingly practical changes for this organization. Almost half a year later, the SME has implemented a lot of changes and has worked on their new communication plan. Although they put in a lot of effort, implementing the abstract insights in practice seemed too challenging and the values are not yet included in the communication materials.

Within the Case study I first explored the current situation, with these insights I defined the targeted end user, cooking culture, current usage, and current interactions between EcoGroup and its end users. The end user was defined to be a low income peri-urban woman. Then, a desired interaction was defined which resulted in the designed communication plan (Figure 1). The plan contains 6 steps through which the end user will potentially reach long term retention of the right product usage.

Figure 1 The communication plan
Additionally to the communication plan, I developed several communication materials. These were developed by the use of the Storytelling theory. For every material, the following 5 aspects of a story were defined in detail: a setting (1), a character (2), resources (3), actions/interactions (4), and a purpose/goal (5) (Burke, 1969; Westerhof, 2018). For every aspect that was defined, the background knowledge of the previously defined cultural context was applied.

Advice
When looking back on the design process of the Case study, I especially reflected on the contributions of Cultura and Storytelling and on how these theories can be included within the advisory support process.

The Cultura knowledge was used during the discover, define and develop phases. During the BoPInc trainings, the inclusion in the define and develop phases are most relevant. The discover phase is excluded of the trainings. The Storytelling knowledge was used during the discover and develop. The theory steered the discover phase towards the Storytelling aspects. During the development of the communication materials, the five aspects were used to structure the design and helped to include the insights from found during the explorations.

These reflections resulted in the design of two canvases. These canvases help to include cultural context insights in more practical outcomes of the trainings.

I designed a Storytelling Canvas (Figure 3) on the basis of the 5 aspects of a story (Burke, 1969; Westerhof, 2018) to help the process of creating these practical materials. The insights of the Cultura Canvas (Figure 2), contribute to connecting these stories to the end users that are being targeted. Together the Cultura Canvas, Storytelling Canvas and usage advice for trainings help BoPInc to better support the development of product communication of SMEs.

Reflection
This Graduation Assignment contributes to the advisory support process of the BoPInc in one of its projects. It intends to solve the implementation challenge of valuable insights, through creating more practical outcomes of the advisory support training. The created designs have found to be relevant for both EcoGroup as BoPInc. For EcoGroup, the designed communication plan for its communication to low income peri-urban women is ready to be realized. Furthermore, the canvases and advice for BoPInc contribute to a more effective consultant process for future similar projects and are being included in the standard BoPInc tools. Due to time limitations the designs have not been fully tested.
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Introduction

In this chapter I first explain the general context of this graduation thesis and the problem that has been encountered. Next to that, the steps in solving this problem are explained in the project approach.
1. Introduction

1.1 Context

This report contains the results of the graduation thesis for the master Design for Interaction of the faculty of Industrial Design Engineering of the Delft University of Technology. This assignment is conducted by Tessa Fij for BoP Innovation Center (BoPInc). BoPInc is a non-profit foundation that supports innovation and welfare in low-wage markets. BoPInc supports start-ups, small to medium enterprises (SMEs) and multinationals in creating commercially and socially viable business models and activities that include the people of the Base of the Pyramid (BoP) as consumers, producers and entrepreneurs.

One of BoPInc’s current projects is called Innovations Against Poverty (IAP). This project gives SME’s in Uganda, Cambodia, Ethiopia and Zambia, financial and advisory support on the improvement of their marketing and distribution. IAP is funded by the Swedish International Development Cooperation Agency (Sida), managed by the Netherlands Development Organisation (SNV) and in partnership with BoPInc and Inclusive Business Sweden (IBS). A Case study has been performed for one of the SMEs receiving the support, this is EcoGroup. This graduation is carried out within the context of the IAP project as is shown in Figure 1.1.
Within IAP, BoPInc provides organizations with advisory support to improve their marketing and distribution. This advisory support process (Figure 1.2) consists of a two day training, preparation and evaluation of the training and implementation support calls. During the training, the current marketing and distribution is first restructured. After which it is redesigned in collaboration with the SME’s, while making use of BoPInc tools. The results of the training are presented in an outcome report. Eventually, the new developed ideas must be implemented within the organizations. BoPInc is facing difficulties in getting the training outcomes implemented by the SMEs. The translation of the deeper values of the training outcomes to actual communication materials is a challenge for the organizations.

BoPInc aims to deliver impact and relevant changes in the field. Within IAP they have observed the implementation challenge and see the opportunity to improve the current process from BoPInc’s side. Therefore, this Graduation Assignment focuses on improving the implementation process of the training outcomes.

One of the organizations that was chosen for this advisory support, is EcoGroup. EcoGroup is an Ugandan SME that designs, produces and markets clean cooking stoves. They participated in a two day training at the end of April 2018. This training delivered multiple insights and seemingly practical changes for the organization. Almost half a year later, the company has tried to improve their marketing and distribution according to the results of the training. Although a lot of effort is made, translating training outcomes to a concrete communication plan and materials remained a challenge for EcoGroup.

**Result**

This Graduation Assignment attempts to tackle the difficulties with the practical implementation of the changes in marketing and distribution for one company, EcoGroup, specifically by redesigning their communication plan. By designing this plan, I have provided concrete design solutions for the SME which can be incorporated into the overall marketing campaign. In order to make the plan practical and easily implementable, the plan consists of touchpoints with the end users and corresponding communication materials. These materials can be used by EcoGroup during the touchpoints. Together the touchpoints and materials form a complete connected communication plan.

Additionally, I reflected on my design process within the Case study and used the insights of this reflection to advise BoPInc. This advice is general and not focussed on the company EcoGroup. Two canvases are designed which can be used for projects similar to IAP. The canvases support SMEs with the implementation of training outcomes.
This graduation report is the result of 20 weeks of work. Figure 1.3 provides an overview of the complete approach of this thesis.

To get a deeper understanding of the challenge and the context, I started this project with an orientation part. During this part, first, the current trainings and training materials that BoPInc uses during the advisory support process within IAP were observed.

Evaluating the training set-up and training materials resulted in two main conclusions. Secondly, I found two methods in literature that had the potential to solve the two conclusions; Storytelling and Cultura. This literature was studied and then summarized. Together, the BoPInc training tools and the literature methods, formed the input for the second part, the Case study.

Within the EcoGroup Case study, the double diamond approach (discover, define, develop, deliver) is used to structure the process. An explorative study is used to first discover the product and basics of the company. Continuously, this study discovered and defined the end users, the cooking culture and the current stove usage of the EcoStove. Third, EcoGroup has been analysed on its current interactions, which have led to a defined desired interaction. Then multiple designed communication materials were developed and tested in the field. After which the final communication plan was delivered.

During the last part, Advice, the design process for the EcoGroup case was evaluated. This evaluation resulted in two practical canvases. I found that the knowledge of the two theories contributed to the practical creation of the communication plan and communication materials within the Case study. Therefore the canvases were designed on the base of the literature knowledge and field experiences. The canvases can be used by BoPInc within IAP and similar projects.
**PART I**
**Orientation**
- **Goal**: Discover and define the current challenges
- **Process**: Analyse problem
- **Outcomes**: - Current tools
  - Training structure
- **Process**: Review literature
- **Outcomes**: - Storytelling
  - Cultura

**PART II**
**Case study**
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**PART III**
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  - Storytelling canvas
  - Canvas usage
Conclusion

After analyzing the advisory support given by BoPInc, I found two main shortcomings in the trainings that could cause difficulty in the implementation of the insights.

The first shortcoming is that the current training does not include the complete cultural context of the product/service that is marketed, but merely the end user. The training is generally set up from a user-centered perspective and throughout the complete advisory support process the end user is emphasized regularly. When designing a communication plan and communication materials, the context around this person is equally relevant to the design. If you know more about the cultural context of a person, the communication of the product can be done better. Furthermore, including this cultural perspective helps the complete team, BoPInc and the SME, to be on the same level of understanding of the cultural context of the product/service.

Conclusion 1: Cultural context
Secondly, I realized that the outcomes of the training are not easily implemented once they seem to be very abstract. The training outcomes are often insights on behaviour or values. Translating these insights in the physical materials and story is challenging for the SMEs. Once the insights are made more concrete, it gets easier for organizations to include the insights in all communication materials.

Conclusion 2: Abstraction of training outcomes

PART I
Orientation

The goal of the first part of this report, Orientation, is to explore the current challenges, and find potential solutions in literature for these challenges. First the current situation is explained in chapter 2. BoPInc advisory, then the reviewed literature is highlighted in chapter 3. Literature review.
This chapter defines the advisory support that BoPInc provides to SMEs within IAP. First I give an overview of the two day trainings that BopInc gives to improve the current marketing and distribution of chosen IAP organizations. Next, I explain three main tools that BoPInc uses during these trainings. Lastly, I elaborate on the challenges of the implementation of the outcomes of the trainings.
2.1 Advisory training

**Goal of the training**
The advisory support is meant to improve the current marketing and distribution of high-potential organizations within IAP. For every organization the goal and planning of the training is adapted according to their specific needs. These needs have been discussed during one or two preparation calls. Within these calls BoPInc and the company have the opportunity to get acquainted with each other. Together they identify where adjustments are needed within the marketing and/or distribution of the SME.

**Participants**
The amount of participants that join the session is regularly between 4 to 8 participants. BoPInc prefers to include as many employees of the SME as possible, though the decision is given to the organization. From BoPInc generally 1 or 2 trainers provide the session.

**Planning**
As explained before, the planning of the training can differ according to the specific needs of a company. But the overview in Figure 2.1 shows a generalized structure that is based on the structures of all the IAP trainings that have currently been conducted by BoPInc. Appendix B.1 shows two training plannings and two photos of trainings.

**Materials**
During the trainings, BoPInc uses a powerpoint presentation to explain the tools. After each explanation the participants need to do an assignment. Blanc flipovers are placed on the wall and all participants help to complete the assignments (Figure 2.2). The tools used by BoPInc are explained in the next paragraph.

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**Day 1**

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Figure 2.1 Basic structure of IAP trainings.

Figure 2.2 Photo of materials on the wall during one of the trainings.
As can be seen in the previous paragraph, BoPInc uses multiple tools during the advisory training. Three main tools are explained in further detail below: the Value Proposition Canvas, the ATEAR Model and the Five Levers of Change.

Value Proposition Canvas (Figure 2.3)
The Value Proposition Canvas (Osterwalder, Pigneur, Bernarda, & Smith, 2014) is a combination of two parts, the Customer Profile (1) and the Value Map (2). The goal of this canvas is to identify the differences and similarities between the preferences of the user and the product values. Through visualizing them closely next to each other, you are able to see what values of your product are most relevant for end users and what is not. This canvas can be used either to match the design of the current product/service closer to the preferences of the end user, or to create a stronger product communication by emphasizing the product parts that seem most fitting to the end user.

Persona Canvas
BoPInc uses the Persona Canvas of Figure 2.4 to create an end user understanding. The Persona Canvas contains basic persona items, like a name, a drawing, demographics, psychographics, and skills. Furthermore it includes the three Customer Profile aspects; the pains, the gains and the jobs of the end user. So, this canvas is part 1 of the Value Proposition Canvas, but creates a better understanding of the end user due to the other 5-6 canvas aspects.

Value Map
The Value Map is the second part of the Value Proposition Canvas. The Value Map is used to identify the current products and services that are offered. The participants need to fill in the gain creators and pain relievers of the products and services. Through comparing the Value Map and the Persona Canvas, the true value of the product for its end users is determined.

The ATEAR Model (Figure 2.5)
The ATEAR model is a model for marketing at the Base of the Pyramid and is designed by BoPInc. The abbreviation stands for the qualities that need to be included when setting up a communication plan in a BoP setting: Attention, Trust, Experience, Action and Retention. The model helps to structure the current marketing actions and materials, and identifies opportunities for improvement. During trainings, the participants must complete the different qualities of the canvas with the communication activities they currently use.
undertake. After completing the current activities, the group reflects all together on the overview, to see where the organization should emphasize more and where less. Eventually this results in recommendations on the improvement of the current communication strategy.

The Unilever Five Levers of Change (Figure 2.6)
The Unilever Five Levers of Change model (Unilever, n.d.) includes 5 steps to change someone’s behaviour: make it understood (1), make it easy (2), make it desirable (3), make it rewarding (4), make it a habit (5). So, when changing a person’s behaviour, step one is to create an understanding of the problem. Secondly, you should make it as easy as possible for the user to change its behaviour. This can be done for example, by designing a product in such a way that the usage is almost similar to the current usage of the end users. The shift in behaviour needs to be kept as small as possible. Then, it needs to be desirable for the end user to continue this specific behaviour and to continue using the product. With the use of rewards, you can influence the behaviour of the end user multiple times in a row, let them re-use the product/service. Consequently, this results into the creation of a habit. Once the end user has adopted the behaviour as a habit, he/she will perform specific actions without even thinking about it.
The implementation process starts once the outcomes of the training are presented in a report and shared to the SME. First, the report and implementation actions are described. Then, a short discussion is included on the product context and the abstraction level of the training outcomes.

**Report**
After the training, BoPInc captures all the outcomes of the training in a report. Usually, this report is a visual summary of all exercises performed. At the end of the report, a short summary and an overview of the next steps are formulated.

**Implementation actions**
A couple of weeks after the training, the report is shared and discussed during a phone call. Afterwards, the SME tries to implement the steps as defined by together. This part of the advisory support is very challenging for the SMEs. The organizations find it difficult to translate insights into concrete practical outcomes. During the continuing of the implementation process, regularly scheduled phone calls take place so the SME can update BoPInc on its progress and BoPInc can advise the SME on the implementation.

**Cultural context**
Currently, the trainings are highly focussed on thinking from the end user perspective. This user-centered design approach brings the users into the design process (Miaskiewicz & Kozar, 2011). Within the IAP projects, generally the cultural backgrounds differ between the BoPInc advisor and the SME employees. Sometimes the SME is part of the same cultural background of its end user, but generally not. People tend to interpret information about intended users differently, because they apply the user insights on what they know from their own background (van Boeijen, 2015). These differences in cultural background explain the need for a broader view on the cultural context of the product/service of the SME. Instead of only exploring the end user, the complete cultural context of the product should be included in the trainings. This helps the advisors of BoPInc to understand the cultural context of the product and the organization better. Furthermore, this helps the organization to better understand the cultural context of its intended end users.

**Abstraction level**
The outcomes of the trainings are often insights on user behaviour. Which means that the SMEs need to think of certain user behaviour during the design/development of their communication plan and materials. Due to time limitations, the complete design process can not be done together, but needs to be done by the organization alone. The design and development could not have been during the trainings. Currently, the outcomes of the session are on an abstract level. But once the training outcomes could more practical and include the valuable insights/deeper values, it is easier for the organization to realize it in practice. For example, by showing the organization how these values and insights can be used in the realization of communication materials, the organizations can not only design this specific material better, but hopefully they can also learn this process for future materials. Once the real insights are combined in practical outcomes, the organization might not remember all the detailed insights, but the output contains these insights anyway.
Conclusion

After analyzing the advisory support given by BoPInc, I found two solution spaces in the trainings that could solve the challenge in the implementation of the insights.

Cultural context

The first solution space is that of the inclusion of the cultural context. Current trainings do not include the complete cultural context of the product/service that is marketed, but merely the end user. The training is generally set up from a user-centered perspective and throughout the complete advisory support process the end user is emphasized regularly. When designing a communication plan and communication materials, the context around this person is equally relevant to the design. If you know more about the cultural context of a person, the communication of the product can be done better. Furthermore, including this cultural perspective helps the complete team, BoPInc and the SME, to be on the same level of understanding of the cultural context of the product.
Concretization of training outcomes

Secondly, I realized that the outcomes of the training are not easily implemented once they seem to be too abstract. The training outcomes are often insights on behaviour or values. Translating these insights in the physical materials and communication narrative is challenging for the SMEs. Once the insights are made more concrete, it gets easier for organizations to include the insights in all communication materials.
After analyzing the current advisory support process, I reviewed literature to find theories that could contribute and possibly solve the shortcomings that were identified in the previous chapter. The first shortcoming can potentially be solved by including the knowledge of the Cultura Toolkit. The second shortcoming can potentially be solved by a theory that can turn abstract insights into practical visualizations, Storytelling. Before I dive into these potential solutions, I start by shortly explaining Base of the Pyramid end users according to current literature.
3. Literature review

All the organizations, advised by BoPInc, include people at the Base of the Pyramid (BoP) either as end users, producers or entrepreneurs. I have done a literature review on this topic, to create a better understanding of the behaviour of BoP users.

Who is part of the BoP?
Around four billion people around the world have incomes below $3,000 (in local purchasing power), together they form the Base of the Pyramid (Hammond, Kramer, Katz, Tran, & Walker, 2007). Nearly all of the people at the BoP live in developing and emerging markets, like Asia, Africa and Latin America (Van Der Klein, Mancheron, Wertheim-Heck, & Collee, 2012). Together they compose a large majority of the population there (Hammond et al., 2007). Though this group of people has a limited income, together they are a big group of end users that should not be overlooked as an interesting market to invest in.

BoP hierarchy of needs
Generally, BoP end users lack access to their basic needs, including lack of food, water, shelter and clothing. Combined with the lack of access to sanitation, education and health care, this results in life threatening challenges (Van Der Klein et al., 2012).

The Maslow’s hierarchy of needs, which can be seen in figure 3.1 (Maslow & Lewis, 1987), is seen as a useful way to categorize people’s basic needs, motivations and priorities. But Subrahmanyan and Gomez-Arias (2008) question the applicability of this theory to the BoP and they show that the BoP consumes more than just survival needs. Subrahmanyan and Gomez-Arias (2008) also emphasize the creativity and innovation of the BoP end users. These low-income end users are not only driven by the lower needs in the Maslow’s hierarchy of needs; like survival and physiological needs (Maslow & Lewis, 1987), but moreover, they are trying to fulfil higher order needs to increase their livelihoods.

The differences in culture between the BoP and western world, influence the hierarchy of needs of the end users. The standard hierarchy is believed not to match the actual needs of the BoP end users. The western societies are generally more individualistic compared to the more collective BoP. For example, on the Hofstede scale, the level of individualism in The Netherlands is 80, while the level of individualism in Kenya, is only 25 (Hofstede, Hofstede, & Minkov, 2010). This means that the Netherlands is highly focused on the individual, while Kenya is highly focused on the collective. Comparing Uganda with its neighbour Kenya, it can be concluded that in Uganda the focus is also on the collective.

This explains why people in the Ugandan BoP are encouraged to act together. A person within a network can count on family, friends and associates that will help in case of an emergency (Subrahmanyan & Gomez-Arias, 2008). A previous study even indicates that a trustworthy relationship with neighbour retailers helps to build security for BoP customers. So, even when the end user can get a product at a lower price elsewhere, the relation with the shop owner is valued as more important. Therefore, the end user is probably willing to choose to buy the more expensive product (Subrahmanyan & Gomez-Arias, 2008).
Designing from a cultural perspective helps the BoPInc advisors and SME employees to understand the cultural context of the product better. The most personal stories people tell are culturally shaped (Westerhof, 2018). So, once you want to create a story that truly touches people emotionally, the inclusion of cultural aspects of these people is crucial.

To find a solution for the defined problem, the inclusion of a broader view on the end user and product is needed. For this reason, I intended to include a theory that helps exploring, defining and using these broader insights. This is the Cultura Toolkit, designed by Hao, van Boeijen & Stappers (2017). The toolkit facilitates designers to empathize with user insights of cultural backgrounds that are different from their own. It helps the designers to see the broader cultural context involved with the end users (Hao et al., 2017).

The toolkit consists of 9 cultural aspects that are circularly oriented in one model: “the culture wheel” (Figure 3.2). Socio-cultural values are in the center of this culture wheel, these values are the core of what binds everything (Hao et al., 2017). Hao et al. (2017) state:

“Values are the social standards, concerning what value is acceptable and what is unacceptable, important or unimportant, right or wrong, workable or unworkable, in a cultural context.”

The other 8 aspects are placed around the Socio-cultural values; Material World, Rituals in everyday lives, Angels vs. Devils, Goals of end users, Community, Knowing the rules, Division of roles and Macro developments (Hao et al., 2017). According to the designer of the toolkit, Hao, the toolkit helps designers to design on the insights that have been found during research, rather than on the presumptions that a designer might have.

![Figure 3.2 The culture wheel (Hao et al., 2017)](image-url)
To create more practical outcomes, I found a theory called “Storytelling”. This theory demonstrates itself as a persuasive tool (Gray, 2009) and can be used to influence people’s behaviour. Within this chapter I first explain the basics of the theory, then how it can create more practical outcomes and finally how it can be used for behavioural change.

### The Theory
Since the existence of primitive forms of languages Storytelling is a way of communication. With the use of Storytelling you can convey not only information, but also learn about life, address culture, make sense of experiences, and express emotions (Gray, 2009). Stories can be explained as constructions of someone’s experiences and what this person has been through. Gray (2009) explains that the goal of creating stories by humans is to make sense of our human behaviour; our actions, motives, consequences, interactions, relationships and emotions.

The most distinctive story has been explained as a plot (Burke, 1969; Westerhof, 2018). A plot contains five main elements which can be found in Figure 3.3. Burke (1969) phrased it as follows: “within a specific setting (1), a character (2) carries out actions (3) through the use of resources (4) in order to reach a higher purpose (5)”. Westerhof (2018) explains that a plot or story should always be structured according to three phases: beginning, middle and an end. The beginning of the story introduces the specific setting and character(s) of the story. Within the middle part, some difficulties will happen, these will trigger the needs of actions and resources to solve the difficulties. Generally, the story concludes with a climax, in which the character of the story either reaches his/her goal, or not (Westerhof, 2018).

### Behavioural Change
Through human imagination, people are able to empathize with stories, they can identify themselves with the character of the story (Westerhof, 2018). Cody and Lee (1990), showed that an emotionally loaded story is better in changing people’s behaviour on the long term, compared to a factual story (Cody & Lee, 1990). Furthermore, narrative stories are found to be more persuasive compared to statistical stories. Moreover they have found to be perceived more positively, as more relevant and more credible by end users (Gray, 2009).

Entertainment-Education (EE) is a way of Storytelling for behavioural change. EE is using the sharing of messages for two purposes, to educate and to entertain, with the underlying goal of changing people’s behaviour (Gray, 2009). Combining the educational value with entertainment in a message, helps to create a bigger audience for the educational value. The goal of this combination is to increase audience members’ knowledge, their positive attitude and continuously to change their behaviour.

EE is currently used in many health campaigns throughout the USA, Europe and developing countries (Gray, 2009; Singhal, Cody, Rogers, & Sabido, 2003), within soaps, drama, music and more. An example of Storytelling for behavioural change is a song written by a Liberian artist, Shadow Ent. This song is called
“Ebola in town” and helps to inform people about the dangers of Ebola and on how to stop the spread. Though this message is very serious and important, it is captured in a song. By conveying the message in a song, the message could quickly reach a big number of people.

**Practicalizing**
The best-known way to convey a story is by telling it, but a story can be communicated in many ways: by telling, writing/reading, visualizing, hand gestures and even by music. Currently, stories can be found anywhere, by the newspapers, by watching the tv series, by seeing the add that is played during the break or even by looking on Instagram. These are all practical examples of stories. Within these stories all 5 aspects defined by Burke (1969) can be found.

Storytelling in practice can be used in many ways, for example for external communication from a company to its end users (Börling, Mansson, & Bodin, 2017). Dennisdotter and Axenbrant (2008), explain that organizations can use Storytelling to create an image that shows the unique vision of their company that can be used to differentiate themselves from the market. They can create an emotional effect among the end users.
Conclusion

To conclude this chapter, a short explanation is given on how the knowledge of these two theories is included in the Case study.

Cultura

While setting up the field explorations of the Case study, this knowledge needs to be kept closeby to make sure that I include a wide variety of insights for all of the 9 aspects of the Cultura. After the exploration is done, the Cultura wheel is used to structure the insights. It is also used within a creative session to use the knowledge of the employees of the SME to find more relevant information.

The most personal stories that people tell are culturally shaped (Westerhof, 2018). So when creating stories that need to touch people’s emotions, these cultural aspects need to be included. Therefore, the insights of the cultural context are included in the design of stories through Storytelling.
Storytelling

The Storytelling theory is used in the Case study to design one overall storyline, and to design all the stories within the communication materials. After all the exploration is done, the main insights for each communication material are structured on the basis of the five aspects of a plot (Burke, 1969). Afterwards, the story is visualized in the most fitting way for the end users.
PART II

Case study

To implement the potential literature solutions in practice a Case study was conducted. I immersed within one of the SMEs that is part of the IAP project, EcoGroup. I designed a communication plan and communication materials for EcoGroup with the use of both the BoPInc tools and the literature theories.
EcoGroup

Within this chapter the context in which the Case study is performed, is explained. First, some basic background about the organization, EcoGroup, is given and then EcoGroup’s main product is presented. Finally, the implementation problem within EcoGroup is explained.
This Case study evolves around EcoGroup, an SME that promotes a new clean cooking technique. This organization designs, manufactures and markets a clean cooking stove that cooks with the use of charcoal, lava rocks and electricity. Below more details about the company are shared.

EcoGroup is based in Uganda and founded by an Ugandan woman. The main shop (Figure 4.1) and head office is located in Kampala, while the factory of the cooking stoves is located in a village which is about a 2 hour drive. Currently, EcoGroup is trying to scale and introduce its products throughout Uganda.

EcoGroups product range is more than 8. All these products use the same technique, but are in a different size. Consequently, EcoGroup targets a big range of end users; from low income households to big institutions. This graduation assignment focusses only on the smallest lava stove available (Figure 4.2), which is meant for low income end users. EcoGroup does not only provide stoves, but also combined packages, including a solar system, supply of charcoal and lava rocks and a one-year warranty.

**Vision:**
Provide a clean cooking alternative for all Ugandans

**Goals:**
- Reduce deforestation
- Promote health by reducing inhouse air pollution
- Help users achieve energy independence
- Improve livelihood for all Ugandans
- Create work possibilities for women and youth
Introducing the main product of EcoGroup, the EcoStove, starts by explaining the new clean cooking technique that is used. Continuously, all parts of the EcoStove are highlighted for a clear overview of what end users receive when buying this product. During the Case study the attention is drawn to the smallest stove that EcoGroup currently sells, because it fits the best with the purpose of IAP.

**Technique**
The heat that is used for cooking on the EcoStove is produced by charcoal. This charcoal needs to be lighted by the end user and then transfers its heat to lava rocks. Because of the porous characteristic of the lava rock, it can adopt the heat created by the charcoal very efficiently (Billings-smith, n.d.). With the air blowing around the rocks, they transfer this heat to neighbouring rocks so the stove heats the pan evenly. This air also directs the heat up towards the pan and helps the charcoal to burn effectively, resulting in a very efficient cooking process.

**Product packages**
When buying an EcoStove you can buy one of the 2 packages, according to what you need. Both packages contain, an EcoStove, a provision of lava rocks and some sort of electricity connection. The main difference in packages depends on the end user’s current connection to electricity. To use the stove, electricity is needed. The visualization in figure 4.3 shows the choices that can be made when buying an EcoStove.

The full package, on the left side in the visualization, is meant for end users without or with a bad electricity connection. These end users can choose to buy a stove in combination with a solar system. This solar system provides electricity to run the stove, as well as for running extra features, such as lighting your house, playing radio and charging mobile phones.

The small package is meant for end user that already have a steady connection to electricity. This package includes an adapter to connect the stove to an electricity socket. The small package is about half of the price of the full package, but is still about 100 euros.
Figure 4.3 The EcoStove package possibilities.
Advisory support

EcoGroup is one of the organizations that is part of IAP and has been part of an advisory support process by BoPInc. They have already participated in a training and have tried to implement these training outcomes in practice. The goal of the training was to develop a communication plan with a connecting brand for EcoGroup.

IAP Training
In April 2018 EcoGroup participated in a BoPInc training. Four team members of EcoGroup joined and were able to participate in the creation of the outcomes. Through actively participating in this creation, the employees are more engaged with the outcomes, and have a more connected feeling. The training (see set up in Appendix B.1) started with getting to know the end user and continued in the Value Proposition Canvas. The following topic, Brand Strategy, was specifically included in the training for EcoGroup and not part of the general trainings for IAP. Adding on this Brand Strategy was the next training topic, brand touchpoints. This topic was used to identify all current and desired materials for EcoGroup in communicating to their end users. The brand touchpoints were included to show the importance of a coherent brand across all these touchpoints. The training was finished with the ATEAR Model to create a strong communication plan which lets the potential end user go through all aspects of the ATEAR.

Implementing outcomes
After the training, EcoGroup received and outcome report (Appendix C.2) including a plan for the next step in setting up its communication plan. EcoGroup then hired a design company to develop a new logo and brand. Though the action was taken as agreed upon, the process of developing the logo and brand went slowly because it was challenging for EcoGroup to keep consistent in its feedback. The valuable insights of the training were never transferred to the design company. After the four participants of EcoGroup understood the insights of the training themselves, it seems to be too much of a challenge to include this in their communication to others.

Furthermore, the EcoGroup team developed communication materials and performed in many activities to present the EcoStove to end users. Though they performed the activities as agreed upon, the insights again did not get included in the actual actions of the team. For example, the flyer that can be seen in figure 4.4, was created. The action of designing and printing flyers was committed, but during the process the end user perspective was not included. The pains and gains of the persona that was created during the training (Appendix C.2) was not included in the design of the flyer. The flyer merely shows an overview of the available products. A sentence is included that anticipates on the health of end users, though this value was not identified as convincing for low income end users.

Conclusion
Overall the goal was to design a connecting communication plan and a strong brand. The outcomes of the training seemed potential for creating a worthy communication plan. Though taking insights from the training, understanding them completely and being able to communicate them well themselves, was challenging for the EcoGroup members. The final physical materials did not yet include the deeper insights, and an overall communication plan was not made until now.

Figure 4.4 EcoGroups flyer
Exploration

To have a broad understanding of the context, a lot of exploration is done during this Case study. The Cultura knowledge is used during the gathering and structuring of insights. First, the approach of the exploration is explained. The current situation within EcoGroup has been analysed. This analysis resulted in a clearly defined end user and cooking culture. Then the current usage has been identified for both a charcoal stove and the EcoStove, to identify difficulties in these usages. At last, both usages are compared to identify important factors when changing the behaviour of the end users.
5.1 Approach

During a full immersion within EcoGroup, the Case study started with the discover phase of the double diamond approach. This discover phase consisted of three weeks of field exploration, while using research methods like interviewing, observing and home visits. These insights were analysed and structured to form the background knowledge for the design of the communication plan.

The overall goal of the discovery phase was to create a broad view of the organization, its end users and the product. For this Case study I was part of the EcoGroup team and joined with all of the daily activities. While fully immersing within the EcoGroup company, I conducted multiple research activities: interviews, observations, co-creation sessions, home visits, product try outs, etc. The different activities were first analysed separately and at the end all together on one wall to find underlying relations between the insights.

Figure 5.1 shows how the activities relate to the analysis results that are presented in this chapter and the next chapter. Every cross stands for an activity that has been used during that paragraph, and empty place indicates that this research method was not used for the paragraph.

Within this chapter the main explorations are addressed. This contains the end user, cooking culture, EcoStove usage and charcoal stove. The current interaction is addressed in chapter 6.

<table>
<thead>
<tr>
<th>Interviews</th>
<th>Observations</th>
<th>Home visits</th>
<th>Creative session</th>
<th>Joining sales activities</th>
<th>Usage try</th>
<th>Generative/Co-Creation session</th>
<th>Literature</th>
<th>Cooking with user</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2 End user</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3 Cooking culture</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 EcoStove usage</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4 Charcoal stove usage</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 Current interactions</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 5.1 An overview of the relation between the exploration activities and chapters
First, the end user was defined according to the general terms which have been found in literature, income and demographics. Then, three different types of households found during explorations, were clarified. Finally, three personas were created to show insights of these different end users directions.

Due to the project Innovations Against Poverty, in which context this study is conducted, EcoGroup needs to target BoP end users. Therefore, this Case study also focusses mainly on the low income target group of EcoGroup. As explained in chapter 4, the smallest stove of EcoGroup is chosen as the product that targets this group of people, for the same reason. Figure 5.2 shows an overview of all Ugandan low income households and the roles of people within these households.
Urban, peri-urban, rural
Within literature there are three demographic terms which divide end user groups for this product: urban, peri-urban and rural (de Witte, 2016; Guloa, Ssewanyana, & Birabwa, 2017; Price, 2017). Multiple differences have been found between these location oriented divisions. The relevant differences are connected to the accessibility for EcoGroup and the local availability of fuel.

EcoGroups main office is located in the capital of Uganda, Kampala. Consequently, most of the EcoStoves are sold within the urban area of Kampala. Furthermore, the SME makes time consuming trips to rural areas of Uganda. When they visit these areas, it is often for a short stay only, in which they only make time to introduce the product. To bridge the gap between the urban and rural sales, the peri-urban areas surrounding Kampala seem to be a fruitful next step to attend to. Those areas do not need time consuming trips from EcoGroup and more time can be spend on introducing and selling the product.

Within these three areas, the availability of fuel is very different. In rural areas, Ugandans mostly cook on firewood. People are able to harvest the firewood themselves for free and it is widely available. These Ugandans are not easily changed in their current way of cooking when they then have to pay for the fuel. Oppositely, the main fuel available in the urban areas is charcoal. End users in these areas are used to pay for this fuel. The step to shift behaviour towards using the EcoStove is smaller for them. Within peri-urban areas, a shift is taking place in the fuel they use, due to deforestation. The trees in these areas are cut down at a high speed. Inhabitants of these peri-urban areas are forced to shift their behaviour form cooking on firewood to charcoal. Because the behavioural change has already started, the EcoStove can be introduced more easily. The area has a high potential for the change of behaviour towards the lava rocks of EocStove.

Due to this better accessibility to the area for EcoGroup, and a better match between the fuel available and the fuel needed for the EcoStove, the logical choice was made to continue with the peri-urban area.

Households
Looking into the peri-urban households, three main divisions were observed, individual household, single parent household and a double parent household (Figure 5.2 and 5.3). The current EcoGroup sale is strongly connected to females, they connect to women in every phase of their development process, and also target women because they are the actual end users of the stoves. About one third of the households in Uganda is female headed (29 percent in rural areas and 35 percent in urban areas (Price, 2017)) and within these households the woman also has the role of financial decision maker, instead of when a man is head of the household. Because of EcoGroups female focused approach, they often reach out to female headed households by using community groups where these women are part of.
### Peri - urban

<table>
<thead>
<tr>
<th>Individual</th>
<th>Single parent</th>
<th>Double parent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anita</strong></td>
<td><strong>Nakato</strong></td>
<td><strong>Sarah</strong></td>
</tr>
<tr>
<td>General info</td>
<td>General info</td>
<td>General info</td>
</tr>
<tr>
<td>- lives alone, no children</td>
<td>- lives with 2 children</td>
<td>- lives with 5 children and husband</td>
</tr>
<tr>
<td>- owns a shop in front of her house</td>
<td>- bakes and sells cupcakes to provide income</td>
<td>- works in the garden</td>
</tr>
<tr>
<td>Daily activities</td>
<td>Daily activities</td>
<td>Daily activities</td>
</tr>
<tr>
<td>- financial decision maker</td>
<td>- financial decision maker</td>
<td>- taking care of household</td>
</tr>
<tr>
<td>- taking care of household</td>
<td>- taking care of household</td>
<td>- taking care of children</td>
</tr>
<tr>
<td>- work/earn money</td>
<td>- work/earn money</td>
<td>- work/earn money</td>
</tr>
<tr>
<td>Cooking</td>
<td>Cooking</td>
<td>Cooking</td>
</tr>
<tr>
<td>- cooks once a day</td>
<td>- cooks once/twice a day</td>
<td>- cooks twice a day</td>
</tr>
<tr>
<td>- average of 1 dish per meal</td>
<td>- reheats leftovers at times</td>
<td>- average of 2 dishes per meal</td>
</tr>
<tr>
<td>Favo dish</td>
<td>Favo dish</td>
<td>Favo dish</td>
</tr>
<tr>
<td>- Matoke</td>
<td>- Matoke and stew</td>
<td>- Rice and posho</td>
</tr>
<tr>
<td>Dream</td>
<td>Dream</td>
<td>Dream</td>
</tr>
<tr>
<td>Nice house for myself</td>
<td>Bigger house</td>
<td>For kids to go to college</td>
</tr>
</tbody>
</table>

---

**Figure 5.3 Overview of Ugandan women targeted**
In this chapter the most striking and relevant insights of defining the cooking culture are described. Insights from the field have been grouped together in the Cultura wheel (Hao et al., 2017) (Appendix C.3) as explained in Paragraph 3.2. The described Cooking Culture is: “daily household cooking culture of low income peri-urban end users”.

In Appendix C.3 the completed Cultura wheel can be found. Within this chapter every aspect of the Cultura is addressed shortly. The insights have been used in the design process of the communication plan and communication materials.

The Material World

Stoves/fuel
In the overview (Figure 5.4), you can see the stoves low income Ugandans are using for cooking nowadays. As explained before, peri-urban low income Ugandans are users of mixed fuel, they use charcoal and/or firewood, depending on the current availability. While charcoal is the main fuel used, firewood is still used by some. Frequently, households in these regions have two stoves and use either firewood or charcoal according to the availability and price of the fuels.

Food
Generally, Ugandans do not eat varied. Koperdraat, Heemskerk, Klunder, & Jongeling, (2017) distinguished the typical Ugandan dish, it consist of two parts of dry starch (such as Matoke, Chapati, Posho, or Rice) together with a “watery” soup or stew (such as beans or groundnut sauce). Appendix C.3 also includes an overview of typical Ugandan dishes. These dishes are generalized for all Ugandans, irrelevant of the income that they have. Low income Ugandan families often have even less variety in their dish, they eat sometimes only one of these dry starches without or with only a little bit of sauce. Beside this, porridge is also a favourite cheap and widely available dish in Uganda.

Cooking tools
Ugandans usually cook with basic shaped pans with a flat bottom and without handles, as shown in figure 5.5. Due to damage, the bottom of the pan is often uneven. When making chapati a flat pan is used that is more like a grill plate. To keep the hot air inside the pan and the food moist, they either use flat lids or banana-leaves (Figure 5.7). Besides the closing function of the leaves, they also add a nice extra taste to the food. Ugandans either pack small portions of food inside the banana-leaves, in this way they are able to pack multiple different dishes in one pan and cook it at the same time, without needing an extra cooking pit or stove.

Community
Within communities, end users tend to save money together through so called community-based saving groups (CBSGs) (Mutebi et al., 2017). Within these CBSGs, community members provide an stated amount of money on a regular basis. Then, the total amount of money of all community members is distributed to one of the members during a regulated cycle that runs for a specific time. At the end of the cycle every community member has one time received the total amount of money at once. After the cycle is finished it continues from the start again. The groups are acting as social safety nets for the complete community groups (Mutebi et al., 2017). Currently these groups are
Family
The importance of family is high within Uganda. The family is the number one group that the end users connect to each other.

Religion
Next to these common communities for Ugandans to be part of, there is the religious group that is an important community they belong to. Religion plays an enormous part in the life’s of Ugandans (Otiso, 2006). There are different religions in Uganda, Christianity divided into Catholics and Anglicans and also a small part are Muslims. During their consistent visits to church or Mosques, they encounter this group.

“There is nothing as good as going to church!”

Community groups (Figure 5.8)
Within peri-urban areas, women generally are part of community groups. The groups are formed according to the women’s whereabouts and religious preferences. These groups, of about 10-20 women, usually meet once a week to do activities together, such as: baskets making, baking, cooking and studying. Sometimes these women create a “new product” and they try to sell it together.

Division of Roles
As you can see in Figure 5.2 on page 45, the main distinction in roles in this culture, is the role within a family. The man in general is the financial decision maker, while the woman is the head of the household and in charge of nurturing the children. Usually peri-urban families are relatively small (max of 4/5 children) compared to Rural families which have 1 till 10+ children. The meals are prepared by women and girls; men and boys from the age of twelve are not allowed in the cooking area (de Witte, 2016).

Rituals in Everyday Lives
In Uganda it is common to cook once a day (Koperdraat et al., 2017) and that is also normal for the defined end user. Sometimes the end user reheats the food that was prepared before, to have a second meal that day. Often the cooking is done in the morning/early afternoon. As explained by a woman during a home visit:

“We eat only when we are hungry and start cooking then.”

They only eat to fill their body with food mostly once a day, though western people are more used to multiple eating moments which are more related to time instead of actual appetite.

Next to preparing and doing the actual cooking, women have other daily activities such as buying charcoal/collecting firewood, going to the market to buy food, working in the garden and cleaning.

Knowing the Rules

Figure 5.8 EcoGroup visit to a community group event.
5. Exploration

As also nicely described by Koperdraat et al. (2017), Ugandans unspoken rule about friendship indicates that you should always share food. Once you have a visitor he/she cannot leave without receiving food, otherwise your relation with this person will end and you will never see him/her again. So this unspoken rule is about taking care of other humans. An Ugandan woman therefore often gets her satisfaction from her husband and children by cooking the food they eat (de Witte, 2016).

Another unwritten rule is that age indicates knowledge/wisdom. The older you are, the more you experienced you are and the more knowledge you have. Elderly are highly valued an respected even though they might sometimes appear to be fragile.

**Angels vs. Devils**
Highly ranked, elderly and religious persons, are perceived as so called Angels. If one of these Angels tells something positive about a product, it is likely that the civilians that follow him/her will want that product too. On the other hand strangers are perceived more as devils when it comes to the introduction of a new product, people are hesitant to believe what he/she is telling.

**Goals of End users**
The main goals and dreams of end users can be generalized as the improvement of the livelihood and taking care of their children. All the goals described by the women in the study of Koperdraat et al. (2017), and the this exploration research, fall under these two main directions. For example two women described the following goals in their lifes:

"I want to buy and bread my own chickens, so I can earn a bit more money on a daily basis"

and

"I want my children to go to school, and even to University!"

**Macro Developments**
At this moment within this culture two main Macro Developments are going on: Deforestation (Figure 5.9) and “Clean-cooking". In the total land of Uganda the forest covers an estimated percentage of 15-26 percent (Price, 2017). Cooking on charcoal and firewood has contributed to the deforestation in Uganda, as trees are cut down at a high rate in order to meet the fuel demand. Between 1990 and 2005, the country lost about 26 percent of its forests due to this uncontrolled harvesting of trees (Price, 2017).

In Uganda large quantities of clean-cooking initiatives are presented. But often competitor sellers are offering the same product with only a small particular twist. Even though, there are many initiatives for clean-cooking, there has not changed a lot in fuel usage.
In this part at first the desired EcoStove usage is explained. Afterwards the desired EcoStove usage and the current charcoal stove usage have been compared. This results in an overview that indicates which changes need to be addressed mostly to transform people’s behavior towards the desired EcoStove usage. In the overview the importance of change is mapped according to the difficulty of the change.

**Desired EcoStove usage**

In Appendix C.4, you can see an overview of the desired usage of the EcoStove. This overview shows the way the EcoStove should be used, which steps need to be taken while using the stove, and how much time these steps take approximately. The usage is divided in four elements: lighting the stove, increasing fire, decreasing fire and preparation of the stove.

**Lighting the stove (Figure 5.11)**

The stove can be lit in only 10 minutes. The customer needs to take 6 steps to make the rocks burn correctly. When the stove is not lit correctly, the customer can come across difficulties with retaining the heat of the fire later on.

**Increasing/decreasing the heat**

The temperature of the fire can be increased in two ways, depending on the amount of charcoal that has burned up. Once there is still unburnt charcoal between the lava rocks, you can quickly increase the heat by turning the dimmer. When the charcoal between the lava rocks is almost completely consumed, the fire slowly expires. By
adding more charcoal on the top of the rocks, you can increase the burning process again. The charcoal needs to be supplemented about every 30 minutes. To decrease the fire, you can either decrease the dimmer, with that decrease the amount of air that comes trough and the temperature. Or you can choose not to refill the charcoal, in this case the fire expires within 45 minutes.

**Preparing stove for new usage**

When using the EcoStove it is important that this part of the usage is not neglected. The stove does not perform optimal once these steps are not taken correctly by the end user. The air holes can get blocked by old charcoal pieces or lava rocks. These holes are needed for an effective burning process.

**Current EcoStove usage**

Currently three main differences have been identified, even though the usage was explained extensively to the end users during the delivery and instalment of the stove.

The first difference is the charcoal usage (Figure 5.12). With the use of the EcoStove, EcoGroup promises that end users can save up to 70% on their regular charcoal usage. When the stove does not turn hot as quickly as it should, most end users tend to quickly add more charcoal. Generally, most end users save about 50% of their charcoal usage.

An important underlying reason for this and also the second difference observed, is the placement of the lava rocks in the stove. Currently, most end users drop some rocks in the stove and do this without thinking about their exact size and placement. This leads to blocked airholes, results in an inefficient burning of the stove, and less heat of the fire.

Lastly, it has been observed that most end users hardly do any maintenance of the stoves. Solar panels, light bulbs, and even the stove itself is often not cleaned. Which again leads to blocked airholes and inefficient burning of the stove.

**Current Charcoal stove usage**

In Appendix C.5, an overview can be found of the procedure of cooking on a Charcoal stove. The overview is similar to the usage overview of the previously explained desired EcoStove usage, and includes the same four elements. The two overviews are compared to find the main changes that end users need to make when shifting behavior from cooking on a charcoal stove, to cooking on the EcoStove. Only the insights that are relevant for that are explained below.

**Lighting the stove**

When lighting the charcoal stove, users fill the stove with charcoal. This is done rather quickly and without thinking of specific placement of the charcoal.

**Increasing/decreasing the heat**

When trying to increase the heat of the charcoal stove, this is generally done by adding more charcoal. Before doing so the user needs to shuffle the charcoal pieces slightly so the ashes fall down and are not decreasing the burning process anymore. To decrease the heat of the fire one can simply add some ash on the top of the fire.

**Preparing stove for new usage**

When preparing the EcoStove for new usage, the stove must be cleaned before. It is important that this part of the usage is not neglected. The stove does not perform optimal once these steps are not taken correctly by the end user. The air holes can get blocked by old...
As can be seen in the figure, the very important and big changes that need to be made are:

- placement of lava rocks (1),
- placement of lightning sticks (2),
- and preparation of stove in between usages (6).

**Changing behaviour**

The main challenges in the behavioural change of people are identified, to change their behaviour from the charcoal stove usage to the desired EcoStove usage. The differences in behaviour are mapped according to the actual level of change that needs to be made and the importance of the change for the usage of the stove (Figure 5.15). The list below shows what every number in the figure stands for.

1. Placement of the lava rocks
2. Placing lighted fire sticks and carefully adding the first charcoal
3. Increasing fire with charcoal
4. Increasing fire with dimmer
5. Decreasing fire with dimmer
6. Preparing stove for new usage
7. Plugging stove to battery

---

**Figure 5.15 The differences in behaviour mapped out**
Conclusion

Cooking culture
Low income peri-urban women have been chosen as the main group of end users targeted in the continuation of this Case study. The cooking culture has been defined with the use of the Cultura wheel.

In the next chapter both a general view, on all communication targets, and a detailed view on the low income peri-urban end users has been included. The general view is included to provide a broad understanding of EcoGroup and its current and desired communications.
Behavioural change

Because of the end users’ challenges with the behavioural change, the importance of retention (ATEAR Model) is perceived higher. Without the right usage, the stove is not fulfilling the promises EcoGroup makes to end users.

Therefore, the designed communication plan should have a high focus on the retention of the product and the change of behaviour that end users need to make.
Besides the exploration in chapter 5, research is done about the current and desired interactions between EcoGroup and their end users. In this chapter these interactions are highlighted. Within both paragraphs a division is made between all the communication targets and the low income peri-urban end users. The way of interaction is elaborated, as are the story communicated and the materials used for these communications. On the basis of the current interactions, a desired interactions is designed and described in the same order as the current interactions. Conclusively, these insights lead towards the final design.
6. Interactions

6.1 Current Interactions

The current interactions can be divided into two parts. At first, the general current interaction between EcoGroup and all its communication targets is described shortly. Secondly, the interaction between the sales team of EcoGroup and the previously chosen end user of this Case study. This second part is explained more detailed.

**EcoGroup – all communication targets**

The current interaction of EcoGroup with all its communication targets appears to be fused together, it is almost the same for everyone. I observed that there was no different interaction from EcoGroup between approaching/communicating with middle income singular home owners, or for example approaching/communicating with an institution.

**Activities**

EcoGroup communicates to all its communication targets via roadshows, community events, shops and market places. At these activities EcoGroup generally presents a variation of stoves, uses the same communication materials, and always demonstrates the usage on the smallest stove (Appendix D.2).

**Values**

Currently, EcoGroup presents almost all the same values to all their communication targets. Figure 6.1 shows an overview of all the currently communicated values in the conversations, and in the materials. These values were found during multiple visits to activities where EcoGroup presented its stove. In Appendix D.2 an overview these activities and their communicated values is presented. Because the target groups are very different, have different goals and the purpose of the communication also differ considerably, EcoGroup should target them all in a separate way.

**EcoGroup – low income peri-urban end users**

For this Case study, the targeted end user has been defined as the low income peri-urban end users. So, the interaction between EcoGroup and these end users has been deepened.

**Activities**

EcoGroup currently communicates with the women of these low income peri-urban households. This communication is carried out through either employees of one of their local shops, or through activities, like community group visits and community events. The locally oriented EcoGroup shop can be combined with a currently existing shop for other products (Figure 6.3). At all these events, EcoGroup presents at least three different sizes of stoves

<table>
<thead>
<tr>
<th></th>
<th>Households</th>
<th>Middle/high income</th>
<th>Institutions</th>
<th>Donors</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Currently Communicated Values in conversation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooking on rocks</td>
<td>Cooking on rocks</td>
<td>Cooking on rocks</td>
<td>Cooking on rocks</td>
<td>Cooking on rocks</td>
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<tr>
<td>Healthy clean cooking</td>
<td>Healthy clean cooking</td>
<td>Healthy clean cooking</td>
<td>Healthy &amp; clean cooking</td>
<td>Healthy &amp; clean cooking</td>
<td>Healthy &amp; clean cooking</td>
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<td>Money/ time saving</td>
<td>Money/ time saving</td>
<td>Money/ time saving</td>
<td>Money/ time saving</td>
<td>Money/ time saving</td>
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<tr>
<td>Extra solar features</td>
<td>Fights deforestation</td>
<td>Fights deforestation</td>
<td>Fights deforestation</td>
<td>Fights deforestation</td>
<td>Fights deforestation</td>
</tr>
<tr>
<td><strong>Currently communicated Values in materials</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Stoves in every size</td>
<td>Stoves in every size</td>
<td>Stoves in every size</td>
<td>Stoves in every size</td>
<td>Stoves in every size</td>
<td>Stoves in every size</td>
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<tr>
<td><strong>Purpose</strong></td>
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<td></td>
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<tr>
<td>Sell small stoves</td>
<td>Sell bigger stoves</td>
<td>Sell big in build stoves</td>
<td>Build donor network</td>
<td>Find partners to work with together</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 6.1 An overview of the current values communicated to all communication targets*
the visits are often rushed, and the time in between the visits can be very long. The locally oriented shops are often manned by one or two persons from the region.

**Values/Stories**

As can be seen in Figure 6.1 and is explained before, EcoGroup tends to communicate the same values to all the communication targets. So to this low income peri-urban end users they show the same materials, and communicate the main values: cooking on rocks, healthy clean cooking, money-time saving and extra solar features. Furthermore, the figure shows that the communication materials, mainly focus on the product packages and the available sizes. The story and materials are not specified to the needs and wishes of this specific target group.

(Appendix D.2). Furthermore, at the community events and the community group visits, EcoGroup always gives product demonstrations on the smallest stove. The community group visits, generally lead to about two to three visits to the same community group. Due to the lack of availability of the higher ranked EcoGroup members to do these visits, there is a long time in between.

**EcoGroup representative**

During the community events, EcoGroup is often represented by two to three employees. These employees are preferably one highly ranked employee and one of the higher sales members. When visits are made to community groups, EcoGroup tries to sent its company owner, or one of the higher ranked women within the company. Due to inconsistent availability of these highly ranked employees,
After defining this current interaction, the main pain points of the current communication were identified. To create a communication plan that solves these main pain points, improving the buying process, and addressing the right usage of the EcoStove, a desired interaction is needed. This desired interaction highlights the representative of EcoGroup, the preferred stories, and the activity to do so.

**EcoGroup – all communication targets**
In Figure 6.4, the values that should be included by EcoGroup are described per communication target. The main changes that can be found between Figure 6.1 and Figure 6.4, is the unification of the conversation and material values, and the specification of the communicated values to the multiple communication targets. This unification and specification of the values in a story has been structured during a creative session together with EcoGroup.

**Unification of values**
Preferably, the values have to connect the communicated conversational stories and the material stories. Together those stories can contribute to each other and convey a stronger persuasive message.

**Specification of values**
Furthermore, it is desired that the stories EcoGroup communicates to its different communication targets, is specified to the preferences of that target group. For example for institutions, it would be better if EcoGroup tries to define the cooking culture and end users within these institutions. These insights can then be used to create a communication plan and connecting materials and stories to that.

**Activities**
An interaction is desired between EcoGroup and the low income peri-urban end users, in which the story of EcoGroup members will be believed and valued by the end users. Multiple visits have to be made on a consistent notice, to develop a relationship with the end users.

Within these multiple visits a story should grow, that is able to influence the end users in buying

<table>
<thead>
<tr>
<th>Households</th>
<th>Institutions</th>
<th>Donors</th>
<th>Partners</th>
</tr>
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<tbody>
<tr>
<td>Low income</td>
<td>Middle/high income</td>
<td></td>
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<tr>
<td>Values to communicate through unified talks and materials</td>
<td>Money saving</td>
<td>Group capability</td>
<td>Job opportunities</td>
</tr>
<tr>
<td>Time saving</td>
<td>Appearance</td>
<td>Money saving</td>
<td>Financial benefits</td>
</tr>
<tr>
<td>Appearance</td>
<td>Safety</td>
<td>Inhouse air pollution</td>
<td></td>
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<tr>
<td>Heath of fire</td>
<td>Health</td>
<td>Women/youth empowerment</td>
<td></td>
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<tr>
<td>Different sizes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>Sell small stoves, improve livelihoods</td>
<td>Sell bigger stoves, fight deforestation</td>
<td>Build donor network</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sell big in build stoves, fight deforestation</td>
<td>Find partners to work together</td>
</tr>
</tbody>
</table>

*Figure 6.4 An overview of the desired values communicated to all communication targets*
the product. The parts of the ATEAR model should be divided over the multiple visits in order to create long term retention. So, first the attention of the end users need to be drawn, then they need to be able to experience the product in some way, continually an action moment should push the end users towards buying the stove. Further visits should also help the continuing of the right usage and maintenance. Trust is included in every activity, because it was found as a very important factor in the buying process of these end users.

**EcoGroup representative**

To create a relationship between EcoGroup and the end users, the EcoGroup representative that revisits them, should as much as possible be the same person. In this way, the EcoGroup representative is no longer a stranger and can earn trust of the end users.

**Trust**

A relation of trust has been indicated as something that influences the financial choices of BoP end users (Subrahmanyan & Gomez-Arias, 2008). When this bond is present, BoP end users might buy a product from a friend even though they know that they can buy cheaper elsewhere. Furthermore, due to the growing amount of low quality products that are presented to BoP users, the caution around these kind of products has also been growing. The used character can influence the customers perception of the facts, especially when the customer is able to easily identify himself with the characters and to trust this character (Gray, 2009). Therefore the research has been done mainly to the character. But all the aspects of Storytelling, are beneficial to communicating a strong story that is perceived as reliable by the customers. To do so all these aspects need to fit to the culture and all its details.

It is therefore desired that the designed interaction facilitates this process of growing trust between the identified end user, and EcoGroup, its product and its sales team. To create this bond of trust, a short ranking test has been done. During this test, potential and current end users were asked to rank images and functions of people that could introduce a new product to them.

The outcomes of this test gave multiple insights in the trust from the side of the end user.

The end users identified that they preferred photo material compared to animations (Figure 6.6). It seemed that they are able to identify the person and its aspects better. While in an animation, they find it hard to estimate age. Furthermore, there is a high level of mistrust towards strangers. Community group members are perceived as most trustworthy when telling about a new product they encountered.

Purely from a visual perspective the woman in Figure 6.5, was convincingly chosen as most reliable. End users indicated that this was due to her local and tidy way of dressing, she looks sophisticated, but still fits in their world. Furthermore, her perceived age and facial expression were indicated as crucial factors for choosing this woman. So, even though, they had to choose between strangers, small aspects in appearance can influence their trust in this person till a certain level.
Conclusion

After defining the desired interaction, the main take-aways from this desired interaction for the design of the communication plan and materials are summarized here. This only targets the low income peri-urban end users.

Communication plan

All parts of the ATEAR model need to be addressed within the design of the communication plan to convince end users to buy the EcoStove, and for the end users to actually change her behaviour. This should be an overall consistent story.

Strangers are mistrusted by the end users. Therefore the design should include a relation between the sales person and the end users.
Communication materials

The communication materials need to form a consistent story together with the narrative of the sales person.

The usage of the EcoStove needs to be explained more extensively and repeatedly to create long term retention of the right usage.

The communication materials need to be trustworthy for the end user.
Design

A communication plan combined with communication materials were designed on the base of the insights of the explorations and interactions. This chapter explains the design that is created and the main choices that are made in this process. First, the overall plan is described, then the materials are explained, and lastly, the EcoGroup representative is explained in the way they should present themselves as a sales team.
The communication plan (Figure 7.2) has been based on EcoGroups’ current community group visits and on all the findings explained in previous chapters. Within this paragraph all details of this overall plan are described. First the choice for community groups is discussed, then the overall story within these multiple activities is explained.

Community groups provide high possibilities for the sales of more expensive products. The money saving and even earning activities that are done there, allows these low income women to make a larger purchase once in a while. Furthermore these community groups are regularly set meetings, where women are often eager to learn about new things. So because of the regularity and the together saving methods of these community groups, they have been chosen as the core of the communication plan. Within this, the current interaction in this situation is still not optimal. Currently, EcoGroup visits these community groups with high ranked employees of the organization. Though within this communication plan, a network of sales team members need to perform these tasks. This can save EcoGroup time, and gives them the possibility to upscale and to reach a bigger amount of these end users.

**The overall story**
All the steps within this communication plan are connected, and all together they form one

![Figure 7.2 The communication plan](image-url)
storyline. This storyline is based on the ATEAR model (Figure 2.5). The extensive version is presented in Appendix E.1. The model is used within the story to convince end users of the product, to make them buy the product, and to retain the product, and its right usage.

The story starts with the intention of grabbing the attention of the end users. In a short video, a current end user of the stove introduces the stove, and explains the main advantages of the stove for her: saving money to pay school fees, shows the fire the stove provides. Furthermore the video shows the other two values without pointing them out: appearance (the cooking place looks clean and pretty), time saving (by quickly having her tea ready).

Continuously a flyer can be given with possibly some EcoStove stickers or posters. These materials contain quotes and images of multiple end users, and a basic explanation of the stove. After the visit is over, these materials are physical reminders for the end users to think.
and talk about the stove. During the next visit is about the end users experiencing the product. The sales person again shows a video, which is slightly longer this time, that shortly shows the cooking experience of a current end user on the stove. The same character is again used in this video because besides the sales person, also she has built up a connection.

During the third visit, the basics of the payment possibilities via EcoGroup are explained. A video is shown with an explanation of a payment method. First a sales person explains the possibilities, and then different end users shortly explain their experience with it. Continuously, the visiting sales lady hands out a paper with a short explanation of the payment possibilities, and tells them about a small discount they can receive. At the end of the visits she pulls out application forms to sign up to buy the EcoStove.

Before the next visit the stoves should be delivered and installed in the homes of the ones that bought the stove. Then during the next visit, an extensive explanation video is shown to all the end users. Afterwards, one at a time all the ladies get the opportunity to try out the stove in real.

After this last part of the selling process, the sales person needs to revisit the community group. It is very important that the sales person shows up to the next weeks community group meeting. Here they can discuss how the week went for the end users. These revisits help to create retention between the end user and the product. Once the usage is not going well or something is broken, the sales person know this during the next visit. While otherwise, EcoGroup might never find out. Once the bond between the sales person and all end users is strong, they might also feel comfortable enough to connect to the sales person before the next visit when needed.

The ones that did not buy the stove yet, might become more interested over time, when they see the other use the stove. So even more sales moments might appear.
Communication materials

After clarifying this overall story, the designed materials and the stories within them are be enlightened. The materials have been designed to tell a story, and to control the story that the sales team is telling. In this way the story and the materials are unified, the materials lead the story of the sales person, and guide this person to focus on the right topics. One of the materials, video 1.1 is explained in detail to elaborate on this underlying story.

In Paragraph 7.1, the general story was explained within the communication from EcoGroup with the low income peri-urban end users. But also a small storyline was first created, before developing the designed materials. When creating these stories, the five stages of a plot were used to structure them and to make sure that all details of the stories were thought through: the setting (1), the character(s) (2), actions (3), resources (4) and a higher purpose/goal (5) (Burke, 1969; Westerhof, 2018).

The choice to mainly develop video materials was made due to the richness of the stories a video can contain. Besides that, many of the sales ladies were found to have a smartphone. With the use of a cardboard video projector, the videos are easily transportable and can be shown in any dark area.

For every material made, these details were described before the material was actually developed. Continuously, one video, video 1.1, is described according to these aspects.

**Video 1.1.**
As previously explained, the goal of this video is to grab the attention of the end users and to start creating trust between the end users and EcoGroup. Within all the aspects described below, these main goals are leading the

![Figure 7.3 A screenshot of the video setting and main character.](image-url)
decisions. Within this story four main values are included in the aspects: appearance, saving money, heat of the fire, and time saving.

**Purpose/goal**
The purpose of this video was to drag attention, start the creation of a bond of trust between end users and the character (and EcoGroup), and to convey the main four values of the EcoStove: saving money, heat of the fire, saving time and appearance.

**Resources**
In this storyline, the EcoStove is the resource that provides these values.

**Setting**
In order to give the end users the possibility to place themselves in the shoes of the character in this video, the setting (Figure 7.3) is kept close to their kind of cooking place. Though the setting was almost similar to cooking places of low income peri-urban end users, it was tidied and cleaned up to show the appearance value.

When cooking on the EcoStove, less ashes fly around the cooking area. Furthermore, the stove looks more neat, and together this explains the slight upgrade of the cooking place. Then, end user is still able to place herself in this area, and can therefore easier place the stove in her own cooking place.

**Character**
The character that is introducing the EcoStove is chosen mainly on the base of trust and identification. Once a person is able to identify him/herself with the character, by perceiving similarity and liking, this knowledge is more likely to be transported, which can lead to persuasion (Gray, 2009).

Furthermore the bond of trust has been perceived as an important factor in within this interaction (paragraph 6.1/6.2). Besides the trust between the sales person and the end users, this also includes the trust between the character of the story and the end user.

**Actions**
Figure 7.4 shows a storyboard of video 1.1. In this storyboard you can see the 9 actions that are included in the video.

To start the relationship between the end users and the character of the video, the character first introduces herself and where she lives. Then she places the kettle on the stove to start boiling water.

She continues to explain why she has bought the EcoStove. She does so by telling about her money saving and about the positive consequences the savings have for her. In between this explanation, she checks the fire and shows the flame that comes out of the stove. She continuous talking a short bit more about the positive benefits for her and her family of saving money. She explains that she is now able to pay for the school fees of her children. She looks at her youngest child and tells that she hopes to be able to sent this child to school soon too.

After all the explanations she has found her water to be boiling. So she takes the kettle from the fire and tells the viewer that she and her child are going to enjoy their cup of tea now. Then she says bye to the viewer, and the video has ended.

**Video development**
During the development of all the videos (Appendix E.2), the storyboards were used a leading. But, before the actual filming, the detailed choices were discussed with employees of EcoGroup to ensure its suitability with the end users. For one of the videos a flipboard was developed first. This flipboard was used during contact moments with potential end users to test the story.

When filming the videos, the actress was given space to make slight changes to the pre-formulated sentences to make the phrasing fit better to that of Ugandans.

**Flyer development**
When using the Storytelling for the development of flyers, it mainly focusses on the visual materials that need to be included. For example the flyers in Appendix E.3 include photos combined with a quote to tell a story from a current user. An overview in this Appendix shows how the five aspects were used to design the two flyers.
Hi all, I am Resty. Welcome to my home!

This is where I do my cooking, and this is the EcoStove that I bought last year.

I am just placing my kettle on the fire to heat some water for tea.

I am so happy with this stove, it saves me a lot of money on my charcoal. I only use charcoal dust now.

And do you see this fire? It is so hot, it cooks my beans in less than 2 hours.

With the saving that I do, I am able to pay for the school fees of my children. Only the youngest of my three children is still at home.

It looks like my water is already boiling.

So we are going to drink some tea. I hope you liked seeing my place. Maybe we will meet again soon.

Bye bye!

Figure 7.4 A storyboard made for the design of video 1.1.
Figure 7.5 One of the sales ladies in the new outfit.

Figure 7.6 One of the sales ladies presenting EcoGroup at a market event.
In order to increase the level of trust between the sales team and potential end users, it is important to think of who is conveying the communication to the community groups. The requirements for recruitment of new sales team members, and of the appearance the sales team are therefore detailed below.

As explained before, it would be best if the sales team is able to do the community visits. This can save EcoGroup’s higher ranked employees time and at the same time, the visits can be more consistent and less rushed. Furthermore, the trust exploration (paragraph 6.2) showed that low income end users tend to believe people with similar backgrounds to their own better than the higher ranked people. The recruitment of these sales ladies has three main factors which should be taken into account, also based on this trust exploration.

**Recruitment requirements**

EcoGroup currently has less than 10 sales team members. When scaling, this amount needs to grow. For the recruitment of new sales member, I advice them to take the following factors into account.

The first factor is that it would be best if the sales person comes from the local area itself a low income peri-urban inhabitant him/herself. Preferably, the new sales team member is a woman for two main reasons. For one thing, it matches EcoGroup’s current values. EcoGroup is currently trying to involve low income women in all parts of their value chain, as factory employees, end users, and sales persons. Furthermore, it is preferable for the interaction if the revisiting sales person to the community groups is a women. Also all the community groups chosen are woman groups, and women are more open to share and trust the opinion of another women. Jenkins (1982) explains the difference between conversations of men and conversations of women. He found men’s conversations to be typically competitive, while a women’s conversation was characterized by cooperation and support (Jenkins, 1982).

During the trust exploration, it was found that women between the age of 25 to 45 years old, are perceived as most credible on explaining their experience with a new product. Furthermore, it was found that end users believe that this person is also an end user herself, and is therefore best to tell about the usage of the stove.

**Appearance**

Furthermore the appearance of the sales person can help to create a more credible story and can be used to drag attention. Therefore, a new sales outfit (Figure 7.5 and Figure 7.6) has been designed. With the use of a local fabric both goals are achieved. This local fabric fits to the cultural standards of the women in peri-urban areas. These women themselves dress more provincial and connect high values to this. When positioning EcoGroup as an organization that places these values high too, a first connection has been made. This fabric is not only used for the sales team outfit, but also for small details in marketing, like for example the cover of the visitors book. Next to this connection of values, this fabric, and the use of it is unique, it helps for brand identification (Kim, Han, & Park, 2001). The sales outfit is a combination of a headscarf and apron.

The headscarf again matches to these provincial values, because women there often wear local dressing and head scarfs. The apron was chosen because it matches the cooking culture. Many women in Uganda wear an apron when cooking. For EcoGroup it can function both practical and as an eye catcher. An apron from this local striking fabric drags attention. Furthermore, the apron covers the front of the clothing of the sales person, so when showing the usage of the stove, the sales person will not make his/ her own clothing dirty. The apron also hides the clothing underneath. Currently, the sales team often wears quite western clothing, this can be slightly hidden under the apron.
Conclusion

This conclusion summarizes the designs of this Case study and the current implementations and the further potential.

Design

This Case study resulted in the design of a communication plan with six phases. It has been designed for the low income peri-urban end users. The communication plan revisits women community groups to convince these women of the stove, and for them to retain the right usage. The re-visits and the topics addressed during these visits are based on the ATEAR model.

All the designed materials match to specific phases of the communication plan and all tell their own story. These stories include the insights of the exploration phase to allow the end users to identify themselves with the stories.
Current implementation and further potential

These designs have partly been introduced in the field. At the end of the Case study they were all together presented at a market event. The main target of this event was to show EcoGroup the complete design at once. Though some parts of the designs have been tested here.

From this moment on, EcoGroup has started using the new sales outfits. Currently, SNV intends to help EcoGroup in using the complete communication plan (including all the materials). Soon I hope to see the realization of my plans in the field so that EcoGroup is able to scale their sales to the low income peri-urban end users.
<table>
<thead>
<tr>
<th>School Home/School Middle</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affairs</td>
<td>Money</td>
</tr>
<tr>
<td>Clean cooking</td>
<td>Saving money</td>
</tr>
<tr>
<td>Housekeeping</td>
<td>Saving time</td>
</tr>
<tr>
<td>Funds</td>
<td>Defined</td>
</tr>
<tr>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>Selling</td>
<td>Defined when</td>
</tr>
<tr>
<td>Selling for distribution</td>
<td>defined when</td>
</tr>
</tbody>
</table>

* For distribution (biggest cause of pressures)
PART III
Advice

The goal of the third part of this report, Advice, is to improve the trainings BoPInc facilitates to create a better implementation of the outcomes by the SMEs. Through this I hope to create better product communication from the SMEs to end users.
IAP Advice

To provide BoPInc with advice on the implementation of IAP training outcomes, the design process of the Case study is reflected. Based on the results of this reflection, two canvases are designed, and an explanation is given about the usage of these canvases in projects similar to IAP.
8.1 Case study reflection

During the Case study process, I reflect on the usage of the Cultura and Storytelling theories in practice. Per theory, I look at the design phase in which it has been used, the activities that were conducted with it and the details of the usage. In conclusion, it is explained how these insights are used in the design of the advice for BoPlnc.

**Cultura Toolkit**
The Cultura theory by Hao et al. (2017) is used during the Case study in the Discover, Define and develop phase. Below it is explained per phase how the Cultura knowledge is included.

**Discover**
Within the discover phase of the Case study, I used many techniques to gather as much information as possible about the current cooking culture. The insights provided me with a complete understanding of the cultural context. The Cultura knowledge was used to set up the research activities.

During IAP trainings, BoPlnc facilitates the structuring of the knowledge that SMEs already have. The organizations generally already have a broad understanding of the cultural context, but they are unaware of this.

**Define**
During the define phase of the Case study, the discovered insights were structured on the Cultura wheel (Figure 3.2, page 29). I conducted an analysis on the wall, where the Cultura wheel was the centre, and insights from one activity at the time were ordered under the different aspects.

During IAP trainings, BoPlnc currently structures already available knowledge only on the value proposition canvas, from a user-centered perspective.

**Develop**
During the development of the stories within the Case study, the completed Cultura wheel was used as a box of inspiration to fill the details of the stories.

During IAP trainings, these insights could be used in multiple next steps, they can help during when improving the current ATEAR model, or for a better value proposition. But the insights specifically match to the usage of the Storytelling literature, in which these values can be used in a practical implication.

**Storytelling**
The Storytelling knowledge is used in the Case study in the development phase of the design process. It also influenced the discover phase.

**Discover**
Because the Storytelling knowledge was reviewed extensively before the start of the Case study, it influenced the discover phase. It provided deeper insights on the aspects of character and setting mainly. This helped to identify story aspects better during the development.

**Develop**
Within the development phase of the design process, Storytelling is used to structure the insights for a practical matter. For clear product communication, a clear story is needed. During the case one overall story was created and multiple small stories were designed for each communication material.

During the IAP trainings, BoPlnc could use this theory to structure insights in a practical way. Using this structure creates a guideline for SMEs to develop communication materials, instead of leaving it to the SME for them to be able to do so.

For a story to persuade usage, and create trust, the details of the story should be culturally relevant. This can be created by first using the Cultura knowledge for the gathering of insights and then by turning the insights into practical stories for both materials and told stories together.
The Cultura Toolkit (Hao et al., 2017) is meant to overcome the boundaries of designing for a different cultural context. With the designed Cultura Canvas, the organization’s cultural knowledge can be put on paper and made explicit during the trainings. During the trainings the canvas can be used to make the knowledge more explicit.

Using the Cultura knowledge by Hao et al. (2017), in depth insights of the cultural context of the EcoGroup Case study, were structured and made more explicit. The insights were gathered during many activities and together formed the daily household cooking culture of low income peri-urban end users.

The Cultura Canvas (Figure 8.1) can be used during projects similar to IAP, where BoPInc provides a co-creation trainings to enhance the marketing and distribution of SMEs that target the BoP customer.

**Usage of the canvas**

The canvas is used in the start of the training, before diving into the end user perspective that BoPInc persists. It consists of three main parts.

First the cultural context that is studied, needs to be described. This defines the cultural context the SME is targeting. For example, for the Case study this was: “cooking culture of low income households in peri-urban areas”.

Second, all relevant persons have to be identified. Depending on the needs of the organization that is participating in the training, one or more persona’s are elaborated upon. The Persona Canvas described in Paragraph 2.2 (page 21) is used for this.

During the third step in the canvas, the organisation has to answer 8 questions. The questions are used as a trigger for brainstorm. There is no good or bad answer and multiple answers and aspects can be highlighted. The questions were created on the base of the 8 aspects of the Cultura wheel. The 8 aspects were turned into questions that trigger the participants a bit more. A sentence is more descriptive and a question more inviting to answer.

**An example**

Appendix F.1 shows the Cultura Canvas, completed for the EcoGroup Case study. The completed canvas is made as an example template to make the use easier.
### Cultura Canvas

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the cultural context in which your product is used.</td>
<td></td>
</tr>
<tr>
<td>2. Who is part of this culture?</td>
<td></td>
</tr>
<tr>
<td>3. How are roles distributed among community members?</td>
<td></td>
</tr>
<tr>
<td>4. What rituals can you observe in people’s everyday lives?</td>
<td></td>
</tr>
<tr>
<td>5. Which materials/products are used in the cultural context?</td>
<td></td>
</tr>
<tr>
<td>6. Are there people within the community who are highly valued and respected (angels)?</td>
<td></td>
</tr>
<tr>
<td>7. Are there people within the community who are disrespected and disliked (devils)?</td>
<td></td>
</tr>
<tr>
<td>8. What are the relevant macro developments that can influence this cultural context?</td>
<td></td>
</tr>
</tbody>
</table>

---


---

This canvas will help you think of as many relevant answers as possible.

Below 8 questions appear. You can think of as many answers as possible for each of these questions and to

3. Describe the following cultural aspects.
The Storytelling theory is used in the Case study to create practical visual communication outcomes. This theory helps to include meaningful insights in the designed materials. The Storytelling Canvas is created so BoPInc can support the SMEs in creating more practical outcomes during the training.

Within the Case study, the insights from the exploration phase are used to create communication materials. These materials are all developed by detailing all five aspects of a plot: “within a specific setting (1), a character (2) carries out actions (3) through the use of resources (4) in order to reach a higher purpose (5)” (Burke, 1969). Therefore, the second canvas, the Storytelling Canvas, is based on these five aspects.

Type of story
After defining the cultural context of the product/service with the Cultura Canvas, the Storytelling Canvas gives the opportunity to use these insights in the development of communication materials. Before starting to complete the five aspects, the organization needs to think of the type of communication material they want to design; a video, poster, flyer, etc. So the first two questions in the canvas set the requirements of the communication material.

Defining the story
Afterwards the Storytelling parts are addressed, and the training participants need to complete these aspects one by one. The order of the five aspects is changed in this canvas due to experiences during the Case study. First the most characterizing parts of the story are defined. The other parts, such as the resources, setting and actions are highly dependent on the purpose and character that are defined for the story.

So, first the character of the story is defined: “Who is the main character of the story? Which other characters are part of your story?”.

Then the purpose of the story needs to be defined: “What do you want the main character of the story to achieve?”. Then, the resources that make this end goal possible have to be defined: “Which materials are needed for the character to reach this purpose?”. Generally, these resources include the product/service that the organization is developing.

After the resources are set, the setting is defined: “In what setting does this story take place? What characteristics can you distinguish?”. The details of the setting are big influencers of the reliability perceived by the end users. Therefore it is recommended to use the Cultura insights to fill in this context.

After all this has been described, the last step to answer are the actions that the character will perform within the session: “Which actions does the main character undertake to reach his/her purpose?”. After describing these actions in words, a storyboard or drawing needs to be created, depending on the type of material that is designed. Through drawing the first design of the communication the SME can leave the session with tangible results. These tangible results are not longer the insights themselves, but a draft design that includes these insights.

An example
Appendix F.2 shows the Storytelling Canvas, similar as for the Cultura Canvas it is completed for the EcoGroup Case study. The completed canvas is made as an example template to make the use easier.
After completing the Cultura Canvas, this knowledge can be used to design stories for communication materials. Fill in the steps below. Step 1 and 2 help to define the story, Step 3 to 8 help to design a communication material.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Purpose of this communication material.</td>
</tr>
<tr>
<td>2.</td>
<td>Type of communication material.</td>
</tr>
<tr>
<td>3.</td>
<td>Character(s).</td>
</tr>
<tr>
<td>4.</td>
<td>Purpose of the main character.</td>
</tr>
<tr>
<td>5.</td>
<td>Resources.</td>
</tr>
<tr>
<td>7.</td>
<td>Actions/Interactions.</td>
</tr>
<tr>
<td>8.</td>
<td>Visualize your story!</td>
</tr>
</tbody>
</table>

For every step, think how it fits in your story.

After completing the Cultura Canvas, this knowledge can be used to design stories for communication materials.
Usage of canvases in trainings

In future projects similar to IAP, it would be best for BoPInc to use the two canvases to structure the broad cultural context insights, and to create more practical outcomes that include these insights. In this paragraph the usage of these tools within trainings is explained, for both a two and a three day training.

The Cultura and Storytelling canvases are meant to be used within short advisory trainings from BoPInc with the goal of improving the organization’s product communication, the marketing and distribution. With the use of these canvases more practical outcomes can be developed during the trainings, insights about the cultural context can be structured and included in the development of these outcomes.

Similar to other canvases used by BoPInc in trainings, the canvases are explained in a short presentation. Then with about four to five participants of the training, one canvas can be completed. They receive an A3 print of the canvas, or draw the canvas on a blanc page. By filling out the canvas, the participants discuss every step together.

Two day training

Within a two day training, all the training blocks are shortened, which results in a less in-depth training. Because of a lack of time only one story for a communication material can be designed. The SME now has experienced the usage of the canvas, so they can design other materials by themselves with a similar approach. When needed they can still have phone call support to help them with this.

Two day training

Preferably the regular two day training is extended to a three day training. Within this three day training, the main blocks of the current BoPInc trainings remain, but next to that two new blocks are included. The new blocks are focused on the cultural context and on the development of practical outcomes. Within the cultural context block, the Cultura Canvas should be used, and within the development of practical outcomes block, the Storytelling Canvas should be used. Multiple stories for communication materials can be designed during this three day session.

The Cultura and Storytelling canvases are meant to be used within short advisory trainings from BoPInc with the goal of improving the organization’s product communication, the marketing and distribution. With the use of these canvases more practical outcomes can be developed during the trainings, insights about the cultural context can be structured and included in the development of these outcomes.

Figure 8.3 An overview of the 2 day training and the 3 day training.
Reflections

This chapter offers a view on the results of this Graduation Assignment and what these outcomes can potentially contribute to. Furthermore, the limitations and recommendations of this process and design are described. Finally, I reflect on my experiences within this assignment.
The purpose of the Graduation Assignment was to create better product communication through improving the advisory support given by BoPInc. The implementation phase within the support was found to be a challenge for SMEs. Evaluation of the current trainings, and outcomes resulted in two potential solution spaces, the inclusion of the Cultural context(1) and the change the abstraction level of the outcomes towards more concrete results (2).

Literature was reviewed to find theories that could help address these solution spaces in the trainings. Two theories were found to be promising: the Cultura Toolkit (Hao et al., 2017), and Storytelling. With the BoPInc knowledge, and this literature in my backpack, I travelled to Uganda, to experience the implementation phase myself during a Case study for EcoGroup. Within this Case study I first gathered many insights during an exploration phase and then translated them into a communication plan with contributing communication materials. Through experiencing the implementation phase myself I was able to understand better what challenged the SMEs during this phase. After reflecting on my own design process in the Case study, I found ways of using the Cultura toolkit knowledge, and the Storytelling knowledge to improve the BoPInc trainings. I designed two canvases and I also provided advice on the inclusion of these canvases in trainings.

These two canvases and the advice are promising to help to overcome the challenges with the implementation of training outcomes for the SME’s.

The materials which have been the result of this Graduation Assignment are ready to be used, both by BoPInc and by the organization of the Case study, EcoGroup. At the moment, the canvases are ready to be implemented in current advisory support for SMEs within IAP.

One of the organizations has been introduced by the Storytelling Canvas already. Furthermore, within similar short advisory trainings these canvases can be used.

The communication plan and materials that have been designed for EcoGroup have also been presented to SNV. SNV manages the IAP project, and they will support EcoGroup in the utilization of the complete plan. Currently, aspects of the plan are already being used by EcoGroup, but SNV wants to support the organization to include the complete communication plan.
While reflecting on the outcomes of this Graduation Assignment, it was mainly observed that after designing, both the communication plan and the canvases have not been evaluated yet in practice. Both situations are discussed separately.

Part II Case study
The communication plan was designed based on many field explorations, and even parts of the design was tested in the field. The final design though, has not been tested completely with low income peri-urban end users. Within one event in an urban area in Kampala, the communication materials were used. This showed the potential of the materials, but does not confirm the feasibility of the overall plan. It is recommended that the communication plan is tested with one community group, before it is scaled up throughout the country. During the utilization of the communication plan, it is recommended that EcoGroup tests the responses to the stories with the actual target group before widely expanding and implementing this communication plan.

Part III Advice
The canvases have been designed on experiencing the actual usage of these theories in the field, and therefore it seems to have high potential to succeed in practice. The Cultura knowledge has been used during a creative session with members of EcoGroup and the Storytelling Canvas has been introduced to an SME owner. The owner seemed enthusiastic about the canvas. The SME is part of the IAP project, it has participated in a training session by BoPInc and is currently receiving continuing support via phone calls. Within the rest of the Advisory support of this SME, BoPInc will continue to use the Storytelling Canvas to develop persuasive communication materials. Though this all seems very promising, the actual usage of the canvases has not been tested in practice yet. It is recommended that BoPInc evaluates the first usages of these canvases, and adjusts them when needed.

The current canvases are quite textual compared to the canvases BoPInc normally uses. The design was made in this way to explain every part of the canvases clearly without the need of additional explanation. Though it might be useful to create also a purely visual canvas, similar to the Value Proposition Canvas (Figure 2.3, page 21). During the explanation of the canvas, BoPInc can project the extensive canvas. But during the exercise, BoPInc can provide paper prints of the visual canvas. This more visual design fits more closely to other BoPInc tools, gives the user more space on the paper, and persuades the users to also draw instead of write only.

Though these canvases have been designed for the specific context of the IAP project, they might be applicable to other projects too. I recommend BoPInc to analyse these possibilities and to eventually try it when this seems possible.
I started this Graduation Assignment with my personal goals of really immersing myself in a new culture abroad, to be culturally sensitive within that environment, and to experience what it is like to be part of a company. During this project, I was lucky enough to be able to experience this all. Though I slightly overestimated my own ability to include all these extras besides the basic hassle of a Graduation Assignment.

**Cultural experience/sensitivity**
By living and working in Uganda for 2 months, this has been a great opportunity for me to grow personally and also in work experience. I was able to find confidence in my hands on mentality. During the exploration phase I was able to let go of the well prepared research and to really just explore. I have experienced this before, but this time it really boosted my confidence to be able to do this for almost three weeks. This exploration resulted in so many more insights and outcomes then I expected.

Being cultural sensitive is something I always try to be, and I thought that it would be easy for me also in this new context. Though living and working in this different cultural context for two months brought me to the point where I was torn between my graduation drive of getting things done, and my awareness of how to handle situations with cultural sensitivity. I tried to prevent myself from getting into sensitive situations. Which I managed quite well, but I was not able to prevent all difficult situations.

**Company experience**
I was very lucky to be able to not only be part of the BoPInc team, where I was fully onboarded within the team. But besides that, I also had the opportunity to experience the way of working at EcoGroup, while being part of their team for two months. Furthermore, I worked closely together with a third company, SNV. With BoPInc being a small to medium Dutch non-profit foundation, SNV being a big non-profit international development organisation, and EcoGroup being a Ugandan SME, I was able to experience many sides of organizations and their way of working.

**Enthusiasm**
I am a real team player, and therefore I sometimes found it difficult to stay away from all the luring team activities and small team tasks that I was invited to join. These small distractions gave my graduation period a lot more fun, though they also gave me a lot of energy and so it was worthwhile. Sometimes these detours might have slightly worked against the productivity of my own assignment but they gave me a broad view of the company context which was one of my personal goals.

My own high level of enthusiasm about this project and the organizations, sometimes resulted in diving slightly too deep in the exploring and designing phases of this project. Throughout my process my main difficulty was to converge the insights and design directions. This also resulted in the difficulty to structure my final report. I believe that in this report I show that I was finally able to converge my results. This is my main personal learning of this project.

Overall I am very satisfied with all the lessons that I have learned, and the process that I went through. Maybe the process could have been more optimal, but would it then have brought me to where I am now, as a person, and as a designer? I do not believe so.
References


de Witte, S. (2016). A further development of the ACE cook stove with a CVD approach to make it fit in various contexts, with a focus on the User-Product-Interaction.


Appendix

Creating better product communication by using Storytelling and Cultura

Tessa Fij - April 2019
A. Introduction

IDE Master Graduation
Project team, Procedural checks and personal Project brief

This document contains the agreements made between student and supervisory team about the student’s IDE Master Graduation Project. This document can also include the involvement of an external organisation, however, it does not cover any legal employment relationship that the student and the client (might) agree upon. Next to that, this document facilitates the required procedural checks. In this document:

- The student defines the team, what he/she is going to do/deliver and how that will come about.
- SSC IDESA (Shared Service Center, Education & Student Affairs) reports on the student’s registration and study progress.
- IDE’s Board of Examiners confirms if the student is allowed to start the Graduation Project.

Use Adobe Acrobat Reader to open, edit and save this document

STUDENT DATA & MASTER PROGRAMME

Save this form according the format "IDE Master Graduation Project Brief_firstname_lastname_studentnumber_dd-mm-yyyy".
Complete all blue parts of the form and include the approved Project Brief in your Graduation Report as Appendix 1!

family name

initials

student number

street & no.

zipcode & city

country

phone

e-mail

Your master programme (only select the options that apply to you):

IDE master(s):

2nd non-IDE master:

individual programme:

honours programme:

specialisation / annotation:

Honours Programme Master

Medi Design

Tech in Sustainable Design

Entrepreneurship

SUPERVISORY TEAM **

Fill in the required data for the supervisory team members. Please check the instructions on the right!

** chair

** mentor

2nd mentor

organisation

city

country

dept / section

dept / section

Chair should request the IDE Board of Examiners for approval of a non-IDE mentor, including a motivation letter and c.v.

Second mentor only applies in case the assignment is hosted by an external organisation.

Ensure a heterogeneous team. In case you wish to include two team members from the same section, please explain why.

IDETU Delft - ERSA Department /// Graduation project brief & study overview /// 2018-01 v3.0

Page 1 of 7
A. Introduction

PROCEDURAL CHECKS - IDE Master Graduation

APPROVAL PROJECT BRIEF
To be filled in by the chair of the supervisory team.

Chair: [Name]
Date: -
Signature: 

CHECK STUDY PROGRESS
To be filled in by the SSC E&SA (Shared Service Center, Education & Student Affairs), after approval of the project brief by the Chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total: [EC] Of which, taking the conditional requirements into account, can be part of the exam programme: [EC]
List of electives obtained before the third semester without approval of the BoE

[Signature]

FORMAL APPROVAL GRADUATION PROJECT
To be filled in by the Board of Examiners of IDE, TU Delft. Please check the supervisory team and study the parts of the brief marked **. Next please assess, (dis)approve and sign this Project Brief, by using the criteria below.

- Does the project fit within the (MSc) programme of the student (taking into account, if described, the activities done next to the obligatory MSc specific courses)?
- Is the level of the project challenging enough for a MSc IDE graduating student?
- Is the project expected to be double within 100 working days/20 weeks? Does the composition of the supervisory team comply with the regulations and fit the assignment?

Content: [APPROVED] [NOT APPROVED]
Procedure: [APPROVED] [NOT APPROVED]

Name: [Name]
Date: -
Signature: 

IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30
Page 2 of 7

Initials & Name: [T.D.] Fij
Student number: 4653564
Title of Project: The design of a communication strategy for Eco Group to potential users
A. Introduction

The design of a communication strategy for Eco Group to potential users

Please state the title of your graduation project (above) and the start date and end date (below). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

start date 17 - 09 - 2018  end date 15 - 02 - 2019

INTRODUCTION

Please describe the context of your project and address the main stakeholders (interests) within this context in a concise yet complete manner. Who are involved, what do they value and how do they currently operate within the given context? What are the main opportunities and limitations you are currently aware of (cultural- and social norms, resources (time, money, ...), technology, ...)

This project is a cooperation between two companies and the Delft University of Technology. The first company is BoP Innovation Center (BoPInc), a Dutch non-profit foundation that accelerates the impact of market-driven innovative welfare strategies in low-wage markets, the “Base of the Pyramid” (BoP). To help reduce extreme poverty and to improve economic development at BoP communities, BoPInc develops new initiatives in the private sector and learning and capacity development facilities. BoPInc includes the people in the BoP as consumers, producers and entrepreneurs in the supply chain.

Within this Graduation Project BoPInc is the connection between the student and a small enterprise, Eco Group Ltd. Eco Group Ltd. originated from Uganda, produces innovative cookstoves that run on volcanic rocks and a solar panel. The rocks need to be briefly heated by charcoal. A solar driven fan blows air through the heated stones to keep them burning. The hot air that comes from these rocks is used to cook on. A cooking stove like this is presented in image 1. The volcanic rocks can be reused daily for multiple months. Currently Eco Group Ltd is operating not only in Uganda but also in Rwanda and Somalia, and the sales that they have made over the last few months have been in the urban areas there. Eco Group’s Eco Stove promotes health, environmental, social, economic and technological benefits to the end user. Not only does the stove provide a way to cook, it is also possible to use the solar panel to light your house and charge phones.

The project will focus on people in the BoP. Within this cross cultural design project the designer should keep cultural sensitivity in mind at all times. While designing for a culture that is different from my own, I should be aware of the differences and similarities between those cultures. To get a feeling of understanding as a designer, the Cultura Toolkit (Hao et al, 2017) (see image 2) will be used. Hao et al explain that the Cultura toolkit helps designers to empathize with the user insights of users with different cultural backgrounds. In this graduation project it should be used by the designer to create a complete understanding of the intended user group of the Eco Stove.
Person Project Brief: IDE Master Graduation

Introduction (continued): space for images

![Image 1](image1.jpg)

**Image / Figure 1:** The Eco Stove, the cooking stove from Eco Group seen while being used (Saiz-Moirhouse, 2015)

![Image 2](image2.jpg)

**Image / Figure 2:** The Cultura Tool (Hao, 2018)

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IDE TU Delft - E&S Department /// Graduation project brief & study overview /// 2018-01 v30

Initials & Name: T.D. Fij                             Student number: 4653564

Title of Project: The design of a communication strategy for Eco Group to potential users
PROBLEM DEFINITION

To design a successful communication strategy for the Base of the Pyramid, the strategy should be specifically designed for this highly critical target group. The 4A’s that are described in the article “Serving the world’s poor: innovation at the base of the economic pyramid” (written by Anderson, J., & Billou, N., and published by Journal of Business Strategy in 2007) explain what is needed for marketing a product in the BoP – availability, affordability, acceptability and awareness.

Eco Group has developed the Eco Stove specifically for the BoP. The stove should therefore fulfill the needs of affordability and acceptability. Affordability means that because of the perceived benefit of a solution, the potential user may be able to invest more than usual and make a trade-off with another investment. Furthermore, the Eco Stove is designed to fit the current cooking behaviour of the intended user in order to make the product acceptable. Last months a few Eco Stoves have been sold. These were primarily in the urban areas. In order to increase the sales of the stove, a communication strategy has to be developed that helps to create awareness among the intended users. The creation of awareness is needed in order to not only sell the product to the intended user, but to make sure that they will use this product for a long period. A change in behaviour has to be made to extend the duration of use.

The story Eco Group currently tells to end users, contains a lot of facets. This broad story is communicated to all stakeholders. Telling a clear story will help to convince potential users and donors of the strength of the Eco Stove. A group of sales agents will go to the communities, to share the story and to try to sell the Eco Stoves in the rural areas. The interaction between the sales agents and the potential users will be used within this project in order to communicate the story and to create long-term product adoption by the user. Both the sales agents and the potential users are possibly illiterate. Therefore, the way of communicating the story should be explored and tested during this graduation project. The final design should explain the story without the necessity of words.

ASSIGNMENT

State in 7 or 3 sentences what you are going to research, design, create and / or generate, that will solve (part of) the issues pointed out in “problem definition”. Then illustrate this assignment by indicating what kind of solution you expect and / or aim to deliver, for instance: a product, a product-service combination, a strategy illustrated through product or product-service combination ideas, … In case of a Specialisation and/or Annotation, make sure the assignment reflects this/these.

I will research context and user through a literature study and through field research. A clear story towards the user will be designed during a creative session with Eco Group members. This story will be tested in the field. Afterwards, multiple communication ideas that tell this story will be generated. During multiple iteration cycles, ideas will be developed, quickly prototyped and tested in the field. Out of all these tests one overall communication strategy will be generated.

First a literature research will provide insights into the usage of storytelling within design, into the BoP, the people in the BoP and into current communication strategies (with and without words). Subsequently the context, the current and potential users will be explored during field research. After the designer has created an understanding of the complete situation, a creative session will take place. During this session one clear story for the user will be defined together with Eco Group. This story will be tested in the field. After defining the story line, multiple communication ideas will be developed, quickly prototyped and tested in the field. These communication ideas should fit to the end user, who is possibly illiterate and non English speaking. Multiple quick prototypes will be made, which will be tested. Continuously one design concept will be designed, prototyped and tested in the field. According to this test a final design will be created. Lastly the complete process will be analysed and take away for future communication strategies will be elaborately explained.

The final solution will be a communication strategy for the sales agents to communicate the clearly defined story of the Eco Stove to its potential users.
PLANNING AND APPROACH

Include a Gantt chart (example below - more examples can be found in Manual 2) that shows the different phases of your project, deliverables you have in mind, meetings, and how you plan to spend your time. Please note that all activities should fit within the given net time of 30 ECTS. The full time weeks or 100 working days, and your planning should include a kick-off meeting, mid-term meeting, green light meeting, and graduation ceremony. Illustrate your Gantt chart by, for instance, explaining your approach, and please indicate periods of part-time activities and/or periods of non-working time on your graduation project, if any, for instance, because of holidays or parallel activities.

### Start Date: 17 - 9 - 2018

### End Date: 15 - 2 - 2019

During creative session 1, a clear focus of the story will be developed together with the team of Eco Group. Creative session 2 will elaborate on how this story can be communicated to the potential users.

During the Christmas holiday, the student will have a two-week break. This will be between the last prototype test and finalizing the design. Before this break, the student will already weekly document the different steps.

---

**IDE TU Delft - E&SA Department /// Graduation project brief & study overview /// 2018-01 v30**

**Initials & Name:** T.D. Fij **Student number:** 4653564

**Title of Project:** The design of a communication strategy for Eco Group to potential users
MOTIVATION AND PERSONAL AMBITIONS

Explain why you set up this project, what competences you want to prove and learn. For example: acquired competences from your MSC program, the elective semester, extra-curricular activities (etc.) and point out the competences you have yet developed.

Optionally, describe which personal learning ambitions you explicitly want to address in this project, on top of the learning objectives of the Graduation Project, such as: in-depth knowledge on a specific subject, broadening your competences or experimenting with a specific tool and/or methodology. Stick to no more than five ambitions.

During my master I tried to focus mainly on cultural differences within design projects. For example I did a research elective in which I studied and gave recommendations for the improvement of a toolkit that helps designers to take cultural differences and similarities into account while designing for intended users with a different cultural background. During this elective I acquired much theoretical cultural knowledge. For my graduation I want to test these skills and knowledge in a practical cross cultural project.

The cultural differences between my first culture and the first culture of the Eco Group team, and of the intended users should be taken into account during this project. With the use of the Cultura toolkit (Hao et al. 2017) the differences and similarities between the cultures can be managed and used in the best way for the design.

Furthermore, I am interested in the base of the Pyramid projects. I believe that people in the BoP should not be helped from a western perspective. Instead, they should be encouraged and empowered to improve their life standards in their own way. After doing this graduation assignment I also hope to continue these beliefs while working on other BoP projects.

References


FINAL COMMENTS
In case your project brief needs final comments, please add any information you think is relevant.
B.1. Set up IAP Trainings

Agenda

DAY 1
am 1. Introductions
    2. Recap IAP Milestones
    3. Segmentation
pm 4. Customer Persona
    5. Competitor Mapping
    6. Value Proposition

DAY 2
am 7. Review Personas / VP
    8. Marketing Strategy
pm 9. Planning - Next Steps / Roles

Agenda for Today

1. About BoP Innovation Center
2. About Eco Group: product & sales channels
3. Persona: Knowing your customer
4. Value proposition
5. Additional: Branding
6. Marketing: ATEAR model
7. Roadmap development
8. Additional: Behavior Change Model
Setting during ChapChap training

Setting during Innovati training
### Product overview

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>ELECTRIC WITHOUT SOLAR</th>
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<tr>
<td>E-STOVE (EC 10)</td>
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<td>Solar Panel</td>
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<tr>
<td>Eco Inbuilt Battery</td>
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<td>USB Phone Charger</td>
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<td>USB Phone Charger</td>
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<td>Solar Panel</td>
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<td>Eco Inbuilt Battery</td>
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<td>2 LED Lights</td>
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<tr>
<td>USB Phone Charger</td>
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<tr>
<td>5 Bags of re-usable stones (2 years)</td>
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<tr>
<td>COMBI OVEN SINGLE</td>
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<tr>
<td>One year Manufacturer's Warranty</td>
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<td>Solar Panel</td>
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<td>USB Phone Charger</td>
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<td>5 Bags of re-usable stones (2 years)</td>
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<td>USB Phone Charger</td>
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<tr>
<td>2 Bags of re-usable stones (2 years)</td>
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<td>OVEN DOUBLE 5 TRAYS</td>
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<tr>
<td>Eco Inbuilt Battery</td>
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<td>20 KG Bag re-usable stones (2 years)</td>
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<td>20 KG Bag re-usable stones (2 years)</td>
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<td>DOMESTIC BURNER INBUILT (2 Burners)</td>
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<td>(Burners &amp; Oven)</td>
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<td></td>
</tr>
<tr>
<td>DOMESTIC BURNER INBUILT (3 Burners)</td>
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<tr>
<td>(Burners &amp; Oven)</td>
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<tr>
<td>DOMESTIC BURNER INBUILT (3 Burners)</td>
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<tr>
<td>(Burners &amp; Oven)</td>
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<tr>
<td>INSTITUTIONAL Customised</td>
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<td>INTEGRATORS Customised</td>
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<td>ECO WARMER</td>
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<td>BIN ORDER HEATERS</td>
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</table>
Appendices

C. Exploration

Outcome report C.2.

Post-workshop Report on Reaching the BoP with Eco Group Uganda
26-29 April 2018, Kampala

From strategy to implementation and reaching milestones

Content

1. Objective of the Workshop
2. Persona: Knowing your Customer
3. Value Proposition
4. Brand Strategy
5. Touchpoints & Customer Journey
6. Marketing: ATEAR Model
7. Planning: What’s Next?
1. Objective of this Workshop

Develop a viable marketing & distribution strategy, including a focused communication framework.

2. Persona: Knowing your Customer

Persona are fictional characters, which you create based upon your research in order to represent the different user types that might use your service, product, site, or brand in a similar way.

Do you really know her?

When making decisions, various things in life play a role: what you love, your problems, your aspirations in life. The same happens to your customers.

Persona: Nakato

- Nakato & Family: She is 30 years and has 4 kids.
- Husband: Ride driver, 32 years. Earns 30,000-60,000UGX.
- Residence: Jinja Isanga
- Profession: Housewife, earns additional income by growing cereals, g-mans and veggies on the same family land. Sells her produce at the market, earning 10,000-20,000UGX per week.
- Social network: She’s part of SACCO group, pays 5,000UGX per week for the merry-go-round.
- Primary expenditure: Charging phone, kerosene, cooking needs.
- Pains:
  - Getting enough food to feed her family
  - The general trouble of a housewife: the big manager!
  - Not able to access savings
  - Lack of support from her husband
- Gains:
  - Funds from the SACCO, enabling her to invest in the family.
  - From the last funds, she purchased 5 goats.
  - Possible earnings from selling EcoGroup stoves on commission basis
  - Shopping for clothes at Owino Market!

Key take out: Include the aspirations of Nakato in EcoGroup’s communication, not only the pains of her life and the hassle of cooking without stove.
3. Value Proposition

A value proposition is a promise of value to be delivered, communicated, and acknowledged; it is also a belief from the customer about how value (benefits) will be delivered, experienced and acquired.

Value Proposition Design

Value Proposition: e-Stove

- **Product/Service**: e-Stove, incl. the rocks, solar panel and battery
  - Flexible payment scheme
    - Downpayment of $60, plus 4 months $15.
  - After sales service, 1 year warranty
- **Pain Relievers**:
  1. Save money: Reduces the required fuel per meal, plus the costs of charging phones and other electronic devices.
     - Around 20k per week, 1 million USX per year!
  2. Saves time: Reduces the time required for preparing meals and the hassle of getting fuel and phones charged.
  3. Safe cooking: Reduces the hazards of smoke and the pain of getting smoke in the eyes.
- **Gain Creators**:
  - It's the next step in her household!
  - It improves her life and lifestyle: better health, schools, clothes, home and kitchen.
- **Reason to believe**:
  - Seeing is believing:
    - EcoGroup ambassadors
    - Testimonials from other users
    - Product demos
4. Brand Strategy

The Brand (we) must summarize your organisational values. Core values are the most important values of your organisation and are often based on your product/service offer. Aspirational values are related to your vision or impact that you strive for. Brand personality expresses the type of emotional characteristics of your brand.

5. Touchpoints & Customer Journey

In a customer journey, you think through the pathway of a potential new customer and how he interacts with your organisation (and brand). This can help you to define your brand touchpoints; a point of contact between your organisation and customer.
Touchpoints & Customer Journey

- Promotional materials
  - Leaflets
  - Flyers
  - Business cards
- Media materials
  - Newspaper ads
  - Radio ads
  - Facebook ads
  - Product videos
- Demo shows
  - Banners, tents, music
  - Product demo
- Giveaways
  - Shirts
  - Caps
  - Bracelets
- Product
  - Product box
  - Product manual

6. Marketing: ATEAR Model

The ATEAR Model covers 5 steps, starting with attracting attention and moving towards the ultimate goal of having regular consumers that buy or use your product or service.

**ATEAR**

- **A** - Attention
- **T** - Trust
- **E** - Experience
- **A** - Action
- **R** - Retention

**Marketing & ATEAR Model**

| A | Road shows
|   | Online ads
|   | Radio ads and talks
|   | Brochures
|   | Community leader endorsement
|   | SACCO Leaders
|   | Referrals from happy customers
|   | Product demos
|   | Videos (Virtual Reality) of product use and happy customers
|   | Discount with referrals
|   | Temporary discounts
|   | Flexible payment models for SACCOs
|   | Keep customer records and stay in touch
|   | Membership Club for EcoGroup customers

Build an integrated campaign that enables your future customers to pass all the steps above and become a loyal (and proud) Eco Group member!
<table>
<thead>
<tr>
<th>Action/Follow-up</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
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<td><strong>Marketing Strategy &amp; Agencies</strong></td>
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<td>Update coll where are we now</td>
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<td>4 May</td>
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<td>Report on Marketing Strategy to BOPiC</td>
<td>Nick</td>
<td>4 May 2018</td>
<td></td>
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<td>Review marketing strategy with comments and feedback</td>
<td>Rose</td>
<td>11 May 2018</td>
<td></td>
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<td>Finalise Marketing Strategy list of activities required, incl. a briefing in order a marketing agency will be invited</td>
<td>Nick</td>
<td>18 May 2018</td>
<td></td>
<td></td>
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<td>Identify Marketing Agencies and shortlist with both BOPiC and at SMEs</td>
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<td>4 May 2018</td>
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<td>Invite Marketing Agency, share briefing</td>
<td>Rose/Nick</td>
<td>25 May 2018</td>
<td></td>
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<tr>
<td>Based on the Marketing Agency’s involvement, we will detail the planning going forward</td>
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<td>25 May 2018</td>
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<tr>
<td>Marketing agency will be selected and work on initial concepts</td>
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<td>25 Jun 2018</td>
<td></td>
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<td>Prepare Market Launch</td>
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<td><strong>Product Development &amp; Consumer Research</strong></td>
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<td>Prepare production site and order required stock</td>
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<td>27 Apr 2018</td>
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<tr>
<td>Increase production volume and prepare for actual production</td>
<td>Rose</td>
<td>27 Apr 2018</td>
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<tr>
<td>Identify additional distributors and/or marketing staff</td>
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<td>4 May 2018</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
The material world

Knowing the rules

Devision of roles

Macro developments

Goals of end users

Angel vs. Devil

Socio-cultural Values

Clothing
- Apron
- Lid
- Charcoal stove
- Firelighters
- Firewood stove
- Plates
- Banana leaves
- Pan
- Saving together
- Family
- Mothers union
- Church/mosque...
- Community groups
- Taking care of each other
- Meet once a week
- Visiting community groups
- Cooking market
- Eating together once
- Farming
- Weekly visits to community groups
- Taking care of children
- Improving livelihood
- Larger house
- Breading chickens
- White saviorism
- Deforestation
- Increasing population
- Clean cooking
- Unemployment
- Men work
- Women and girls run the cooking
- Men are financial decision-makers
- Age indicates knowledge
- Once someone visits, you should always provide food

C.3. Exploration

Appendices
**Appendices**

**C. Exploration**

**Ugandan Dishes**

<table>
<thead>
<tr>
<th>Dish description</th>
<th>Cooking time</th>
<th>Cooking method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sauces</strong></td>
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<tr>
<td>Beans</td>
<td>1hr 40m</td>
<td>Boiling</td>
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<tr>
<td>Stew made from beans and is used as a sauce</td>
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<td></td>
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<tr>
<td>Gnut</td>
<td>30m</td>
<td>Boiling and simmering</td>
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<tr>
<td>Roasted and grinded groundnuts made into a sauce</td>
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<tr>
<td><strong>Starch</strong></td>
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<tr>
<td>Matoke</td>
<td>2hr</td>
<td>Steaming</td>
</tr>
<tr>
<td>Green bananas steamed and mashed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Posho</td>
<td>45m</td>
<td>Boiling and simmering</td>
</tr>
<tr>
<td>Maize (corn) meal cooked to a thick consistency</td>
<td></td>
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<tr>
<td>Pilao</td>
<td>50m</td>
<td>Boiling or steaming</td>
</tr>
<tr>
<td>Fried onion and vegetables boiled together with rice</td>
<td></td>
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</table>

**Cooking stoves Uganda**

- **Wood**
- **Charcoal**
- **Briquette**
- **3 Stone Fire**
- **Rolena stove**
- **Improved “cleaner” stove**
- **Metal**
- **Ceramic**
- **Improved “cleaner” stove**
- **Improved “cleaner” stove**
Current EcoStove users
C.4. Desired EcoStove usage

**Lighting EcoStove**
- Place big lava rocks
- Light matches and wood sticks
- Place wood sticks on lava rocks and carefully add charcoal
- Add charcoal and on top of that lava rocks
- Connect stove to battery, turn on fan
- Wait...
- Start cooking

**Timeline**
- **5 min**
  - Increase dimmer
  - Add charcoal dust
  - Increase dimmer continue cooking
  - Remove pan
  - Place pan back on the stove

**Increasing fire**
- Increase dimmer

**Decreasing fire**
- Decrease dimmer

**Prepare stove for new usage**
- Take of pan and pan holder
- Clean the inside cone with your hand to remove ash
- Empty the drawer from ash
- Recharge battery
- Shuffle the cooled down rocks
- Pull ring to remove ash
- Start using stove again

- **10 min**
- **5 min**
- **1 min**
- **15 min**
C.5. Charcoal stove usage

**Lighting charcoal stove**
- Place the first layer of charcoal
- Light matches and wood sticks
- Carefully build charcoal over it, while air can still go around the charcoal
- Wait...
- Shuffle charcoal and start cooking

**Increasing fire**
- Shuffle the rocks
- Wait...
- Add new charcoal
- Shuffle charcoal and continue cooking

**Decreasing fire**
- Shuffle the rocks
- Continue cooking
- Add ash on top of burning charcoal
<table>
<thead>
<tr>
<th><strong>Pro's</strong></th>
<th><strong>Con's</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>EcoGroup actively tries to get the attention of their customers</td>
<td>Not from the customer perspective</td>
</tr>
<tr>
<td>Always do product demos</td>
<td>Customers get the attention of their, the revisits really work for building a relation of trust</td>
</tr>
<tr>
<td>End of the years sale</td>
<td>Important politician</td>
</tr>
<tr>
<td>Flexible payment method</td>
<td>Video's of the product usages</td>
</tr>
<tr>
<td>Tv/Radio</td>
<td>Product Demo's</td>
</tr>
<tr>
<td>Shirts</td>
<td>Community leader endorsement</td>
</tr>
<tr>
<td>Flyers</td>
<td>Revisiting community groups, sell at the 3rd visit</td>
</tr>
<tr>
<td>Tents</td>
<td>Community events</td>
</tr>
<tr>
<td>Banners</td>
<td>Reusable green stories</td>
</tr>
<tr>
<td>Roadshows</td>
<td>EcoGroup actively tries to stay in touch</td>
</tr>
<tr>
<td>Community events</td>
<td>Customer database (EcoGroup tries to stay in touch)</td>
</tr>
<tr>
<td>Product Demo's</td>
<td>Product manual sticker</td>
</tr>
<tr>
<td>Video's of the product usages</td>
<td>Customer database (EcoGroup tries to stay in touch)</td>
</tr>
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### ATEAR Model

<table>
<thead>
<tr>
<th><strong>Attention</strong></th>
<th><strong>Experience</strong></th>
<th><strong>Action</strong></th>
<th><strong>Trust</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizable green stoves</td>
<td>No visuals, only English</td>
<td>No real action moments</td>
<td>Not in physical materials</td>
</tr>
<tr>
<td>Currently</td>
<td>Currently</td>
<td>Currently</td>
<td>Currently</td>
</tr>
<tr>
<td>TV/ Radio, Flyers, Tents, Banners, Roadshows</td>
<td>Video's of the product usages, Product Demo's, Show's all the available stores</td>
<td>Buy now, because were are only here today</td>
<td>Important politician, Video's of the product usages, Product Demo's, Show's all the available stores</td>
</tr>
<tr>
<td>EcoGroup actively tries to get the attention of their customers</td>
<td>The revisits really work for building a relation of trust</td>
<td>Important politician, Video's of the product usages, Product Demo's, Show's all the available stores</td>
<td>EcoGroup actively tries to get the attention of their customers</td>
</tr>
<tr>
<td>EcoGroup actively tries to get the attention of their customers</td>
<td>The revisits really work for building a relation of trust</td>
<td>Important politician, Video's of the product usages, Product Demo's, Show's all the available stores</td>
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<tr>
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<td>Important politician, Video's of the product usages, Product Demo's, Show's all the available stores</td>
<td>EcoGroup actively tries to get the attention of their customers</td>
</tr>
</tbody>
</table>

### D. Interactions

1. **ATEAR Model**
Presentation analysis

The different events: UN Day Uganda (1), Community visit Kisoro (2), Community visit Blessed Bakers (3), Road show (4), Community event (5), Uganda Clean Cooking Innovation Summit 2018 (6), Main shop Kampala (7), Dependance shop (8).

**Products**

<table>
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<tr>
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<th>1</th>
<th>2</th>
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<td>Lamps</td>
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<td>Charge cables</td>
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**Communication materials**

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<td>Tent</td>
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<td>Road Sign</td>
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<td>Street banner</td>
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<td>2</td>
<td>1</td>
<td>+/-5</td>
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<td>T-shirts</td>
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<td>Time there</td>
<td>6-8 h</td>
<td>30 min</td>
<td>1 h</td>
<td>6-8 h</td>
<td>6-8 h</td>
<td>3 days</td>
<td>6 days a week</td>
<td>6 days a week</td>
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</table>
## Narrative

<table>
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<tr>
<th>1st communicated value</th>
<th>Cooking on Rocks</th>
<th>Cooking on Rocks</th>
<th>Cooking on Rocks</th>
<th>Cooking on Rocks</th>
<th>Cooking on Rocks</th>
<th>Cooking on Rocks</th>
<th>Cooking on Rocks</th>
<th>Cooking on Rocks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd communicated value</td>
<td>Fights deforestation</td>
<td>Healthy clean cooking</td>
<td>Healthy clean cooking</td>
<td>Healthy clean cooking</td>
<td>Fights deforestation</td>
<td>Healthy clean cooking</td>
<td>Healthy clean cooking</td>
<td>Healthy clean cooking</td>
</tr>
<tr>
<td>3rd communicated value</td>
<td>Healthy and clean</td>
<td>Money/time saving</td>
<td>-</td>
<td>Money/time saving</td>
<td>Money/time saving</td>
<td>Money/time saving</td>
<td>Healthy clean cooking</td>
<td>Money/time saving</td>
</tr>
<tr>
<td>4th communicated value</td>
<td>Money/time saving</td>
<td>Extra solar attributes</td>
<td>Fights deforestation</td>
<td>Extra solar attributes</td>
<td>-</td>
<td>Fights deforestation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Main value communicated through marketing materials</td>
<td>Stoves available in every size</td>
<td>Stoves available in every size</td>
<td>-</td>
<td>Stoves available in every size</td>
<td>Stoves available in every size</td>
<td>Stoves available in every size</td>
<td>Stoves available in every size</td>
<td>-</td>
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</tbody>
</table>

### Main ATEAR focus

<table>
<thead>
<tr>
<th>A</th>
<th>A/T</th>
<th>T</th>
<th>A</th>
<th>A/E</th>
<th>A</th>
<th>A/E</th>
<th>A/E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building donor network</td>
<td>Sell stoves</td>
<td>Create trust, and teach them to build small businesses</td>
<td>Grow network, sell stoves</td>
<td>Grow community network, sell stoves</td>
<td>Grow donor network, learn new things</td>
<td>Sell stoves</td>
<td>Sell stoves</td>
</tr>
</tbody>
</table>

### Goal of communication

- 1st communicated value: Cooking on Rocks
- 2nd communicated value: Fights deforestation
- 3rd communicated value: Healthy and clean
- 4th communicated value: Money/time saving
## Current community group visits

### D.3.

<table>
<thead>
<tr>
<th>ATEAR</th>
<th>Persons involved</th>
<th>Materials</th>
<th>Time</th>
<th>What is good?</th>
<th>What is not that good?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search for community leaders</td>
<td>At</td>
<td>Diana/ Rose/ Rebecca</td>
<td>Business cards</td>
<td>Multiple months</td>
<td>Takes a lot of time and effort</td>
</tr>
<tr>
<td>Call/ meet with community leaders</td>
<td>At/T</td>
<td>Diana/ Rose/ Rebecca</td>
<td>Phone</td>
<td>Multiple months</td>
<td>Takes a lot of time and effort</td>
</tr>
<tr>
<td>Previous encounter with Brand</td>
<td>At</td>
<td>Sales team</td>
<td>Banners, Roadshows, other users, community events</td>
<td>First glance</td>
<td>Inconsistency in logo/name/branding</td>
</tr>
<tr>
<td>1st visit: Stove Explanation/Demo</td>
<td>At/E</td>
<td>Diana/ Rose/ Rebecca</td>
<td>Stove, Rocks, Flyers, Visitor book</td>
<td>1 – 2 hours (first time is the longest)</td>
<td>The DEMO that they always do</td>
</tr>
<tr>
<td>After talk about EcoGroup</td>
<td>-</td>
<td>Within community</td>
<td>Flyers</td>
<td>-</td>
<td>Flyers are not relevant for the women</td>
</tr>
</tbody>
</table>

### 2nd visit: diff products, poss shop start

| T/A/E | Diana/ Rose/ Rebecca | Product Book, flyers, possibly multiple stoves | 1 hour | They show all stoves, not only the relevant ones |

### 3rd visit: explanation of pay method

| T/Ac | Diana/ Rose/ Rebecca | Subscription paper, agreement paper | 1-2 hours | They adjust the payment method |

### Delivery and usage expl demo of stove

| T/E/R | Diana/ Rose/ Rebecca (Maureen) | Product manual sticker | First glance | 1 hour per person | Demo, Usage manual cant be thrown away |

### Community leader calls at disfunctioning

| R/T | Diana/ Rose | Flyer/stove with the phone number | 5 min | User might already be used at old habits again |
D.4. Communication of competitors

Communication materials

The main communicated values within all the marketing materials presented at the Ugandan Clean Cooking Innovation Summit 2018, from this 15 companies are: Energy saving and the benefits for environment, different available sizes, and saving money.

Competitors
1. EcoGroup Ltd
2. WesGas
3. Fundi Facilities Management
4. BBS Energy
5. Fowe Stoves
6. Best of Waste Ltd
7. AES
8. B.M. Energy
9. Ebenezer Energy Saving Stoves Ltd
10. Potential energy
11. Cook & Save
12. Green-Fit
13. Geni Green Solutions Ltd
14. Adapt Plus Ltd
15. Bold Energy

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>10</th>
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<td>Saving money</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Saving time</td>
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<td>Energy saving</td>
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Stoves/ Fuel: S/ Solar F/ Gas C/ Charcoal V/ Volcanic rocks B/ Briquette E/ Et handi
## Communication plan

### Front Stage

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<thead>
<tr>
<th>TIME</th>
<th>2 weeks - 4 months</th>
<th>1 hour</th>
<th>1 hour</th>
<th>1 hour</th>
<th>1.5 hours</th>
<th>every 2 months once</th>
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<td>4 weeks max</td>
<td>4 weeks max</td>
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<td></td>
<td>2 weeks</td>
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<td>CUSTOMER JOURNEY</td>
<td>ORIENTATION</td>
<td>1ST VISIT</td>
<td>2ND VISIT</td>
<td>3RD VISIT</td>
<td>INSTALMENT</td>
<td>REVISITING</td>
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<td>COMMUNITY GROUP VS INDIVIDUAL</td>
<td>Head of community</td>
<td>Community group</td>
<td>Community group</td>
<td>Community group</td>
<td>Individual group member</td>
<td>Community group</td>
</tr>
</tbody>
</table>

#### EMPLOYEE ACTIONS

- **Calling/visiting community group**
- **Visit community group, play video, answer questions**
- **Explaining usage, showing usage**
- **Explaining payment method, Action deal**
- **Instal stove, explain them one more time, and let them try the usage**
- **Further usage exploration, quick first maintenance flyers**

#### MARKETING MATERIALS

- **flyers**
- **Flyers, video 1, cardboard video box**
- **flyers, video 2, cardboard video box**
- **flyers**
- **Flyers, stove, posters, stickers**
- **Video 2, flyers, cardboard video box**

### Backstage

#### ACTIONS

- **Deliver sales lady all needed marketing materials**
- **Arrange payment method**
- **Deliver sales lady all needed stove materials**
- **Providing sales lady with maintenance tools**

#### GOAL

- **Get in touch with Community Groups**
- **Build up a connection, attract**
- **Build up a connection**
- **Sell the stoves**
- **Instal stove and explain usage**
- **Retention of product**

#### SUPPORT PROCESSES

- **Network building, growing brand knowledge**
- **Continuously improve marketing materials**
- **Continuously improve usage explanation**
- **Teach sales lady to do quick maintenance**
### E.2. Videos

<table>
<thead>
<tr>
<th>Section</th>
<th>Video 1.2 Showing usage</th>
<th>Video 1.3 Explaining payment method</th>
<th>Video 2. Usage explanation</th>
</tr>
</thead>
</table>
| **1. Setting** | - slightly cleaner place to cook  
- but realistic to end users | - EcoGroup shop | - EcoGroup shop |
| **2. Character** | - low income end users, easily able for community group women to identify with her (same as in the previous video)  
- local clothing | - member of the sales team  
- sales outfit  
- other end users | - member of the sales team (same as in the previous video)  
- sales outfit |
| **3. Resources** | - the EcoStove, lava rocks  
- food (rice)  
- pan with lid | - visuals | - the EcoStove, lava rocks  
- food (beans)  
- pan  
- charcoal dust, fire sticks |
| **4. Actions** | - show every step of using the stove (this is not the same as lighting it)  
- highlight the increasing flame with the dimmer  
- film from multiple perspective to create a real experience later on  
- breaks (to invite them to discuss whats next) | - explain the payment options short and clear  
- after explanation let current users tell about their experiences (very brief)  
- introduce small discount | - first show preparation of the stove for usage  
- then show lighting the stove  
- and show continuous usage while preparing beans.  
- mainly highlighted identified challenging changes (paragraph 5.4) |
| **5. Purpose** | - let women of community group experience the usage of the stove  
- let them actively participate by discussing what the character is going to do next | - let the community group women understand the payment options  
- convince them to buy the stove, now | - persuade end users in using the correct usage of the stove. |
### Flyers E.3.

<table>
<thead>
<tr>
<th>1. Setting</th>
<th>Flyer 1. Low income peri-urban end user</th>
<th>Flyer 5. Low income peri-urban cook</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- slightly cleaner place to cook</td>
<td>- market place</td>
</tr>
<tr>
<td></td>
<td>- but realistic to end users</td>
<td>- chaotic but with food ready</td>
</tr>
<tr>
<td>2. Character</td>
<td>- Low income end users, easily able for end user to identify with her</td>
<td>- low income end user</td>
</tr>
<tr>
<td></td>
<td>- local clothing</td>
<td>- local clothing</td>
</tr>
<tr>
<td>3. Resources</td>
<td>- the EcoStove</td>
<td>- the EcoStove</td>
</tr>
<tr>
<td></td>
<td>- food (local food like sweet pumpkin)</td>
<td>- food (different local dishes, big amounts, ready to be served)</td>
</tr>
<tr>
<td></td>
<td>- pan with lid</td>
<td>- pans</td>
</tr>
<tr>
<td>4. Actions</td>
<td>- showing the food that she prepared on the stove</td>
<td>- cooking (to better show her function in the setting)</td>
</tr>
<tr>
<td></td>
<td>- smiling</td>
<td>- smiling</td>
</tr>
<tr>
<td></td>
<td>- preparing food</td>
<td></td>
</tr>
<tr>
<td>5. Purpose</td>
<td>- convince end users of that the stove is clean, the heat is good enough to cook typical Ugandan dishes, saving money</td>
<td>- convince women that prepare food to sell that this stove is also a good opportunity for them.</td>
</tr>
</tbody>
</table>
Resty: "When cooking on this stove, I save 70% of the charcoal I would use on my charcoal stove."

Margeret: "With this Eco-Stove, cooking my beans takes me only 2 hours!"

The stove is included with a solar panel, lamps, phone charger, and a battery with a solar panel. burned on rocks saves up to 70% on charcoal.

Charscoal:
- Less hassle to buy
- Quick to light
- Very hot fire
- Very hot fire
- Safe
- Extra solar features
- Clean cooking
- Looks smart

Flyer 1. Low income peri-urban end user

Contact:
Location: Wakaliga Road, after Lubiri S.S., Kampala
Tel. number: +256 702 920729, +256 776 920729
Web: www.eco-stove.org
Email: info@ecostove.org

<table>
<thead>
<tr>
<th>Charcoal Stove</th>
<th>Eco-Stove</th>
<th>Charcoal Stove</th>
</tr>
</thead>
<tbody>
<tr>
<td>USh 1,460,000</td>
<td>USh 4,600</td>
<td>USh 1,460,000</td>
</tr>
<tr>
<td>USh 4,600</td>
<td>I save 70% of the charcoal I would use on this stove.</td>
<td></td>
</tr>
</tbody>
</table>
Margaret: “With this Eco-Stove, cooking my beans takes me only 2 hours!”

Anita: “The saving due to the Eco-Stove helps me to pay for the school fees of my grandchildren!”

Resty: “My food is cooked perfectly in half of the time that I cooked it before, and it is so delicious!”

Nakato: “I save 12,000 UGX a day on my charcoal expenses, because of the EcoStove!”

“Experience this new way of cooking”

“Experience this new cooking innovation”

“Rocking the cooking experience”

“Rocking the cooking experience”

CONTACT:
Tel. number: +256 702 920729, +256 776 920729
Location: Wakaliga Road, after Lubiri S.S., Kampala

CONTACT:
Tel. number: +256 702 920729, +256 776 920729
Location: Wakaliga Road, after Lubiri S.S., Kampala

Flyer 2, Fyer 3, Flyer 4, Flyer 5 Low income peri urban end users
EcoStove, this stove cooks on volcanic rocks, and helps to fight deforestation as well as poverty! It decreases air pollution and saves money over time.

**Fights deforestation**

**Decreases air pollution**

**Saves money over time**

**Provides employment**

**Clean energy**

**Gives guidance to low income users on having a business**

**Provides clean cooking solution**

**We want to change the cooking behaviour of all Ugandans in order to save the environment and increase people’s livelihoods.**

**Vision:**

We want to change the cooking behaviour of all Ugandans in order to save the environment, and increase peoples livelihoods.

**Mission:**

Provide every household around Uganda with this clean cooking solution.

**What do we do?**

- Produce clean cooking stoves
- Market and distribute these cooking stoves
- Research and design
- Provide clean cooking stoves
- Provide jobs for women and youth
- Support women to earn money with the use of this stove
- Support women groups around Kisoro to earn money by producing and selling this stove

**United Nations Sustainable Developing Goals:**

With the EcoStove we touch upon at least 9 of the 17 Sustainable Development Goals of the United Nations. This means that next to our clean cooking stove, we also take time to be conscious about our overall impact.

**Location:**

Wakaliga Road, after Lubiri S.S., Kampala

**Tel. number:**

+256 702 920729, +256 776 920729

**Web:**

www.eco-stove.org

**Email:**

info@ecostove.org

**Contact:**

Customer care: +256 200 905501

**For example:**

Our clean cooking stove has also taken time to be conscious about our overall impact. With the EcoStove we look upon at least 9 of the 17 Sustainable Developing Goals of the United Nations. This means that next to our clean cooking stove, we also take time to be conscious about our overall impact.

**Appendices**

[Image of flyer page 6: Donors]
Cook your food and tea in half the time with the extreme heath of the EcoStove!

Tel: +256 200 905501 / +256 702 920729
The EcoStove saves 70% of the charcoal and/or firewood that people normally use to cook. With that we try to save the forests of Uganda.

Tel: +256 200 905501 / +256 702 920729
Today we cook for you!

Come to try a small portion of food cooked by us, for you. Taste and experience the greatness of the EcoStove!

Tel: +256 200 905501 / +256 702 920729
Appendices
F. Advice

Example of a completed Cultura Canvas

F.1. Cultura Canvas

This canvas will help to define the cultural context in which your product is used. By defining this culture, you are not only able to find out more about the customer in which your product is used, but you can also match your product/service better to the end user. Moreover, this insights can be used during the creation of your communication strategy and the design of communication materials.

1. Describe the cultural context in which your product is used.

2. Who is part of this culture?
   Complete the Persona Canvas for the main end user(s).

3. Describe the following 8 cultural aspects.
   1) Which materials/products are used in the cultural context?
   2) Are the customers part of a community? Are there other communities relevant to the cultural context?
   3) How are roles distributed among community members?
   4) What rituals can you observe in people's everyday lives?
   5) What rules do people have within their social relationships (either written and unwritten rules)?
   6) Are there people within the community who are highly valued and respected (angels). Are there people within the community who are disrespected and disliked (devils)?
   7) What short and/or long term goals do people have?
   8) What are the relevant macro developments that can influence this cultural context?

Below 8 questions stimulate you to think about the cultural context. Try to brainstorm for each of these questions and to find as many relevant answers as possible.

### Storytelling Canvas

After completing the Cultura Canvas, this knowledge can be used to design stories for communication materials. Fill in the steps below. Step 1 and 2 help to define the type of communication material you are designing. Step 3, 4, 5, 6, and 7 help you to define your story. Visualize this story in step 8. Try to create a story your customer can identify with and use the previously gathered Cultura insights to do so.

#### Example of a completed Storytelling Canvas

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Purpose of this communication material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Explaining usage of the stove &amp; matt users adopt this usage.</strong></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Type of communication material.</td>
<td><strong>Video (2)</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Character(s).</td>
<td><strong>Sales lady</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Purpose of the main character.</td>
<td><strong>Prepare lunch (beans) &amp; explain full usage of the stove</strong></td>
</tr>
<tr>
<td>5.</td>
<td>Resources.</td>
<td><strong>Eco-tour, food, solar</strong></td>
</tr>
<tr>
<td>6.</td>
<td>Setting. In what setting does this story take place? What characteristics can you distinguish?</td>
<td><strong>Near the shop - quiet company with in the background</strong></td>
</tr>
<tr>
<td>7.</td>
<td>Actions/Interactions. Which actions does the main character undertake to reach his/her purpose?</td>
<td><strong>Explaning usage putting beans on stove</strong></td>
</tr>
<tr>
<td>8.</td>
<td>Visualize your story! If you are designing a video draw a storyboard here. If you are designing a poster, draw your poster design. Try to include all parts of your story: character, purpose, resources, setting, and actions/interactions.</td>
<td><img src="image_url" alt="Storyboard Example" /></td>
</tr>
</tbody>
</table>