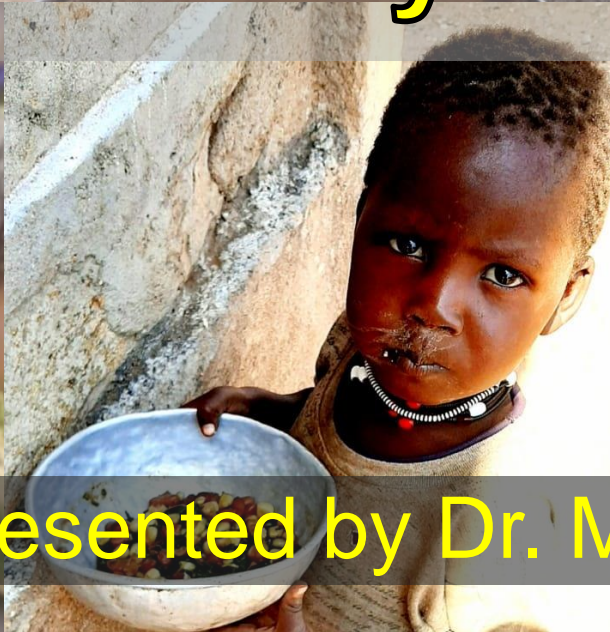




JICA's Intervention for the Adaptation in the Agriculture Sector Vege-Lunch Program in Kenya



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For drought resilience, **introduction of agriculture** to pastoralists in ASAL area is strongly recommended in terms of:

1. **livelihood diversification**, and
2. **improvement of nutrient intake**.



Activities Based on “AIDA” in a JICA Project

1. **A**ttention

2. **I**nterest

3. **D**esire

4. **A**ction

“AIDA (= Attention, Interest, Desire, Action)” is a marketing model that uses advertising to attract consumers' attention and encourage them to purchase.

Strat

Educate
cultivation and

understanding
of cultivation &

to cultivate
vegetables and

obstacles to the
cultivation &

Common Challenge in Business and Development Assistance:

It is **easy** to **inform** new knowledge to someone.

But it is too **difficult** to **change their mindset / behavior** by just telling it.

vegetables

Bad Experience in Small-scale Vegetable Cultivation

No Sustainability = When the project stopped the support, they quitted the activity very soon.

1. Attention

Attention to Action !?

4. Action

Condition of Target

“I do not know importance of nutrition and eating vegetables.”



Zaipit

•“I cannot conduct cultivation. “
•“I cannot get vegetables.”

Strategy

Educate cultivation and Nutrition improvement

Remove obstacles to the cultivation & intake of vegetables.



Success ? !

Activity

Advocation and Lecture of Nutrition / vegetables

Vegetable Cultivation Training

Activities Based on “AIDA” in a JICA Project

| | 1. Attention | 2. Interest | 3. Desire | 4. Action |
|---------------------|---|--|---|--|
| Condition of Target | <p>“I do not know importance of nutrition and eating vegetables.”</p> | <ul style="list-style-type: none"> •“I am not interested in cultivation.” •“I am not interested in eating vegetables.” | <ul style="list-style-type: none"> •“I do not want to eat vegetables”. •“I do not want to start to cultivate vegetables”. | <ul style="list-style-type: none"> •“I cannot conduct cultivation. “ •“I cannot get vegetables.” |
| Strategy | <p>Educate cultivation and Nutrition improvement</p> | <p>Promote understanding of cultivation & intake of vegetable</p> | <p>Boost demands to cultivate vegetables and eating vegetables.</p> | <p>Remove obstacles to the cultivation & intake of vegetables.</p> |
| Activity | <p>Advocacy and Lecture of Nutrition / vegetables</p> | <p>Agri-Homework Diary Program</p> | <p>Vege-Lunch Program</p> | <p>Vegetable Cultivation Training</p> |

For drought resilience, **introduction of agriculture** to pastoralists in ASAL area is strongly recommended in terms of **livelihood diversification** and **improvement of nutrient intake**.

KEY ISSUE:

- Pastoralists are not familiar with eating and cultivating vegetables.
- According to past experiences, it is very hard to establish sustainability on vegetable cultivation in pastoral communities.

APPROACH:

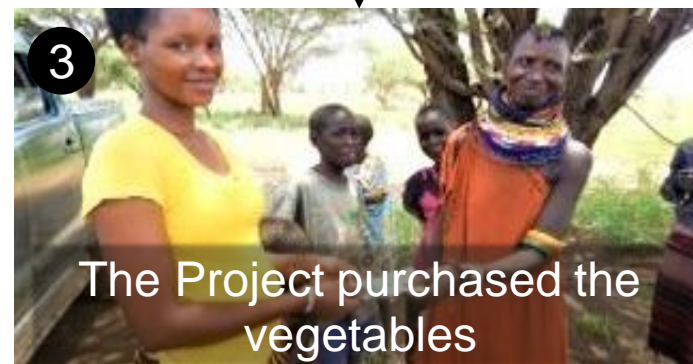
“Focus on DESIRE” & “Children are big influencers at home”

How to change children’s mindset against vegetables?

Answer:

Let them eat vegetables continuously

Activities of Vege-Lunch Program



Impact of Vege-Lunch Program (1)

A. Direct impacts (but short term, for 1.5 years):

(A1) Nutrition improvement of pupils by eating vegetables at schools (**twice a week**)

(A2) Cash income of women groups

Before: No vegetable, mono-color



Impact of Vege-Lunch Program (2)

B1. Indirect impacts (long term):

Q. Did your feeling change about vegetables after the program?

A: Yes, I feel like eating **MORE** vegetables.

| Question | Item | | % |
|--|--|--|--------------|
| Q13. Compared with before vege-lunch program, did your feeling change?? | School-1 (n= 24) | a.No change | 12.5% |
| | | b.I feel like eating MORE vegetable. | 87.5% |
| | | c.I started NOT to want to eat vegetables because I dislike vegetables. | 0.0% |
| | | d.I started NOT to want to eat vegetables because I eat too much vegetables. | 0.0% |
| | | e.I started NOT to want to eat vegetables because of other reasons. | 0.0% |
| | School-2 (n= 30) | a.No change | 23.3% |
| | | b.I feel like eating MORE vegetable. | 73.3% |
| | | c.I started NOT to want to eat vegetables because I dislike vegetables. | 0.0% |
| | | d.I started NOT to want to eat vegetables because I eat too much vegetables. | 3.3% |
| | | e.I started NOT to want to eat vegetables because of other reasons. | 0.0% |
| | School-3 (n= 40) | a.No change | 7.5% |
| | | b.I feel like eating MORE vegetable. | 92.5% |
| | | c.I started NOT to want to eat vegetables because I dislike vegetables. | 0.0% |
| | | d.I started NOT to want to eat vegetables because I eat too much vegetables. | 0.0% |
| | | e.I started NOT to want to eat vegetables because of other reasons. | 0.0% |
| School-4 (n= 40) | a.No change | 0.0% | |
| | b.I feel like eating MORE vegetable. | 100.0% | |
| | c.I started NOT to want to eat vegetables because I dislike vegetables. | 0.0% | |
| | d.I started NOT to want to eat vegetables because I eat too much vegetables. | 0.0% | |
| | e.I started NOT to want to eat vegetables because of other reasons. | 0.0% | |

Observation-1

The program can change pupils' preferences and mindset about vegetables.

Impact of Vege-Lunch Program (3)

B2. Indirect impacts (long term):

Q. How many times a week do you want to eat vegetable at school lunch. (The program provided twice a week)

| Question | Item | BEFORE the program | | AFTER the program | | |
|---|----------|---|----|-------------------|----|-------|
| | | Value | % | Value | % | |
| 5. How many times a week do you think vegetable food at school lunch is proper? | School-1 | a. More than 3 times a week | 18 | 56.3% | 20 | 83.3% |
| | | b. 1 ~ 2 times a week | 7 | 21.9% | 4 | 16.7% |
| | | c. I do not want to eat vegetable dishes at school (0 times a week) | 5 | 15.6% | 0 | 0.0% |
| | | d. I do not know | 2 | 6.3% | 0 | 0.0% |
| | School-2 | a. More than 3 times a week | 26 | 86.7% | 24 | 80.0% |
| | | b. 1 ~ 2 times a week | 3 | 10.0% | 6 | 20.0% |
| | | c. I do not want to eat vegetable dishes at school (0 times a week) | 0 | 0.0% | 0 | 0.0% |
| | | d. I do not know | 1 | 3.3% | 0 | 0.0% |
| | School-3 | a. More than 3 times a week | 34 | 85.0% | 36 | 90.0% |
| | | b. 1 ~ 2 times a week | 4 | 10.0% | 4 | 10.0% |
| | | c. I do not want to eat vegetable dishes at school (0 times a week) | 0 | 0.0% | 0 | 0.0% |
| | | d. I do not know | 2 | 5.0% | 0 | 0.0% |

Big change

These school pupils had positive feeling

No big change

Observation-2

Pupils who have negative feelings had a big impact on the program. → In Kenya, the program affects stronger at pastoralists' schools.

Big change

We expect such a positive feeling about vegetable wouldn't lose for a long period, then support parents' cultivation activities.

END