

LEAN DATA

REAP BENEFIT

MAY 2018



reap
benefit

WELCOME TO YOUR LEAN DATA RESULTS

1

Headlines:

- + Top actionable **insights**

2

Your data:

- + Question by question **results**
- + A selection of user **quotes** throughout

3

Just for fun:

- + **Staff quiz** results: how well do you know your users?

4

Details on approach:

- + **Methodology**: what we did
- + **Survey questions**: for you to re-use in future

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OMIDYAR NETWORK

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LEAN DATA

TOP ACTIONABLE INSIGHTS

FROM 439 STUDENT SURVEYS CONDCUTED IN-PERSON AND OVER PHONE

1

Students confirmed that Reap Benefit helps to hone a creative and innovative problem solving approach; and they are keen to develop it further

56% of respondents were “Promoters” in that they were highly likely to recommend Reap Benefit (RB) to a family or friend. The biggest satisfaction driver among promoters was RB’s ability to enhance student’s problem solving, by enabling and pushing them to think creatively, and in a critical manner. Problem solving also emerged as the top skill that students had acquired while working with RB, with 35% of all students ranking it as the top most skill that they have acquired. It also turned out to be skill that students wanted to master further, when we asked students to tell us skill they would like to develop or learn.

2

Students expressed mixed motivations behind joining RB; with 27% saying their belief in RB’s work caused them to join

Student motivations were majorly influenced by three causes. 27% students believed in RB’s work, to drive social change, which motivated them to join. An equal proportion of students said joining was mandated by school. Another ~25% said that they wanted to develop core skills such as problem solving, other technical skills, or they simply wanted to learn something new.

3

Students were most satisfied with RB’s core offering entailing guidance, mentorship, access to solutions and exposure

More than 80% rated RB’s core offering, 4 or above on a scale of 1-5, where 5 was the highest. Students expressed uncertainty regarding ‘external exposure’, as nearly 25% students reported ‘don’t know/can’t say’, when asked to rate that particular offering.

TOP ACTIONABLE INSIGHTS

FROM 439 STUDENT SURVEYS CONDUCTED IN-PERSON AND OVER PHONE

4

A quarter students felt that the quality of their engagement with the government had improve; 60% reported 'no change', suggesting potential room for improvement in this specific area

More than 60% students felt there was no change in the quality of their engagement with the government. ~25% of the students who did observe a 'positive change' explained that the change resulted in them being more action oriented. They described that a part of it also entailed understanding government's context and the shortages under which they are expected to deliver.

5

A strong majority of students now agree that citizens are more important in governance than government

More than eighty percent of students reported that 'citizens' were primary stakeholders for ensuring good governance. Students explained that "instead of sitting around and complaining about the dereliction of duty" on part of government officials, it was important to be active parts in governance process, doing their bit as citizens. Many of them spoke about being action-oriented rather than simply complainers. It may be interesting to leverage the most vocal students to be ambassadors to amplify this message

6

Implementing a 'hands on solution' was the most commonly devised problem solving approach

Almost one quarter of students that RB works with, have never solved any problem using the three approaches provided. Out of the three quarters who have used RB's solution approaches, 'implementing hands on solution' was the most popularly devised solution, followed by 'problem reporting'. 'Campaigns' was seen to the least most popular mechanism of solving a problem with only 25% of all students deploying it at some point in time.

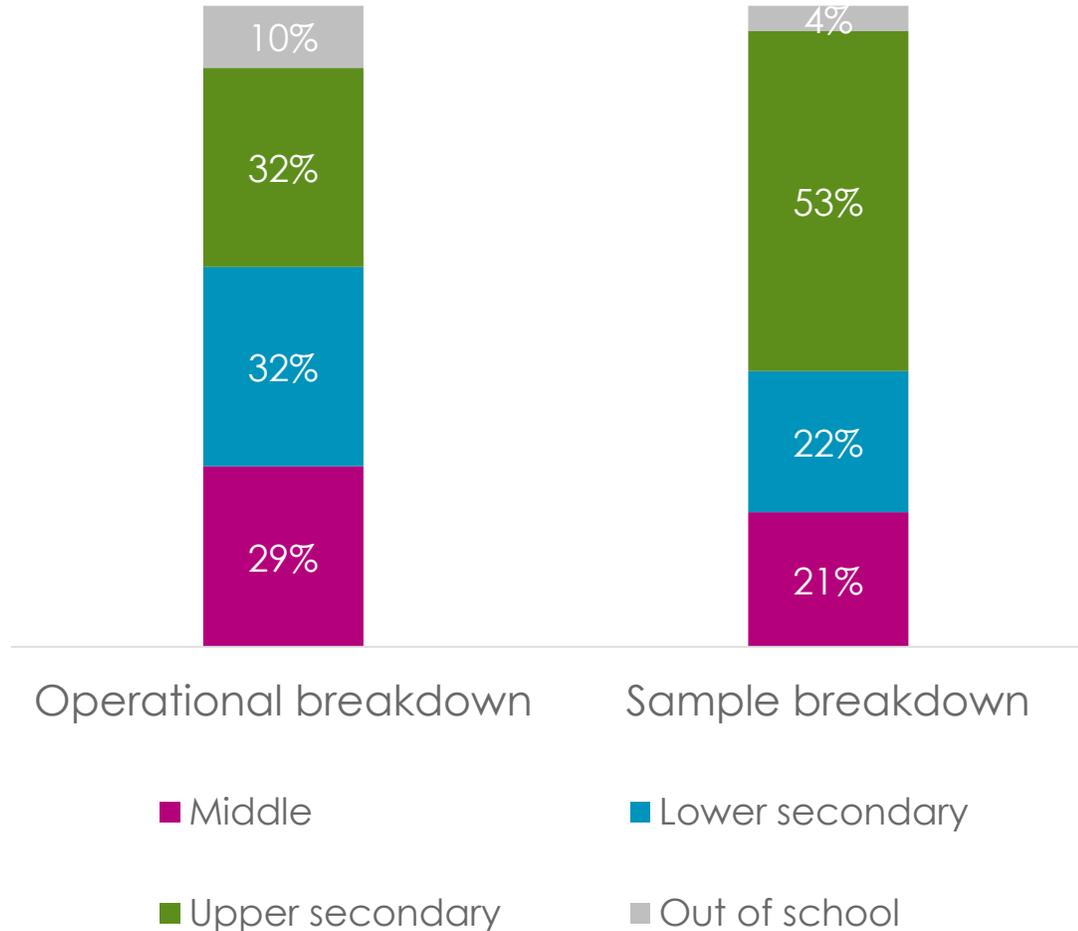
NOTE ON SAMPLING

ANALYSIS DONE USING WEIGHTED AVERAGE METHOD

For this project, Reap Benefit collected the data using a random sampling approach across the 4 categories, based on grade type.

Surprisingly, we received a higher response rate from those in grade 11,12 (upper secondary).

In order for the results to be representative of the overall user-base, we have, in some places, “re-weighted” the answers and shown a weighted average, in an attempt to minimize the response bias, and show performance that is representative of the overall user base.



REAP BENEFIT'S NET PROMOTER SCORE OF 46 – WHICH IS GOOD

STUDENTS VALUED THE PROBLEM SOLVING APPROACHES THAT ARE OFFERED AS PART OF COURSEWORK, AS WELL AS THE CURRICULUM PUSH CREATIVE, INNOVATIVE THINKING

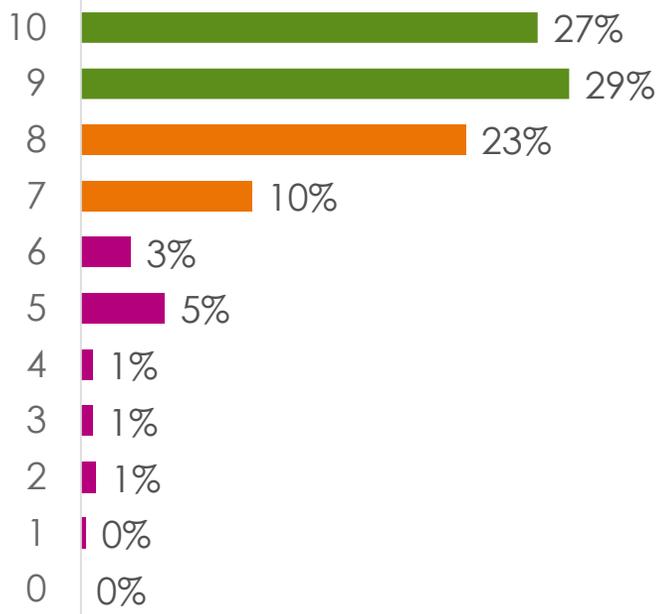
Reap Benefit's score of 46 is good (anything above 50 is considered excellent).

By comparison, the average across 40+ Omidyar Network investees is 42.

Asking respondents to explain their score highlights the main value drivers and dissatisfaction drivers; these are mentioned on the right.

The Net Promoter Score is a metric that is useful to track over time, and experiment with ways to convert passives and detractors to be promoters.

"On a scale of 0-10, how likely are you to recommend Reap Benefit to a friend or colleague, where 0 is not likely at all and 10 is extremely likely?" (n = 439)



“Net” Score = % promoters - % detractors = **46**

9-10 score 0-6 score

Calculated using **weighted average approach**

Asking respondents to explain their scores, yields insights on value proposition:

Promoters: 56% 9-10 score

- + Engaging sessions with good guidance and friendly approach (35%)
- + Promotes creative and innovative thinking (32%)
- + Effect change in society (28%)

VALUE DRIVERS

Passives: 33% 7-8 score

- + Promotes creative and innovative thinking (32%)
- + Engaging sessions with good guidance and friendly approach (26%)
- + Effect change in society (23%)

Detractors: 11% 0-6 score

- + Need for more interactive classes, and more practical hands on learning approach (29%)
- + Need more exposure on the field (21%)
- + Cater to interests of students rather than a blanket approach (9%)

DISSATISFACTION DRIVERS

UNDERSTANDING REASONS BEHIND SATISFACTION & DISSATISFACTION IN USERS' OWN WORDS

QUALITATIVE RESPONSES TO UNDERSTAND RB'S NET PROMOTER SCORE

Promoters liked Reap Benefit's ability to drive social change in society

"Motive. The fact that the Reap Benefit group is driven by idea of green has really inspired me and a lot of people I know to keep wherever we go a at least a little cleaner that how it was before we got there. Not just keeping things clean, but using the resources we have efficiently is something I've learnt from RB at pretty young age. Every time I tighten a tap to stop the leakage or even something as simple as controlled flushes , I go back to lessons I learnt from RB. Reap Benefit has got an amazing team who are super supportive and really patient. If suggestions are allowed, I'd like to voice it out. I think making our world better needs everyone living on it involved. Put out apps that lets users point out apps that need to be worked on. Something on that line. All in all, Reap Benefit is a sign of hope for the people of tomorrow."

Passives liked the theory of change, but were critical of content delivery slightly

"It's a unique organization which involves people and actually strives to make a difference and change in the society by engaging people...It involves people from a very young age and gives a very first hand experience about how the world works and where it need the change. It's for a greater cause as it's for humanity and the environment which is the treasure of all."

"We hardly had any classes, and even if we did, we did not have a lot of time to figure out the idea and making it into some thing that actually works."

"The welcoming nature of the whole RB team...their openness and willingness to help to make a difference and help to solve problems...every time I have approached with an idea, I have always been supported or been told on how to improve..."

Detractors complained about lack of engagement with real context

"We were really given an opportunity to find solutions, we were just given the problems, them we were told the solutions, we were told that the code is ready , just connect the wires and upload."

"It was really nice and dedicated effort of the teachers was seen. but slightly better training more time and emphasis on coding should have been made."

"Increase the speed of learning and getting students to solve. the organization should find out 1st what the student is interested in."

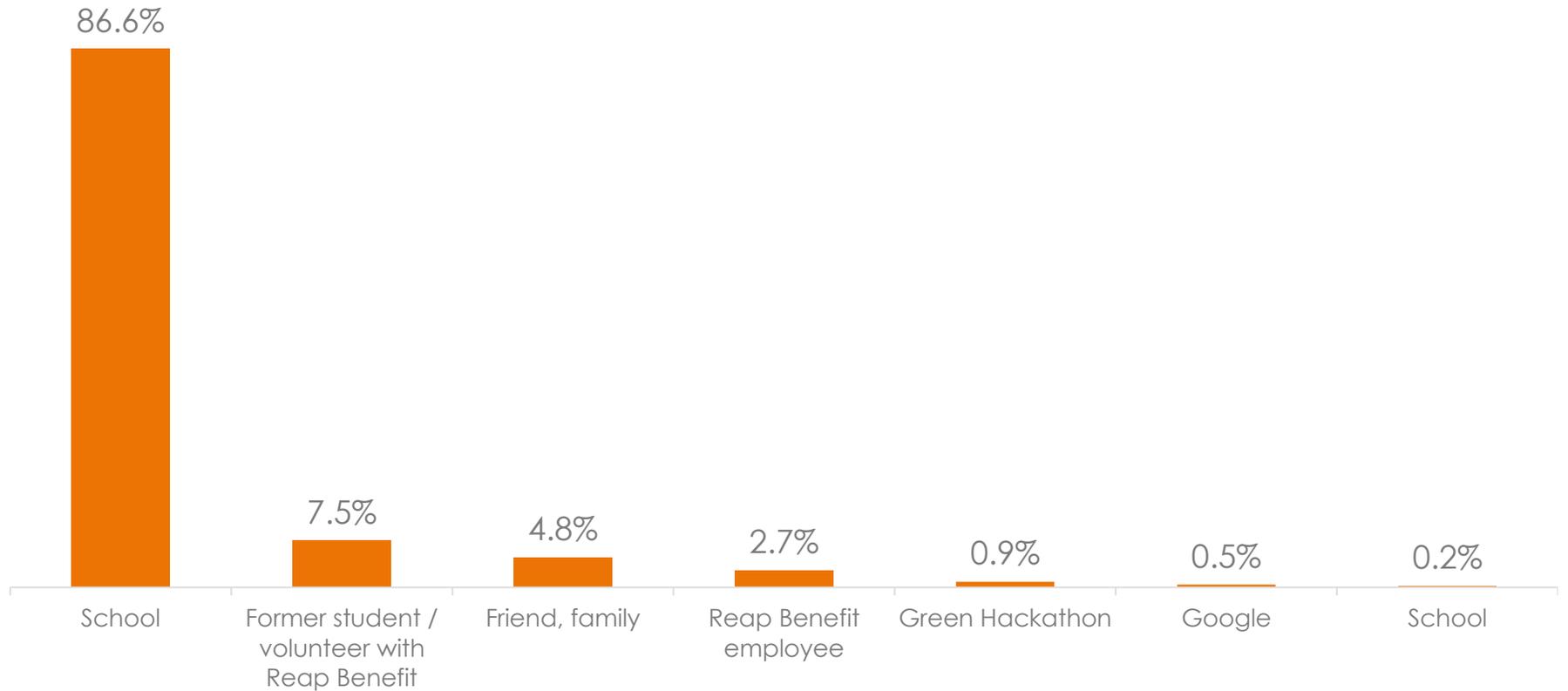
"Introduce more outdoor activities , show us actual problems which we can help in solving . Teach us the tech before asking us to use it."

USER ACQUISITION CHANNELS

SCHOOL REMAINED THE PRIMARY CHANNEL THAT DROVE AWARENESS OF REAP BENEFIT

~90% of Reap Benefit students first heard about Reap Benefit through school. This is unsurprising because Reap Benefit sourced its work by directly contacting schools, wherein it works with students.

How did you first hear about Reap Benefit? (n = 439)



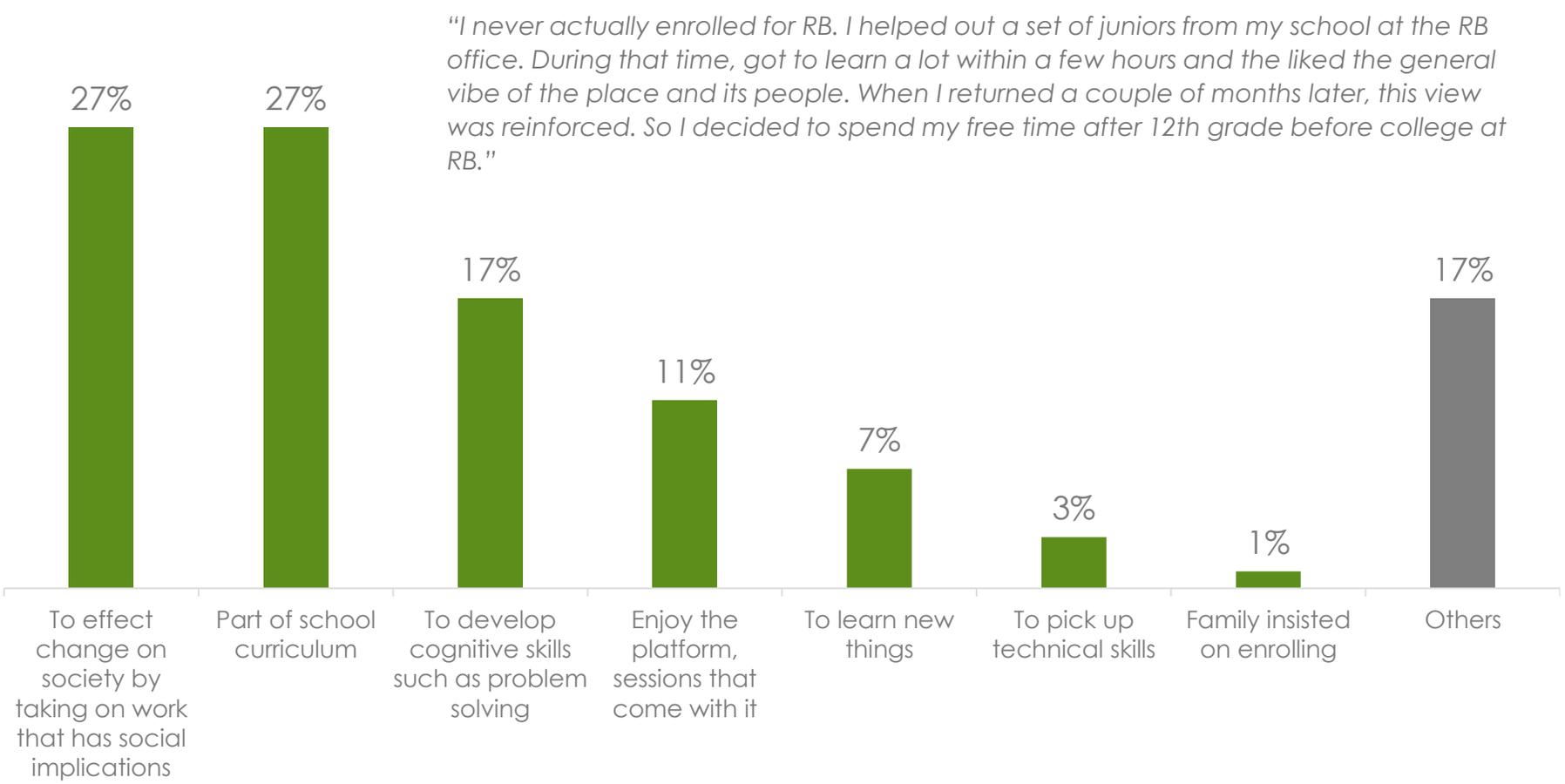
MOTIVATION TO ENROLL FOR REAP BENEFIT

DESIRE TO EFFECT SOCIAL CHANGE, AS WELL AS COMPULSORY COMMITMENT FROM SCHOOL WERE TWO DOMINANT MOTIVATIONS/DRIVERS IN STUDENTS JOINING REAP BENEFIT

From the comments we read, we could categorize students motivations to enroll into Reap Benefit into three main categories:

- Those who wanted to effect social change
- Those who wanted to widen skill set – students spoke about wanting to develop their problem solving, and technical skills
- Those that had no choice but enroll, either due to necessary commitment from school, or because of pressure from parents/family to join.

What motivated you to enroll for Reap Benefit? (n = 435)



"I never actually enrolled for RB. I helped out a set of juniors from my school at the RB office. During that time, got to learn a lot within a few hours and the liked the general vibe of the place and its people. When I returned a couple of months later, this view was reinforced. So I decided to spend my free time after 12th grade before college at RB."

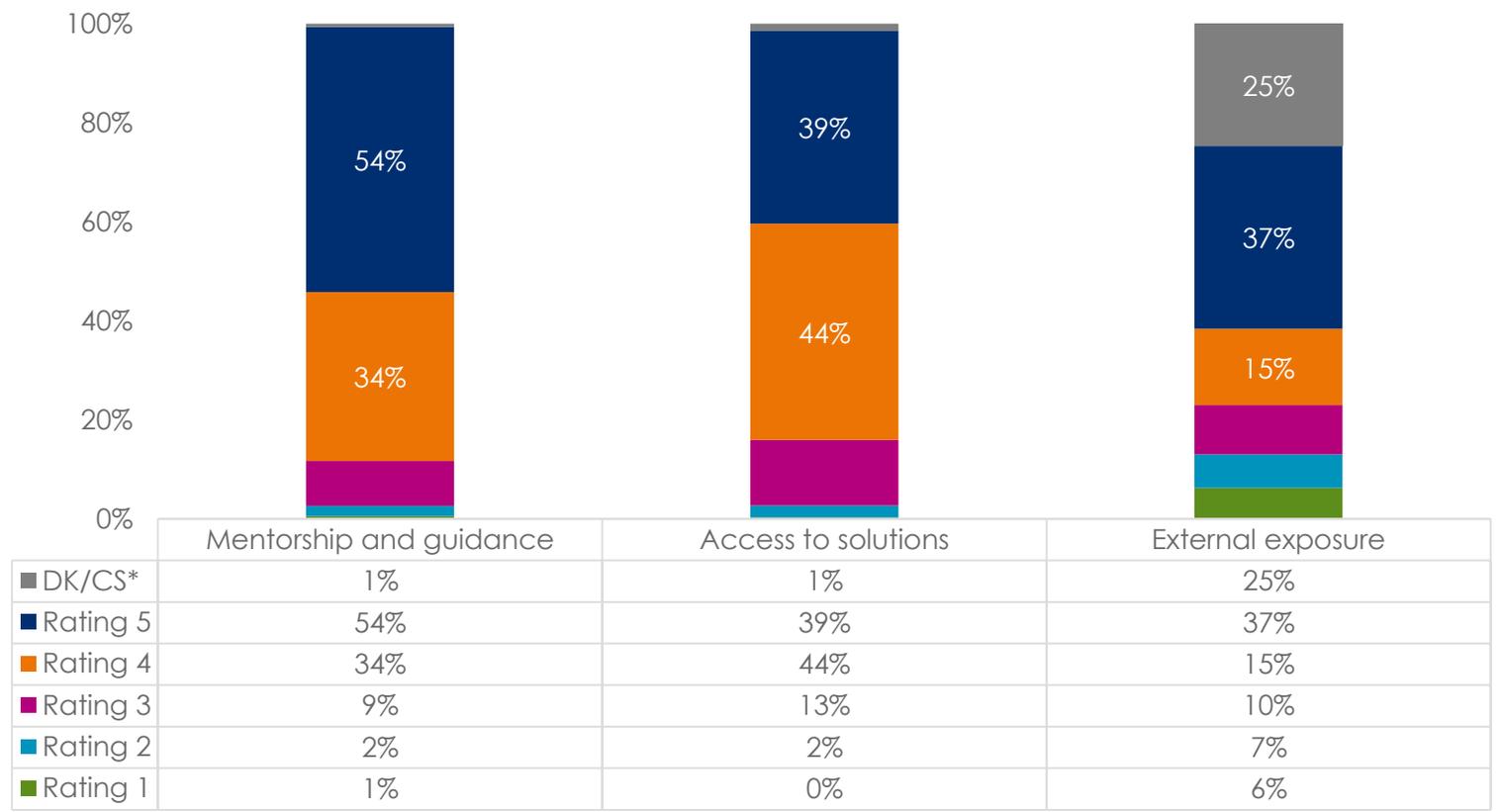
SATISFACTION WITH CORE OFFERINGS OF REAP BENEFIT

>80% STUDENTS REPORTED SATISFACTION WHEN ASKED TO RATE REAP BENEFIT'S MENTORSHIP, GUIDANCE AND ACCESS TO SOLUTIONS

Majority of students reported satisfaction with Reap Benefit's mentorship, guidance and access to solutions.

One fourth of respondents reported, "don't know/can't say" when asked about external exposure through field visits".

On a scale of 1-5 where 1 is 'extremely unsatisfied' and 5 is 'extremely satisfied', how would you rate the following of Reap Benefit's offerings. (n = 439)



What are the reasons driving the relatively high 'don't know/can't say' response to the question about 'external exposure'?

*Don't know / can't say; Calculated using **weighted average approach**

IMPACT OF REAP BENEFIT: CHANGE IN QUALITY OF ENGAGEMENT WITH GOVT.

~30% STUDENTS REPORTED A POSTIVE CHANGE; THOSE WHO DID, SPOKE ABOUT A SHIFT TOWARDS BEING MORE ACTION ORIENTED, WHICH STARTS WITH UNDERSTANDING THE OTHER SIDE'S CONTEXT

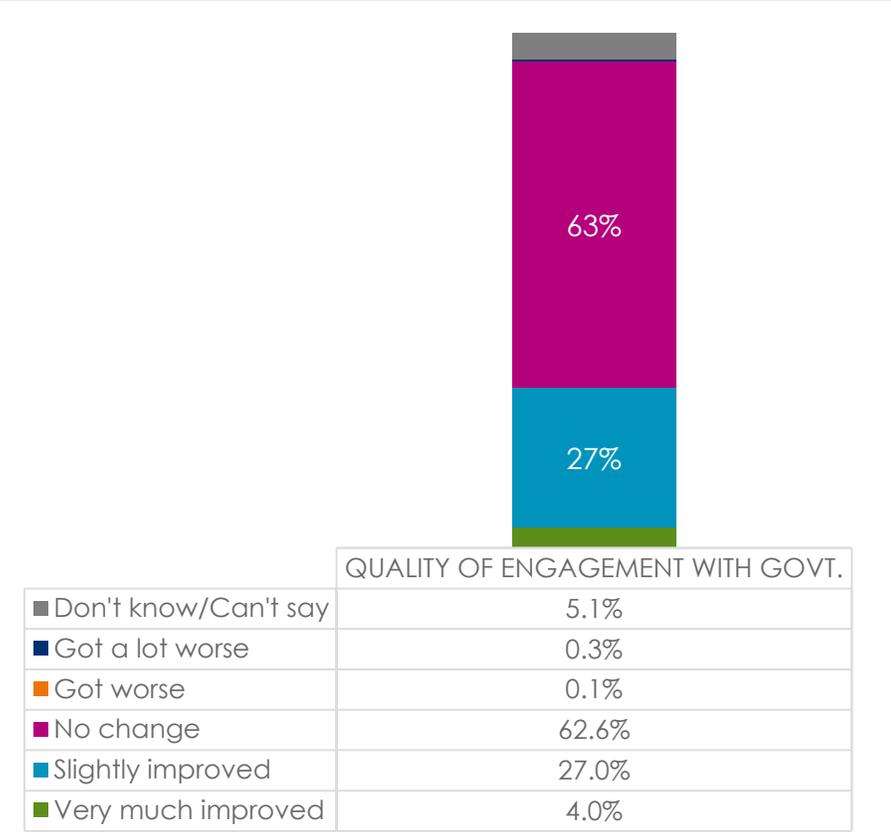
Majority of the students (>60%) reported 'no change' when asked if their quality of engagement with the government had changed compared to earlier.

~30% reported a positive change. When asked to explain the changes the students regarding this change with the engagement in government, students addressed the following main themes:

- Shift in mindset towards action oriented thinking
- Understanding the context in which governments and bureaucrats operate
- Ability to communicate openly, and effectively with government about issues

Neither of the two students who reported 'negative' impact, shared any detail around it.

Has your work with Reap Benefit changed the quality of your engagement with the government in anyway? (n = 435)



Calculated using **weighted average approach**

Of the 31% who observed an improvement in their quality of life (Slightly or Very Much), spoke of the following outcomes:

32% Improved ability in addressing, reporting problems with confidence

13% Increased awareness about how different government departments work

5% Understanding the shortages and context under which government operates in

IMPACT OF REAP BENEFIT: SKILLS ACQUIRED BY STUDENTS

ABILITY TO PROBLEM SOLVE EMERGED BOTH AS A SKILL THAT STUDENTS HAD ACQUIRED, AS A WELL AS ONE THAT THEY WANT TO MASTER GOING FORWARD

Students primarily spoke about acquiring skills across three main thematic areas:

- Core skills - related to critical thinking, problem solving, effectively communication and team work
- Technical, programmatic skills – related to fundraising, prototyping, coding
- Personality development – related to improving listening, building confidence, overcoming stage fright and leadership

Top skills students have acquired

- 1 Ability to solve problems creatively and deploy innovative solutions
- 2 Increased social awareness
- 3 Leadership, and team work
- 4 Public speaking, and communication
- 5 Technical, programmatic skill

Skills which students want to continue to improve/acquire

- 1 Ability to solve problems creatively and deploy innovative solutions
- 2 Technical programmatic skills
- 3 Public speaking and communication
- 4 Ability to influence social change
- 5 Leadership and managerial skills

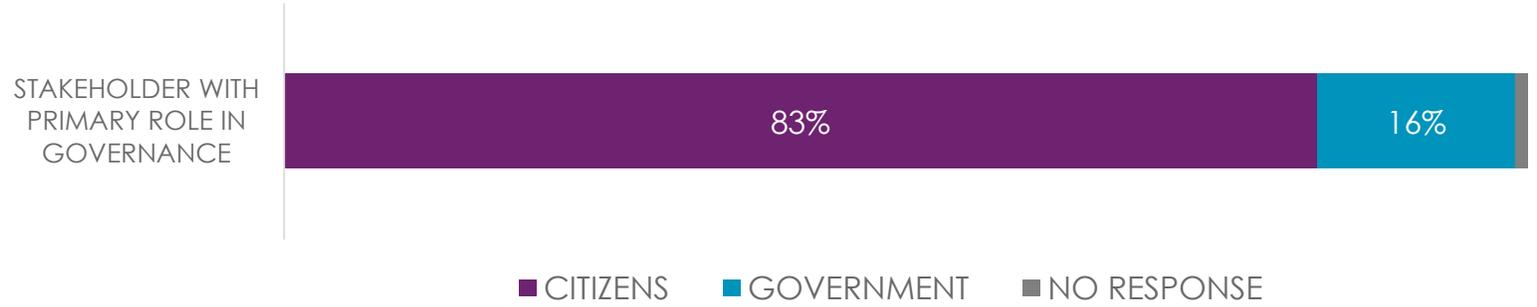
IMPACT OF REAP BENEFIT: CHANGE IN PERCEPTION ABOUT GOVERNANCE

>80% OF STUDENTS BELIEVED THAT CITIZENS PLAY A MORE IMPORTANT ROLE IN GOVERNANCE

We understand from Reap Benefit staff that before students start working with Reap Benefit, they may be more likely to believe that ensuring good governance is primarily the responsibility of the government. However, post working with Reap Benefit, students presented a reformed view that stated that 'citizens' play a more important role in governance.

Students spoke about how citizens are responsible as initiators in the country, helping keep the government accountable, but also responsible in upholding the rule of law set by the government.

The government's role on the other hand was considered more executive, one where it is responsible for execution and for deploying corrective measures.



ROLE PLAYED BY CITIZENS

"The negativity in this country is staggering. It's not even been a century since we won our independence, it's not so easy to just "fix" everything...we have a long way, true, but we can only get there if people help. With a population as huge as India's, nothing much is going to change even if every single MLA or MP did something and the citizens do nothing...what I'm trying to say is that, people should stop complaining or even relying on the government completely to bring about some change. The least they could do is report issues and ensure the government does its job."

ROLE PLAYED BY GOVT.

"Ultimately the power lies within civic bodies in managing the lower level workers viz. Pourakarmikas in eg. The effective display of waste management. If citizens request them to not dispose of the collected waste in, say, an empty plot, it is of no avail. Disposal of plastics, proper supply of drinking water and electricity, better management of schools and public property are some issues of whose tackling the government has an upper hand, in my opinion."

FEEDBACK ACROSS FUNCTIONAL THEMES (1/2)

STUDENTS MOST FREQUENTLY DEPLOYED A 'HANDS ON SOLUTION' APPROACH, COMPARED TO OTHER APPROACHES OF PROBLEM SOLVING; NEARLY 75% HAVE DEPLOYED AT LEAST ONE ACTION

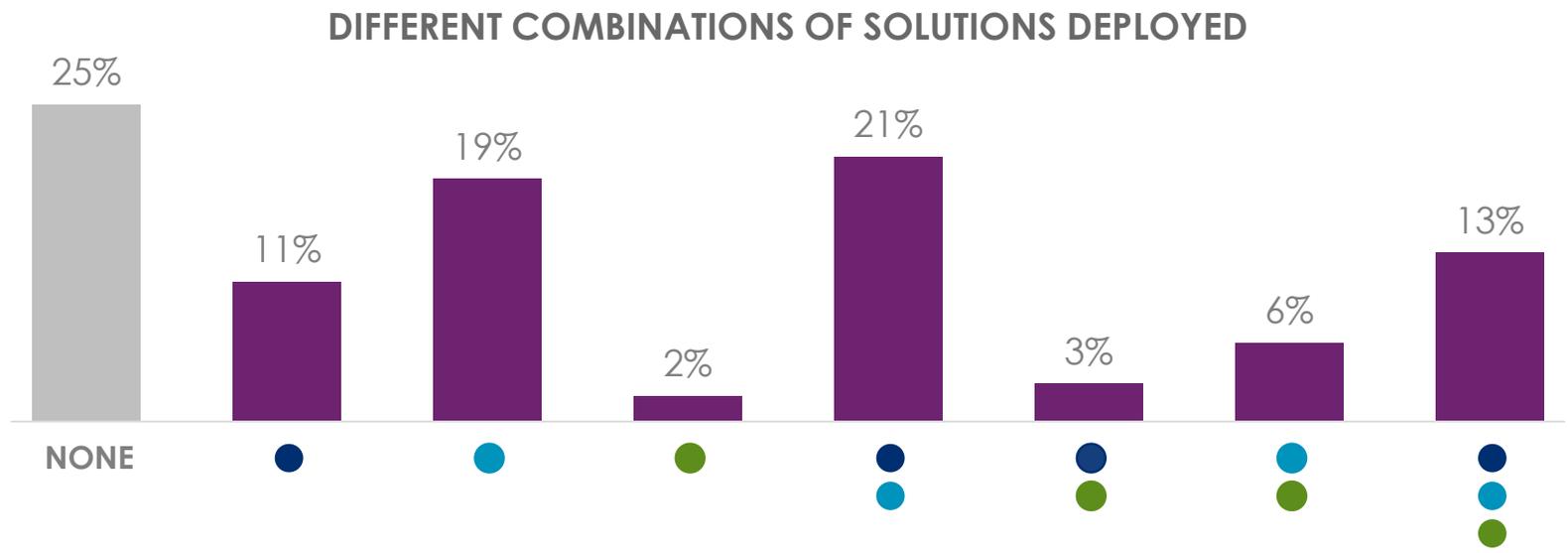
Implementing a hands on solution was seen to be commonly adopted action by students with 59% reported deploying at least one such action. Only 25% of all students spoke about launching a campaign.

Considering that Reap Benefit is aiming at behaviour and attitude change, it is refreshing to see that 75% of all students it has worked with, have deployed at least one solution.

Students often adopted different actions for different challenges. The most common combination approaches used was that of 'reporting a problem' and 'hands on solution', with nearly 50% of students reporting having used both of these two approaches for solving a problem.

Student engagement across three action themes as provided by Reap Benefit for students

INDIVIDUAL ACTIONS TYPES	# OF ACTIONS IMPLEMENTED			
	ZERO	ONE TO FIVE	FIVE TO TEN	> TEN
● Reporting a problem	52%	45%	2%	1%
● Hands of solution implementer	41%	56%	3%	0%
● Campaigning for a problem	75%	24%	1%	0%



Calculated using **weighted average approach**

FEEDBACK ACROSS FUNCTIONAL THEMES (2/2)

STUDENT CHOICE FOR PERSONALITY TYPE WAS FRAGMENTED; >25% ASSOCIATED THEMSELVES MOST CLOSELY WITH 'ACTION ANT'; SOME ASSOCIATION OBSERVED BETWEEN PERSONAS AND SOLUTION USED

Action Ant was the most commonly adopted personality type, with more than a quarter of respondents choosing it.

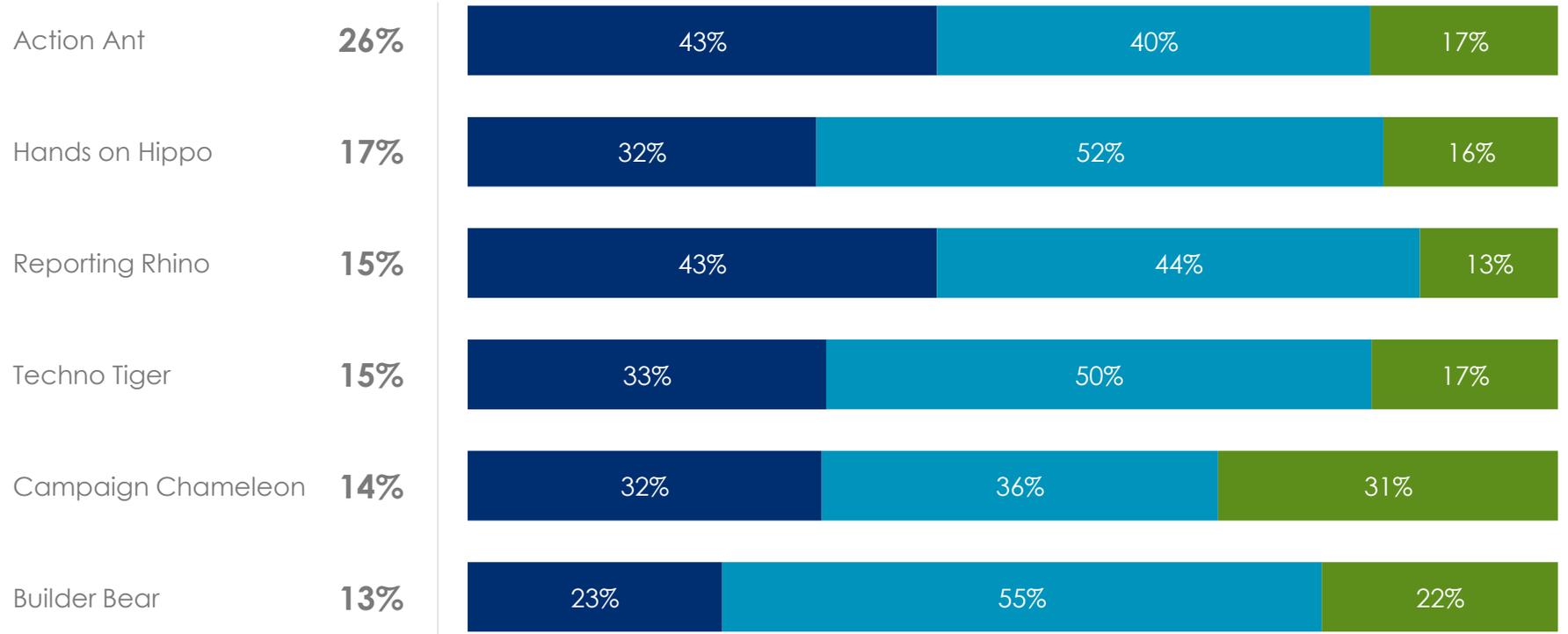
Rest of the respondents' choices for personality was almost equally distributed.

We wanted to understand if the personality types corresponded to any particular problem solving approach. Our analysis revealed some association between personality types and action approach adopted. For example, students that choose, 'Campaign Chameleon' appeared more likely to have used 'campaigning as an action. Similarly, >90% of students who identified themselves as 'Techno Tiger', had used the Arduino device when implementing a 'hands on solution.

I am going to mention 6 descriptive personalities. Please choose the one that describes you best. (n = 435)

Action themes as provided by Reap Benefit for students

- Reporting a problem
- Hands of solution implementer
- Campaigning for a problem



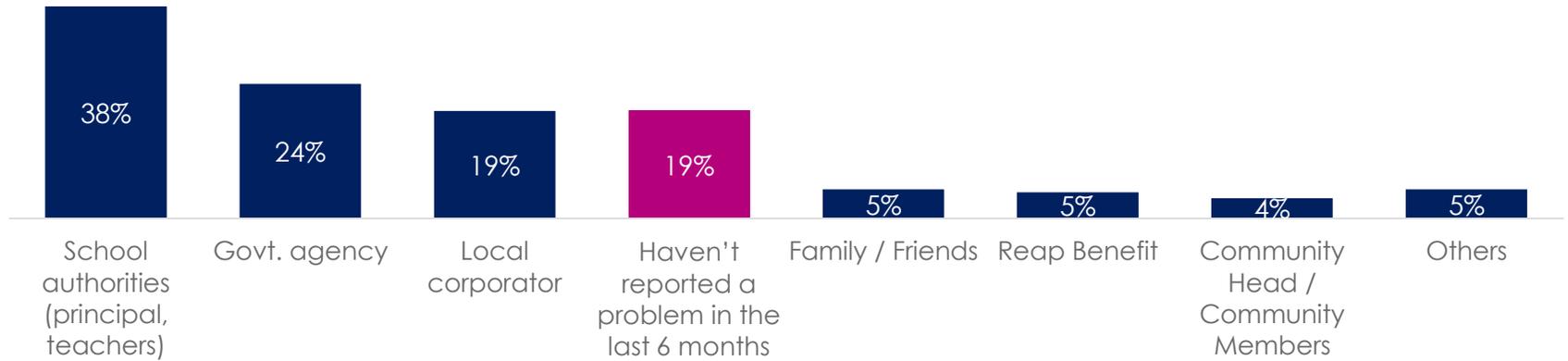
PROBLEM SOLVING APPROACHES: PROBLEM REPORTING (1/3)

STUDENTS WERE MOST LIKELY TO TURN TO PUBLIC INSTITUTIONS (GOVT. AGENCY, OR LOCAL CORPORATOR) FOR REPORTING A PROBLEM; ~50% PROBLEMS REPORTED WERE ABOUT GARBAGE DUMPING

Close to 40% students said that they have reported a problem to a public institution in the form of a govt. or local corporator. Almost a similar proportion also said that they had reported problems to school authorities often.

20% students were those that said that they had reported a problem at some point, but had not done so in the last 6 months.

We asked students who they had reported problems to, in the last 6 months



We asked students on what issues did they report a problem, in the last 6 months



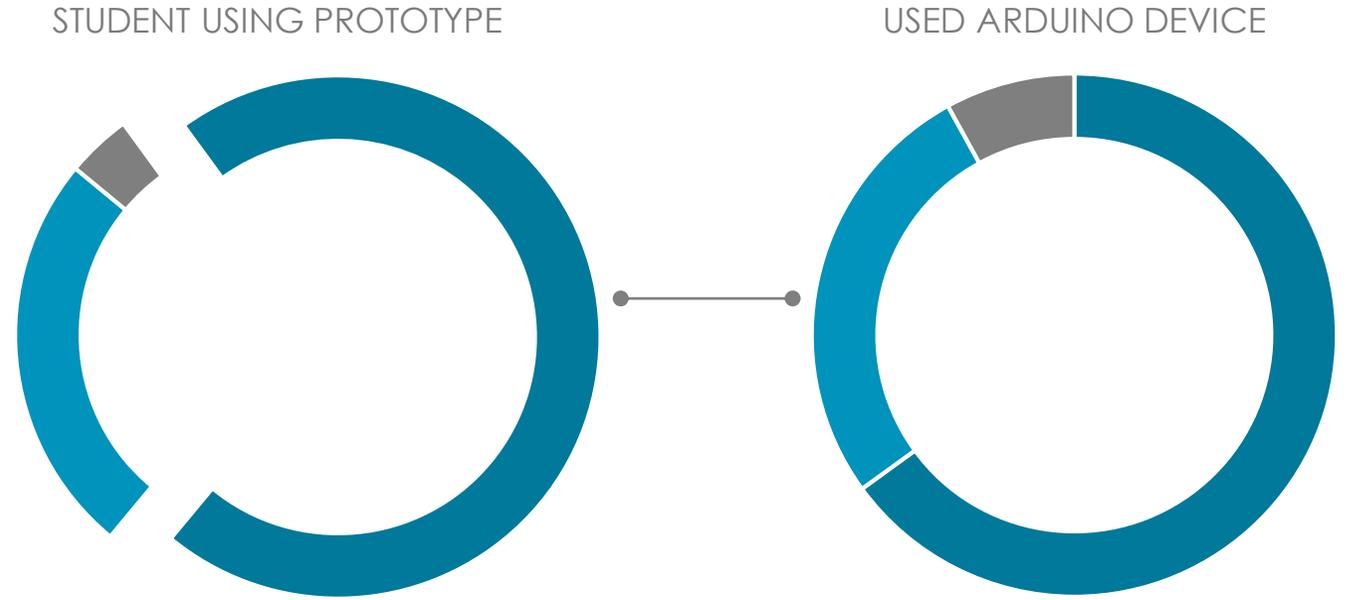
Are they any problems, whose reporting surprise you? Are there any problems, you'd have expected students to report?

PROBLEM SOLVING APPROACHES: HANDS ON SOLUTION (2/3)

NEARLY THREE QUARTERS OF STUDENTS WERE USING REAP BENEFIT PROTOTYPE WHEN IMPLEMENTING A HANDS ON SOLUTION; MORE THAN HALF ALSO USED THE ARDUINO DEVICE FOR CODING

~75% of students were using prototype for implementing a 'hands on solution'. Out of the above, 65% had used the Arduino device for coding.

Student activeness in devising a campaign in the last six months



Are there any surprises with the frequency of students using Reap Benefit prototype, or Arduino device, while implementing hands on solution?

	N = 259	N = 184
● Yes	71%	65%
● No	25%	27%
● Don't know/can't say	3%	8%

PROBLEM SOLVING APPROACHES: CAMPAIGNS (3/3)

~40% OF STUDENTS HAVEN'T TAKEN PART IN A CAMPAIGN, IN ANY CAPACITY IN THE LAST SIX MONTHS; STUDENTS CAMPAIGNED FOR A RANGE OF DIFFERENT ISSUES, PERSONAL HYGIENE BEING MOST POPULAR

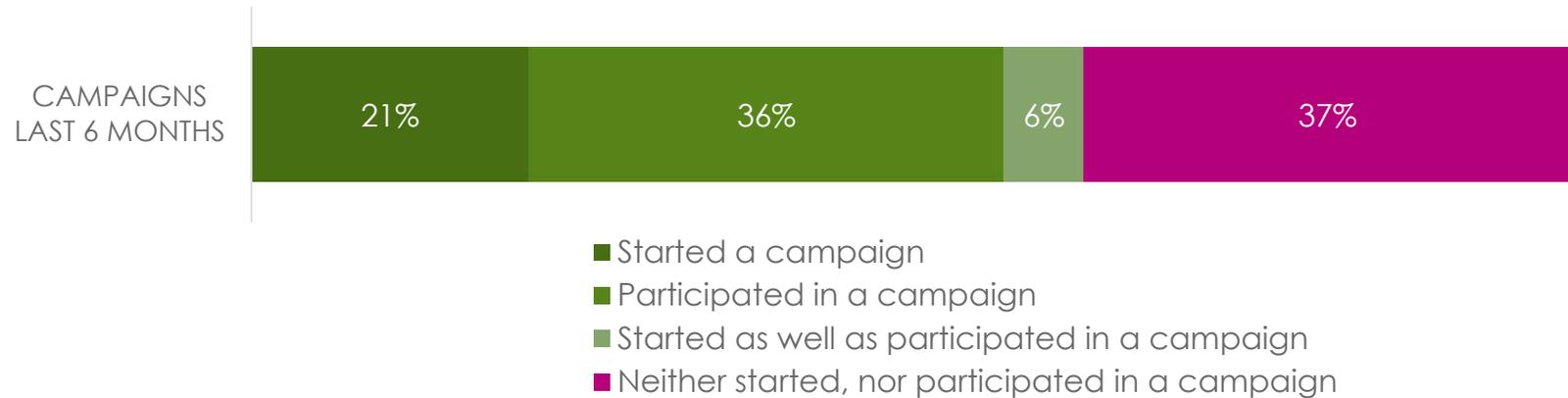
Students were more likely to have 'participated in a campaign' as opposed to have 'started a campaign'.

Surprisingly, even though nearly 40% of the students did devise a campaign, in the past, they haven't done so in the last 6 months.

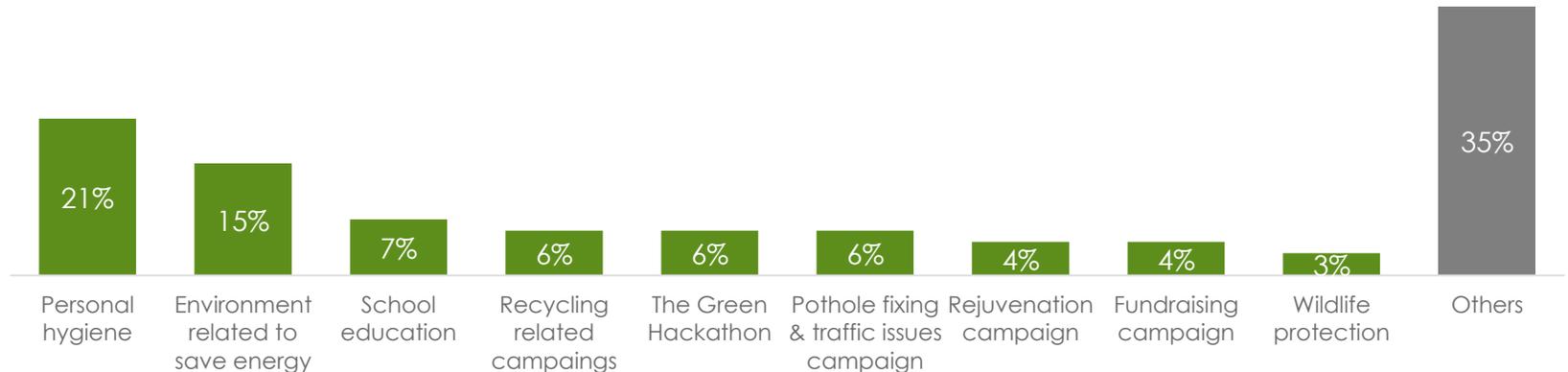
Personal hygiene was the most popular campaign theme.

It may be important to understand why close to 40% of the students have not launched or participated in a campaign in the last 6 months? Is this surprising?

Student activeness in devising a campaign in the last six months



Themes around which students have launched, participated in campaigns



ALTERNATIVES TO REAP BENEFIT AND WILLINGNESS TO CONTINUE WORKING

>80% STUDENTS SAID THAT WOULD WANT TO CONTINUE WORKING WITH REAP BENEFIT IN THE FUTURE; MORE THAN HALF FOUND NO OTHER ALTERNATIVE TO REAP BENEFIT

More than 80% students said that they would like to continue working with Reap Benefit in the future.

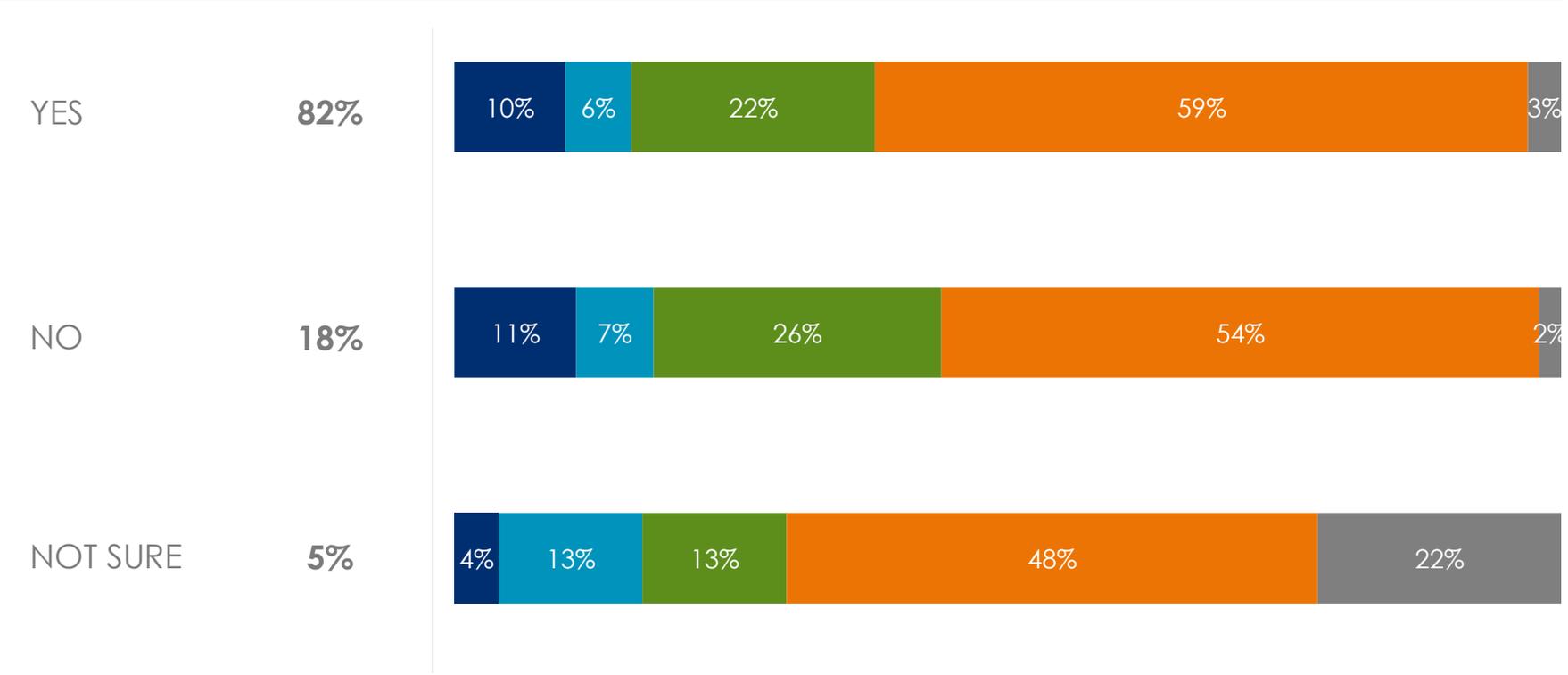
58% students said no when asked if they knew an alternative to Reap Benefit.

Student decision to continue working, appeared relatively unaffected by whether or not there was an alternative available. But out of the students who were not sure of continuing to work with RB, more than 20% were unsure if they can find a good alternative to RB; replying “maybe” or “not sure”.

Will you continue working with Reap Benefit in future? (n = 435)

Can you easily find a good alternative to Reap Benefit? (n = 439)

- Yes
- Maybe
- Not sure
- No
- Don't know/Can't



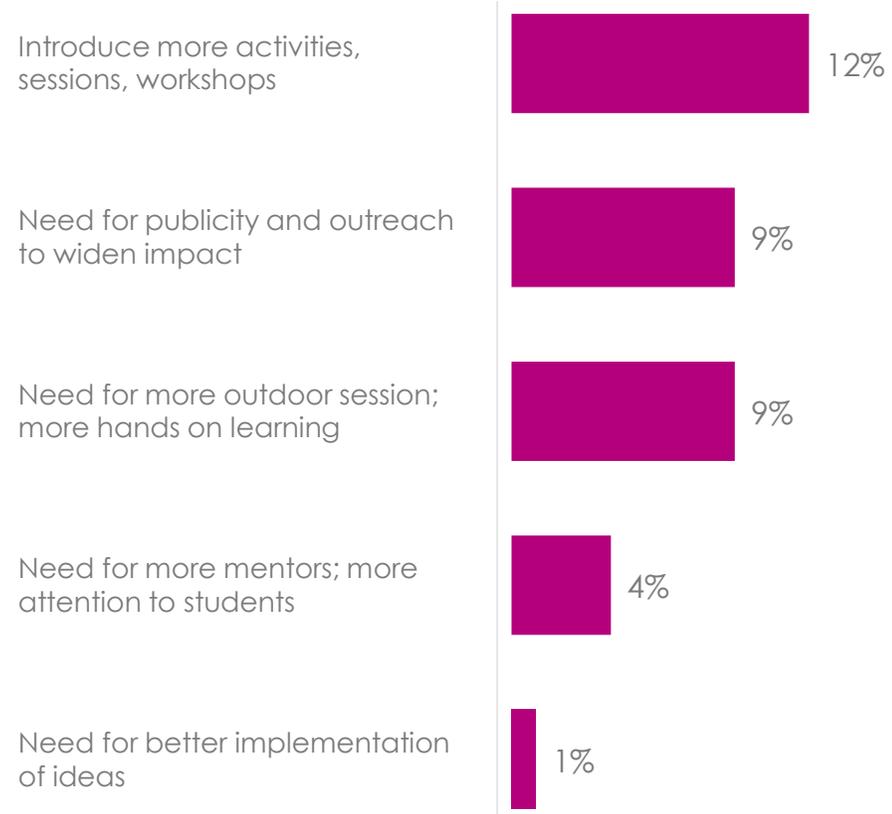
STUDENT SUGGESTIONS FOR IMPROVEMENT

STUDENTS SUGGESTED WAYS TO IMPROVE EXISTING INTERACTION, AS WELL AS THOUGHTS ON LARGER OPERATIONAL RELATED TOPICS

Students offered suggestions on both existing sessions, and on Reap Benefit operations, and how to increase reach to widen impact.

This was asked as an open-ended question with the responses coded by the Lean Data team. 42% respondents said that they had no suggestions for improvement.

What about Reap Benefit can be improved? (n = 434)



"The actual implemented projects by reap benefit sometimes doesn't work.... So I feel that only this is the part where they might focus... An example could be that in our school they had several projects implemented but one of them wasn't working.... Later on repairing it... It was fine to work... So I feel maybe few things require timely check up so they might see towards that..."

"Perhaps the outreach was not the best it could have been in my school. Maybe instead of calling for a yearlong commitment, you could offer project wise or monthly commitments/ workshops. Another thing you could do was bring in students and give them something to do that was focused on their skill sets- such as photography enthusiasts, writers, artists, polyglots, those active on social media..."

"Didn't know how to apply from theory class theory classes lost by students. Few students lost there"

*42% responded that they had no suggestions; 6% said everything was good

STUDENT INCOME PROFILE

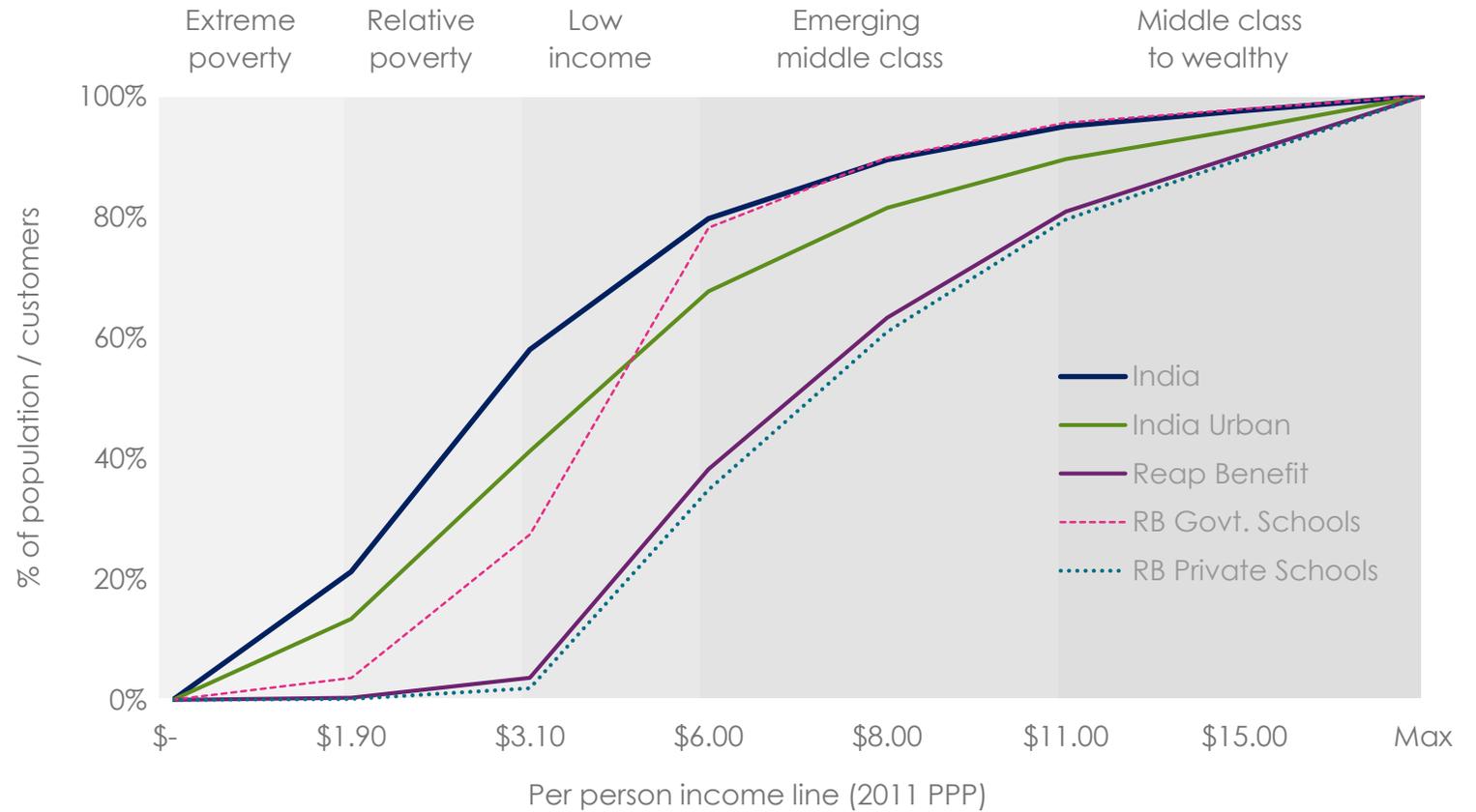
REAP BENEFIT WORKS WITH STUDENTS FROM DIVERSE ECONOMIC BACKGROUND BY VIRTUE OF WORKING WITH BOTH GOVT. AND PRIVATE SCHOOLS

Grameen's "Poverty Probability Index" was used to estimate the income profile of students and their Household and compared with the national distribution. This tool uses asset and household indicators to estimate poverty likelihood.

Students in RB Government Schools are notably lower income than students in RB Private schools: 75% in RB government schools, live on less than \$6 / day, compared to 35% in RB private schools.

Overall, 4% of students that RB works with, live in relative poverty on less than \$3.1 / day; 38% live on less than \$6 / day, compared to the India urban average of 68%.

Comparing these results to the India national and India Urban average helps us understand the degree to which RB is successfully penetrating into lower-income markets.



STAFF PREDICTION QUIZ RESULTS

STAFF GUESSES WERE FAIRLY IN LINE WITH RESULTS, WITH THE EXCEPTION OF STUDENT NPS SCORE

Key: **White:** User results *Blue: Majority predicted staff hypothesis*



25-30% *5-10%*
Govt. school students living in relative poverty (earning less than \$3.1/day)



80-85% *75-80%*
 Students believing that 'citizens' play a primary role in ensuring governance



Starting Campaign
Starting a campaign
 Action that is least popular with students



40-50 *70-80 points*
 Reap Benefit 'Net Promoter Score'



Ability to solve a problem creatively
Ability to solve a problem creatively
 Top skill picked up by students while working with RB

The "Know Your User" award goes to:

 **Sankarshan!** 
 Got the most questions right

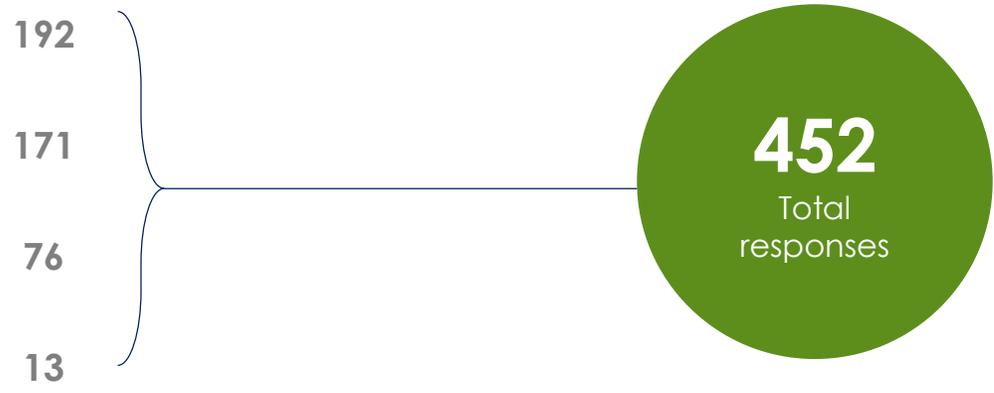
DATA COLLECTION DETAILS

In-person, online – self administered
Survey: March 2018, conducted by Reap Benefit staff

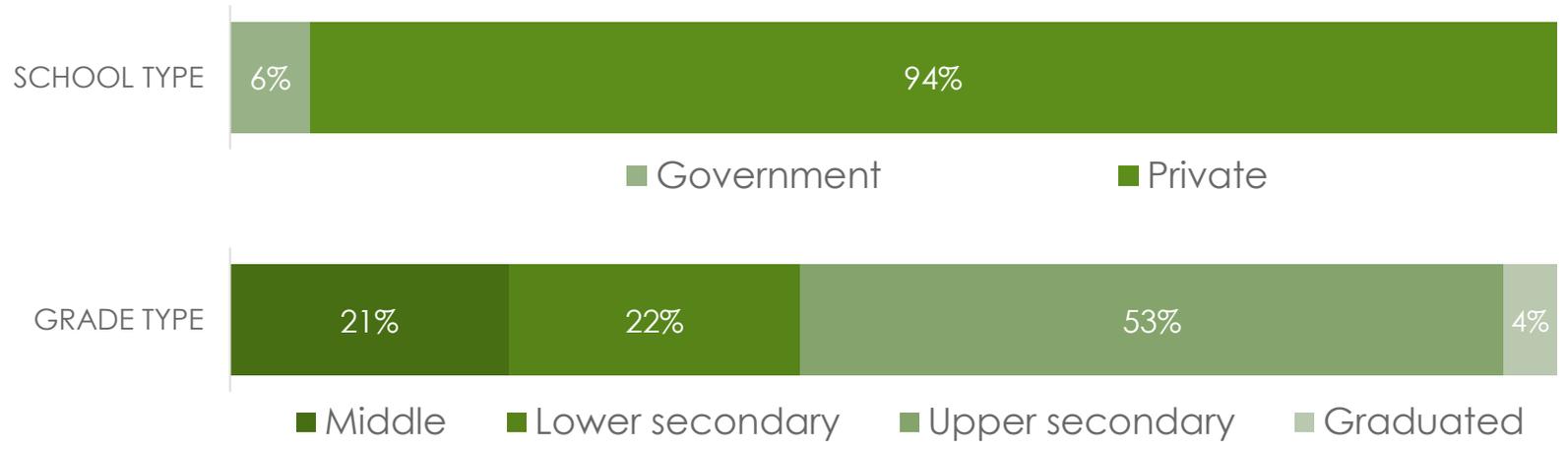
Phone surveys
Survey: April, 2018, conducted by Reap Benefit facilitators

In-person – administered by Reap Benefit staff
Survey: March, 2018

Reap Benefit staff quiz
Survey: May, 2018



COLLECTED SAMPLE DETAILS



QUESTIONS?

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