

ACADÉMIE DE L'ARTISANAT

Pilot Playbook

Recommendations and Tools for Program
Implementation, Measurement & Sustainability

January 2019



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1. Overview of Pilot Program



Background

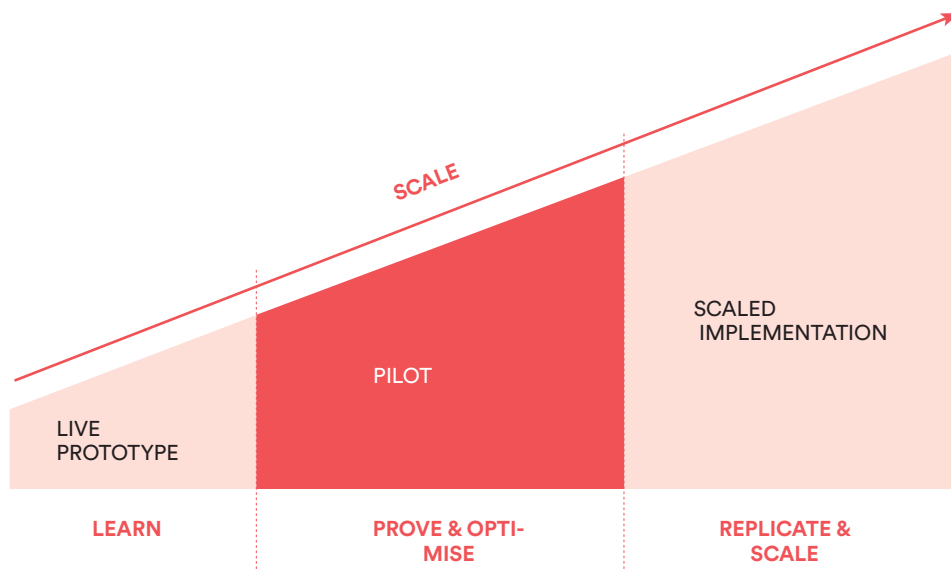
During its first live prototype in 2017, the Académie de l'Artisanat showed great promise as a new approach to engaging out-of-school and vulnerable girls in Benin on the topic of their sexual reproductive health.

ABMS successfully implemented a model that proved to be highly desirable and deeply engaging for girls; viewed positively by parents and community opinion formers; and effective in driving awareness of contraceptive methods. A live prototype is an intensive opportunity to learn, and during this phase the team gained valuable insights about where the Académie model could be strengthened for more effective and impactful implementation in the future.

Under a final phase of funding with the Transform Phare programme, the Académie now graduates to the next level of scale and testing. The goal of the Académie Pilot will be to equip ABMS with evidence and learning that can inform a strategy, and secure funding, for the next phase of scale in Benin.

This Playbook contains guidelines, tools and recommendations that build on the Live Prototype learning and insights. It is designed to support ABMS in effective implementation and measurement of the Académie through the pilot phase, and sustainable scaling of the model beyond.

Objectives of the Pilot



On the journey towards successful and sustainable scaling of a programme, a well-implemented pilot is a point where rigorous proof of effectiveness must be established as well as deeper learning about the ways in which the programme must be optimised for later replication.

Thus the Académie Pilot will be driven by two key objectives:

Objective 1 : To prove that the Académie can drive uptake of contraception amongst out of school girls.

Objective 2 : To demonstrate how the Académie can be effectively scaled to Government Health Services.

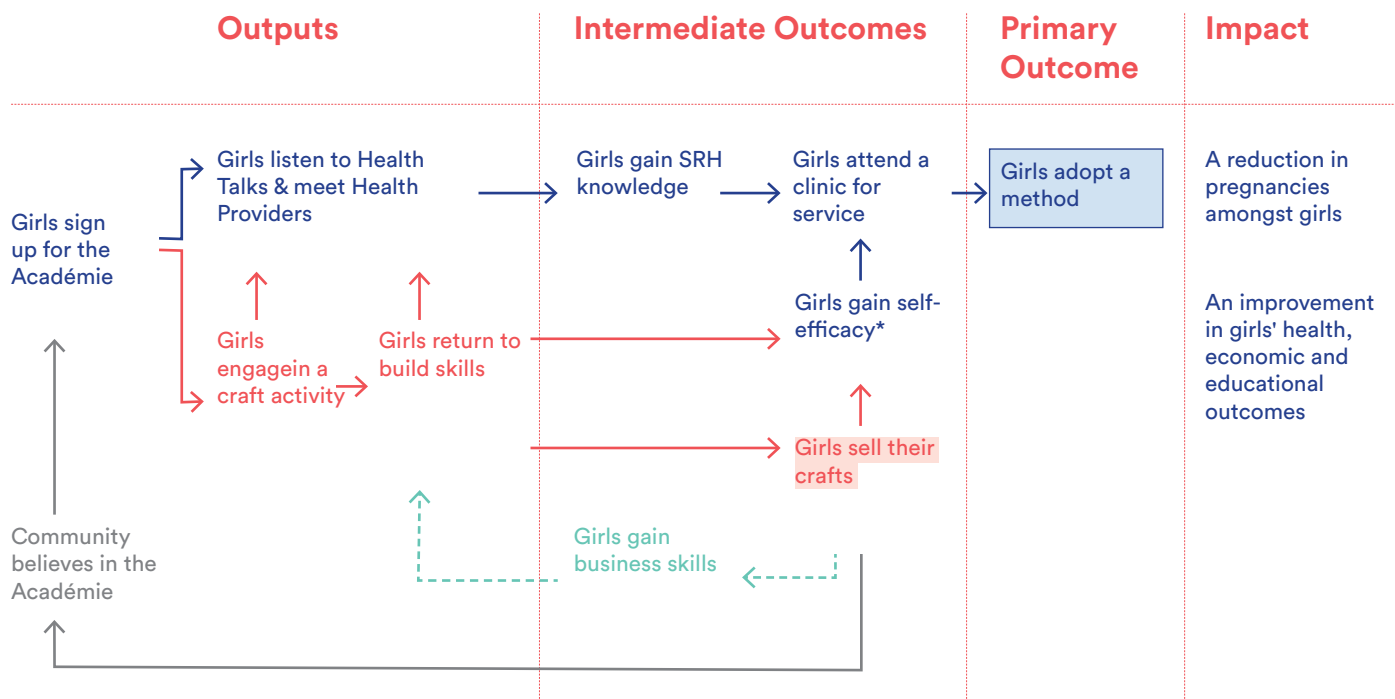
Theory of change– Pathways

—————→ Paths that directly address SRH related content and outcomes for girls

—————→ Paths that are mechanisms for deepening engagement and buy-in for the program

—————→ Paths that drive towards hard skills and financial outcomes that play a role in transactional sex

Theory of change



The Académie model is designed to tackle the unique barriers faced by out-of-school girls in accessing information and services for their own sexual and reproductive health. The model is one of demand generation, tackling barriers in awareness, perceptions, motivations and individual beliefs and capacities of girls and those around them.

Primary Outcome

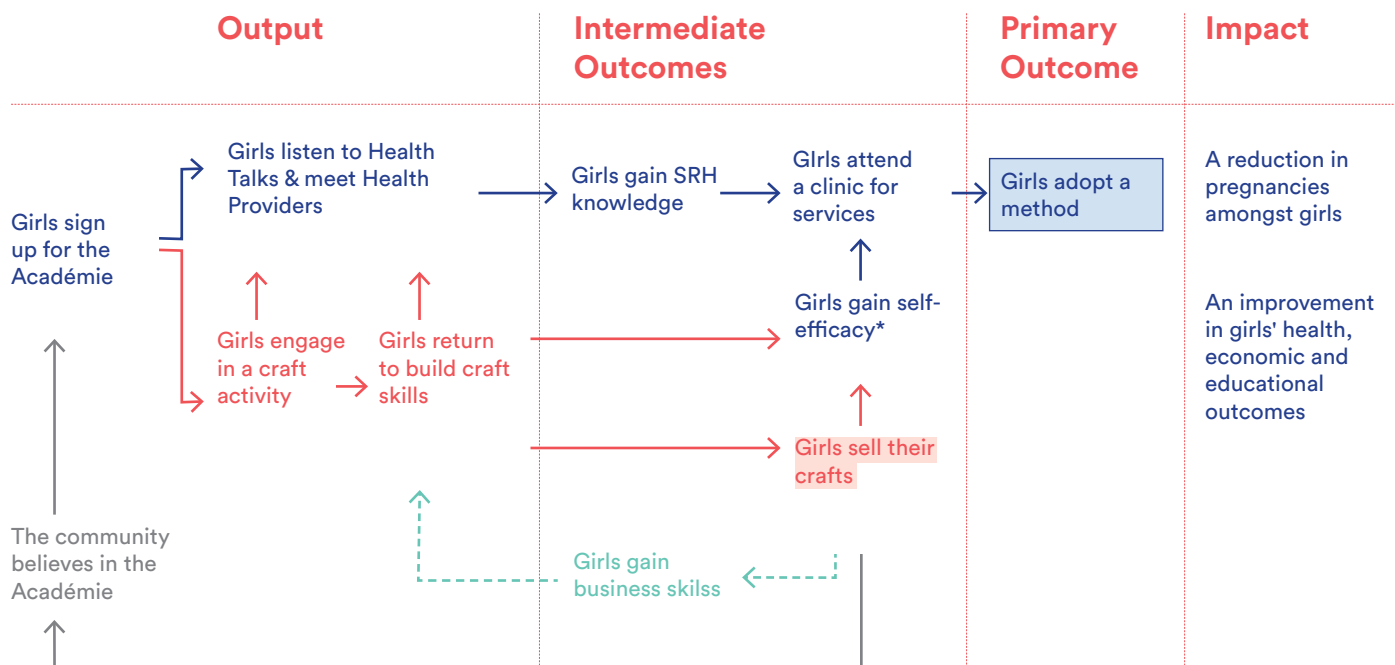
The primary target outcome is to drive increased uptake of contraceptive methods amongst girls, via increased engagement with services provided at local clinics.

Although skill development is an integral part of the Académie approach, the model in its current iteration does not aim to drive girls towards financial or employment related outcomes. Rather skill development serves as a vehicle through which girls' SRH needs can be met. The future potential for the model to more directly address these and other gender outcomes is discussed under Sustainability Recommendations in this Playbook.

Impact

Through driving increased uptake of contraception the Académie aims to contribute to a longer-term impact of reduction in pregnancies amongst girls, which is in turn known to lead to improved health, educational and economic outcomes.

Theory of change



ENABLING ENVIRONMENT

Moms attend Mom Talks	Moms are provided with SRH info and coached on hwo to discess SRH with girls	Moms gain SRH knowledge	Moms discuss and support girls' choices	Positive social norms exist among Caregivers and Community member with regard to girls' acces to SRH services
Boys and Peers attend parties	Boys and Peers are exposed to SRH info through games. Boys observe girls' artisan talents	Boys gain SRH knowledge & Family Planning relevance	Boys support girls in their choices	
Community engages in product sales	Community observes girls' abilities and talents through crafts.	Community perceives girls' positive value and supports attendance at the Académie		

Mechanisms for Change: Outputs and Intermediate Outcomes

The Académie activities employ three tactics to influence girls, boys and their mothers: She Makes, She Learns, She's in Control. Each activity communicates to girls and others that they are valued, supported and have talent and potential.

The **Workshop** attracts girls with the promise of developing a new skill in a local, friendly and informal context. As they return week-on-week to develop their skills, girls are repeatedly engaged in youth-friendly health talks and connected directly to a health provider. The link is made between contraception and a girls' individual goals and potential to learn and earn. The intent is to influence intermediate outcomes of SRH knowledge, self-efficacy and intention to visit a clinic for SRH services.

The **Mom Talks** sensitize mothers to the same information that girls are receiving, increasing the likelihood that they will permit and support girls in their SRH needs and decisions

The **Party** offers girls an opportunity to showcase their talents and control who is invited into their celebration. Through games and quizzes this touchpoint also aims to influence outcomes of improved SRH knowledge and comfort in discussing SRH topics amongst boys.

To deliver on the promise of the Académie it is important that girls are successful in making some small sales of products that they craft in the Workshop. The Académie Mobiliser role supports girls in this step, through advising and connecting them to local sales channels as relevant to the context (such as church festivals, village events, family, friends and local markets).

2. Program Implementation Recommendations

THIS SECTION CONTAINS OUR RECOMMENDATIONS FOR:

Program Delivery (pages 13 to 19)

Staffing and Management Structures (pages 17 to 20)

Timelines (pages 21 to 24)



Program Delivery

Throughout this Playbook we have provided recommendations that will help to refine and strengthen the program. This section addresses recommendations that aim to **reduce costs and increase efficiencies** in program delivery on the ground, in order to enable longer-term sustainability and a better return on investment. The Pilot phase is an opportunity to trial and validate these refinements.

#1 : Deliver Académie curriculum over the course of 6 workshops/weeks.

#2 : Stick to jewelry as a craft and inspire girls to diversify the designs.

#3 : Formalize a system for girls to access jewelry making kits off-hours.

#4 : Eliminate the Seasonal Fairs, and instead tap into existing community events.

Recommendation #1: Deliver Académie curriculum over the course of 6 Workshops/ weeks.

It is clear that girls love learning new skills, and that they would likely be willing to attend many ateliers to continue to become more and more advanced in their craft! That said, given that the primary outcome we're optimizing for is contraceptive awareness and adoption, it is important that we strike a balance between our investment in skill building, and our efforts to reach additional girls with our program.

Because of this, we recommend that ABMS explore the operational implications of delivering the Académie curriculum over 6 sessions. The pilot period is a good time to test whether this shorter time-frame is as effective in engaging girls and connecting them as a longer (3-month) delivery period. We recommend testing this model in 2 to 4 of the 8 locations, and continuing the 3-month curriculum delivery for the remaining locations.

A 6-week delivery period would allow 60 girls to access this program in those locations during the implementation period, adding significantly to the cost-effectiveness of the program and maximising value from the initial investment that ABMS has made in hiring and training staff.

After a girl has attended 6 sessions, we recommend holding a graduation ceremony or event for the girls, where they formally complete their skill-building and health training. This is when they receive their completion certificates. At this point, girls convert to becoming champions and informal mobilizers for the Académie. They are also eligible to continue to use the beading kits + materials during office hours (see recommendation #4).

Recommendation #2: Stick to jewelry as a craft and inspire girls to diversify the designs.

We established in our field trip that jewelry has high value as an Académie craft. The products can be created at the right price point for girls to sell through informal channels, and the wearable and decorative nature of jewelry fits with the goal of making girls' skills visible to others and building their self-esteem and confidence.

One of the main concerns raised with beading was that the girls could not access good enough quality beads in their local area after they had graduated from the Académie, creating a procurement and sustainability issue for ABMS. However, in consultation with the Beading Instructor, we learned that having high quality beads is perhaps less important than having unique and beautiful designs. While the highest quality beads are often hard to find outside of Cotonou, it is possible to find some beading materials in most regional and local markets. Our sense is that locally available beads and materials are sufficient for what the girls are producing, and that the focus during the pilot should on helping them evolve and innovate around the jewelry design. Finally, we learned that it would be a relatively simple addition to the jewelry skills girls have already learned to introduce the option of making jewelry products from locally available fabric.

We therefore advise that the Académie continues to teach jewelry making skills, and that the instructor guides girls in diversifying their designs in beading and other materials. We have developed a starter digital Inspiration Board, containing fabric jewelry designs. We recommend that you invite instructors to add to this shared digital resource, inserting images of their own designs, and of additional design ideas that they come across throughout the course of their work. Instructors should be provided with a small budget to print images of designs from their shared Inspiration Board that they wish to share with the girls.

**Recommendation #3:
Formalize a system for
girls to access jewelry
making off-hours.**

Many of the girls who have attended the Académie are inspired to continue to make jewelry. Thus far, they have not had a formalized way to get access to the beading kits when the Académie is not in session. We recommend experimenting with electing a cohort of 2-4 girls in each community to be “Girl Leaders,” who collectively can be responsible for taking care of the beading kits, and allowing other girls to use them. In locations where girls travel from far away in order to attend an Académie, another option is to elect regional leaders to take a kit home with them to use in with their neighbors and peers in-between Académie sessions. We recommend that ABMS explore these and other options for allowing girls to access jewelry-making kits off-hours.

The Animatrice would be responsible for facilitating the process of selecting and briefing the “Girl Leaders” on what is expected of them. The role should be positioned as one that girls can aspire to, with the value and trust placed in Girl Leaders emphasised. We recommend coming up with rules for the girls to use the kits - perhaps it is during a formal “office hours” that Girl Leaders staff, or perhaps each Girl Leader has a set of kits in her house that she lends out to her peers. The Animatrice and Mobiliser should work together to define the model that works best specific to each local context.

**Recommendation #4:
Eliminate the Seasonal Fairs,
and instead tap into existing
community events.**

It is an important element of the Académie that girls have an opportunity to showcase their talents within their community. However, during the live prototype, we heard feedback that the Seasonal Fairs were logistically complicated to organize and implement, leading to significant operational cost. Further, they do not have a direct link to the primary outcome we’re seeking to achieve (increased demand and access of contraception). As such, we recommend eliminating the Seasonal Fairs, and instead finding opportunities for girls to sell their products as part of existing community events such as local markets, seasonal and religious activities that are already organized in the community. We imagine that coordinating opportunities for girls to sell during these events could be part of the role of the Mobilizer.

Staff and Management Structures

Overview of Local Académie Roles

In each location the local Académie team will consist of a full-time Mobiliser and Animatrice, a part-time Instructor, and a Public or CJAV Nurse that joins at least every other Workshop session.

The Mobiliser is a super-organiser. They rally the girls and the community, handle all logistics and support their Académie colleagues in any way needed to make the Académie a success.

The Animatrice is a super-mentor. They help girls and their moms feel valued, informed and comfortable in discussing their lives and health. They inspire girls and build their confidence.

The Instructor is a super-tutor. They introduce girls to new skills and make learning easy and fun. They nurture girls' talents and inspire them to continue learning and making beyond the Académie.

The Nurse is a super-provider. They create a connection between girls and their local health service. They assure girls that they will be welcome and answer all questions big and small.

**Recommendation #1:
Ensure effective local
teams.**

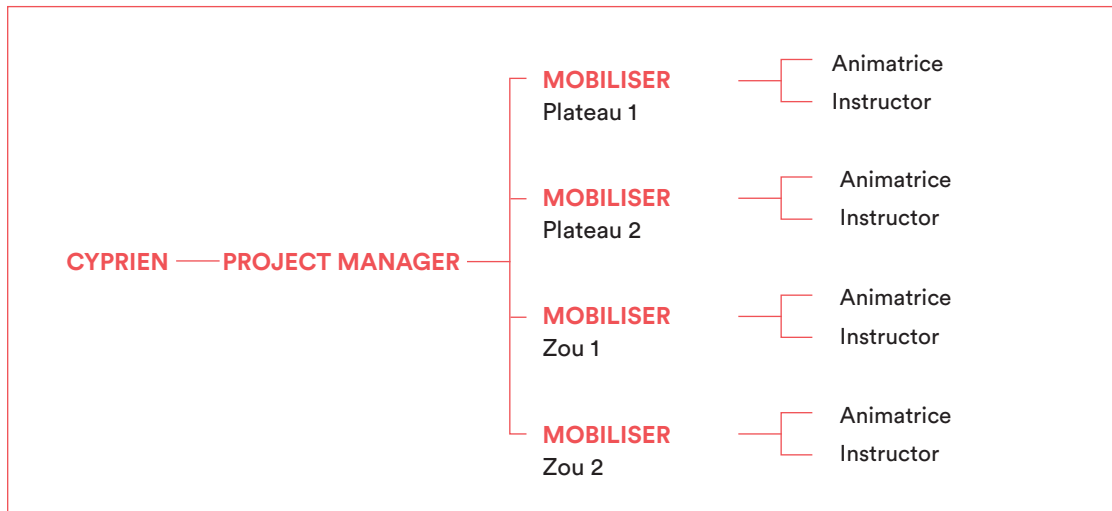
It's important that the Mobiliser, Animatrice, Instructor and Nurse work as a **tight-knit team**. Each makes a unique contribution to the success of the Académie and they must effectively collaborate and communicate to keep girls engaged, deliver to quality, and troubleshoot issues as they arise. The training model and handbook has been designed to ensure that each team member has clarity about their own and others roles. It also includes exercises and role plays that aim to lay foundations for strong team working practices. It will be imperative to dedicate adequate time to this at the program outset and to check-in on team dynamics at intervals through the implementation period.

**Recommendation #2: Ensure
a feasible management
structure.**

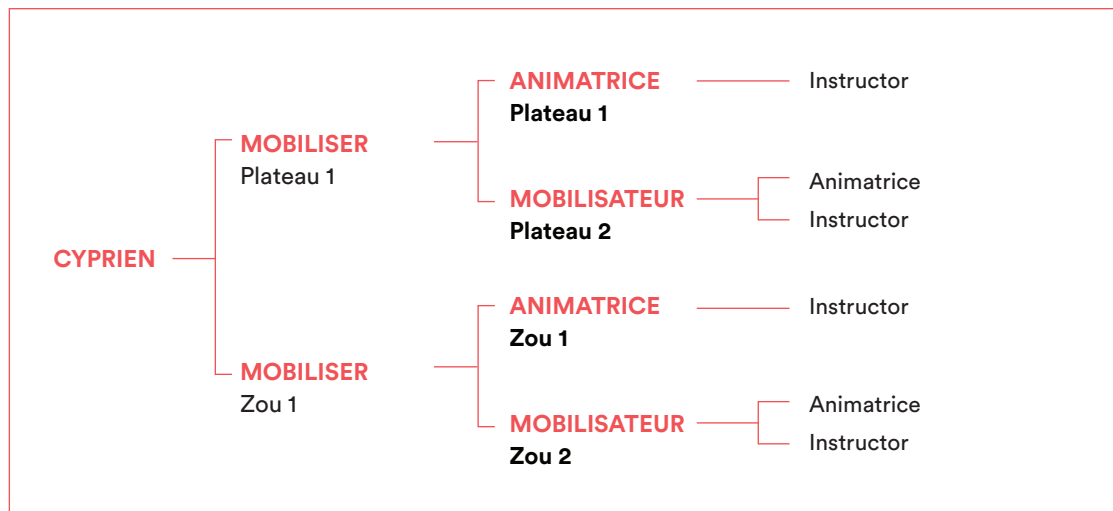
Overseeing program set-up, implementation and measurement across 4 locations (with mini-teams) will entail a significant effort and ongoing program management activities will include procurement, HR, troubleshooting, clinic liaison, monitoring, etc. It is important therefore that a program management structure is defined that will distribute oversight of activities and reduce the number of staff that report directly to, and need support directly from, Cyprien.

Below are two potential program management structures that would enable this distribution. In each, the blue shaded role(s) that sits below Cyprien would be accountable for the ongoing program co-ordination tasks described above. The first model would be preferable as it would place oversight more directly with an experienced program manager. However if budget/time constraints do not allow for this approach, then expanding the responsibilities of two more experienced Mobilisers from the four recruited could be an option.

Proposed Model #1



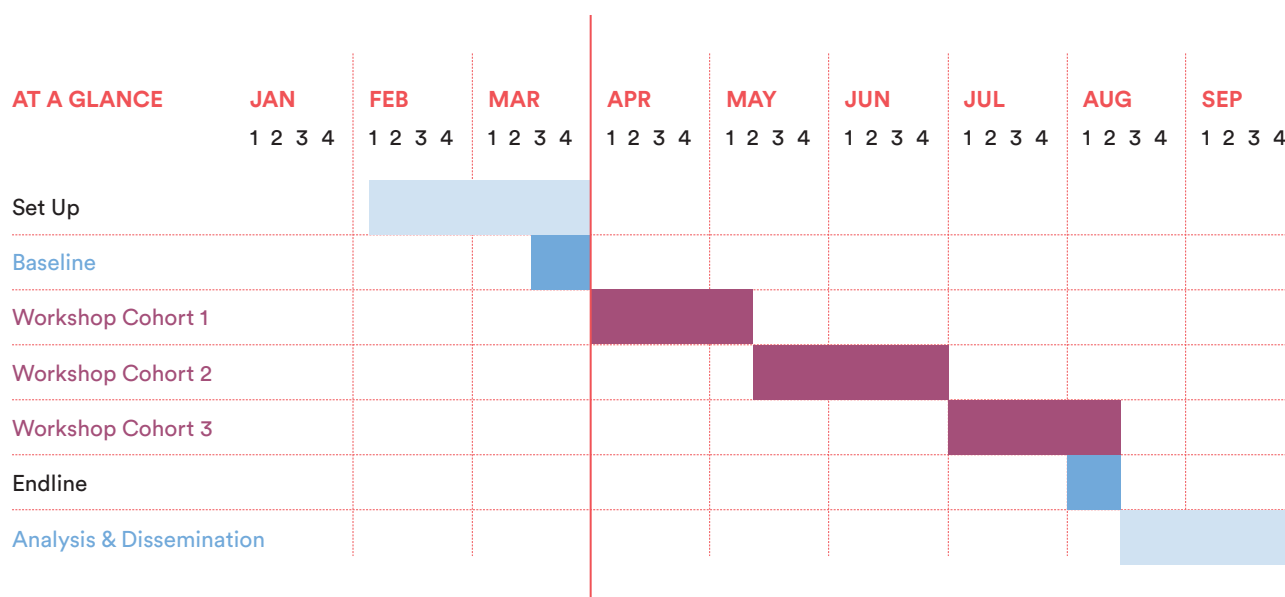
Proposed Model #2



Timelines

We have mapped the series of program set-up, implementation and measurement activities into a recommended timeline to aid with program planning. The visual below gives a high level overview of the major moving parts for implementing the programme. It assumes a 6-week Académie cycle, that allows 3 different cohorts of girls to move through the program.

The following slides present more detailed timelines that deep dive into each of the Management & Measurement activities (blue) and Académie Implementation activities (pink). These are accompanied by an editable excel worksheet (hyperlinked), which we encourage the ABMS team to utilise as soon as possible so as to align on a tailored and achievable workplan that will ensure the success of the Académie.



1. Implementation Schedule

TASK	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Field Prep -Local permissions and venues secured -Girls and Moms recruited -Sensitisation Mom Talks x 2									
Workshop Cohort 1 -Nurse attends Workshop -Refresher Mom Talk -Teen Party									
Workshop Cohort 2 - Girls and Moms recruited -Nurse attends Workshop -Refresher Mom Talk -Teen Party									
Workshop Cohort 3 -Girls and Moms recruited -Nurse attends Workshop -Refresher Mom Talk -Teen Party									

3. Program Sustainability Recommendations



Exploring Flexible Implementation Models

In securing future funding for the Académie, ABMS may need to adapt the model to reduce the costs associated with independently implementing the full set of Workshop, Mom Talk and Party activities. If doing so it will be important to remember that the Académie is anchored on three pillars that are critical to its design, and have led to its initial success during live prototyping. These pillars are:

1. Reaching Vulnerable Girls : Skill-building Workshops provide both an entry point and a “cover” to reach out to the most vulnerable girls in a community. By teaching girls a skill that enables them to make things, and earn money by selling it, we are able to attract girls who are looking for ways to increase their income and learn new things. The focus on skill-building rather than contraception increases desirability to participate, and improves the likelihood of parental permission. Further, when Workshops are offered during the daytime, we have a particular ability to reach girls who are not in school.

2. Passive Learning : Another key purpose that skill-building serves is to create an environment where girls can learn about health, sex and contraception while doing something else. The Workshop is a space for passive learning, where the pressure is taken off engaging with topics that girls might be shy or embarrassed about, where they do not have to make eye contact with the educator or nurse if they don't want to, and can mull the content over for several weeks yet still have an opportunity to ask a question.

3. Linking Girls to Services : Perhaps the most critical component of the Académie is the linkage between a Workshop or Party, and a service provider. Introducing girls to a nurse during the workshop, and giving them the option of going to a free counseling session immediately after a workshop enables a smooth connection to services at a moment when they are feeling confident and motivated. Where the Workshop takes place at a CJAV girls have the added opportunity of accessing a consultation discreetly.

Below we have proposed two flexible implementation models that would allow ABMS to leverage existing activities and programs that might be happening in implementation locations, while staying true to the above three pillars of the Académie.

Combining Health Talks and Linkages to Services with existing skill-building activities happening at CJAV's or community centers :

There are likely some skill-building programs that are already running in your implementation communities, either through CJAVs, or as a part of other community or religious programs. Consider combining a health talk with one of these skill-building sessions, and linking girls directly to services by introducing them to a youth-friendly provider at the end of the session, and inviting them to engage in a free counseling session. When possible, organize to have a peer or a youth-friendly provider walk with girls who are interested in accessing services directly to the clinic following a skill-building session.

Introducing skill-building workshops into schools, and linking girls to a clinic directly after school :

Sexuality education is offered at some schools in Benin. Consider speaking with a school headmaster in your implementation location, and offering to introduce skill-building as part of the curriculum. By introducing skill-building, you may increase student's ability to internalize and learn the health information through passive learning and help increase the perceived relevance of contraception to aspirations for earning an income or continuing vocational studies. After skill-building session & health talk sessions, make sure you introduce students to a youth-friendly provider, and that you coordinate a way for girls to go to a clinic if they are interested.

Upon completion of the pilot, we recommend that you reflect on your experience of implementing the Académie, and consider if there may be an opportunity to shift your programming to optimize for additional primary outcomes. In exploring other opportunities the team should continue to reference the critical pillars outlined earlier above, and ensure that at least 2 of the 3 can be maintained in any adaptation.

Potential for Earned Revenue

As part of our exploration around sustainability, we considered possibilities for earned revenue from the sale of girl-created products. During our field visit, we visited local and tourist markets, as well a number of retail outlets for higher-end artisanal goods, including the Fondation Zinsou. We also interviewed a beading instructor, and spoke with the ABMS team to better understand what the possibilities might be.

Our overall sense is that ABMS is unlikely to earn a meaningful stream of revenue from taking a percentage from the sale of products produced by girls in the Académie.

For girls to sell their wares in their communities, they need to be “small-ticket” items, generally under 500 FCFA. Anything above this becomes unaffordable for most community members. Given this, the margin that a girl earns is so small that we imagine ABMS would prefer to allow her to keep these earnings, rather than try and capture a portion of them. Further, even if ABMS were to capture a percentage of her earnings, the amount would be so small that it would be unlikely to make a difference in program operations.

To pursue the avenue of earned revenue ABMS would need to link girls to higher end markets (at the national or international level) where there would be demand for “higher ticket” items. These might include hotel or gallery shops, or existing West African craft collectives that sell wares through online channels. This would require a significant investment in market research, relationship building, inventory management, product design and quality control.

While this is interesting as a potential long term direction, currently the Académie is focused on the primary impact goal of driving contraception uptake and not on stewarding girls to the advanced skill level that they would need to generate products of this standard. Should ABMS wish to explore this further we recommend that the work be led by a Cotonou or West Africa region-based entrepreneur with experience and networks within the target markets and sales channels.

Expanding Impact Goals

The Theory of Change that the ABMS, Transform and IDEO.org teams developed together is oriented around optimizing for a single primary outcome: Contraceptive Update (for the complete Theory of Change, see Pilot Playbook page 6). This outcome reflects the goals of the Transform PHARE project, as well as ABMS's goals of reaching acutely vulnerable populations with contraceptive information and services.

Given the holistic nature of the Académie model there is potential for the theory of change to be broadened to address additional and related outcomes for girls, should an opportunity for complementary funding or an appropriate implementing partner present itself. Below are three outcome areas that could be considered, along with the builds that would need to be made to the core model to effectively address these outcomes:

Gender : With a focus on gender, you could consider optimizing your programming for an outcome of increasing girl's agency. Doing so would mean that you would need to focus more heavily on empowerment, motivation and skill-building components of the Académie curriculum, and less on things like linkages to contraceptive services. Shifting the focus of your primary outcome to increasing girls' agency could lead to a range of secondary outcomes including economic empowerment, reduced transactional sex, and eventually, shifting gender norms in your implementation communities.

HIV : With a focus on HIV, you could consider optimizing your programming for the primary outcome of reducing the incidence of HIV infection amongst girls in your implementation communities. Doing so would mean that you would need to shift the health curriculum of the Académie to focus more heavily on educating around HIV, how it is transmitted, and how to access testing. Addressing HIV might also incorporate an increased focus on linked outcomes such as a reduction in transactional sex or a specific increase in condom use.

Improving Economic Livelihoods : With a focus on improving economic livelihoods, you could consider optimizing your programming for the primary outcome of increasing girls' income. Doing so would mean that you would need to focus more heavily on skill-building, designing the products that girls are creating, and helping girls to access markets to sell their wares. Shifting the focus to livelihoods could also lead to a range of secondary outcomes including agency and reduced transactional sex.

Identifying Funding Sources

The first step in identifying future funding for the Académie is building a strong case for impact and program efficacy. The pilot that the ABMS team will run in 2019 should get you far on this front. Following that, the key will be identifying funders who are excited about the results to date, the potential for impact, and that have a history of providing resources for scale.

Below is a short-list of funders that ABMS or the Transform/PHARE team could consider reaching out to:

Dutch Embassy : The Académie has already received some support from the Dutch government, and given their focus on adolescents and family planning, we imagine they could be a good candidate for future funding as well. A lot of the Dutch Ministry of Foreign Affairs' funding for sexual and reproductive health and rights is disbursed by staff in their embassies. The Dutch Embassy in Benin has a history of funding several projects in Benin that prioritize young people. In general, the Dutch are interested in youth empowerment programming, and in addition to the primary focus on contraceptive uptake, they might find the focus on elevating girls and building their agency compelling.

USAID/Bénin : Although the budget for family planning in USAID's Benin mission is small, there could be a possibility for the mission to put in funding to scale the Académie through a bilateral project given USAID's priority on family planning in Francophone West Africa.

Global Affairs Canada : The Canadian government is just starting to increase its reproductive health programming under their current feminist foreign policy. Global Affairs Canada is already funding projects in other West African countries with a youth focus, and it's possible they may be interested in supporting the Académie at a larger scale for greater impact.

SIDA + DANIDA : The ministries of foreign affairs of Sweden and Denmark both have a focus on supporting sexual and reproductive health and rights, with an explicit gender lens. The Académie's goals of elevating girls, and promoting a shift in gender norms could be of particular interest to these foreign ministries. It's unclear whether either government would prioritize activities in Benin, but this question should be explored.

Hewlett Foundation : The Hewlett foundation has supported a range of work in family planning work in West Africa, and much of their programming has been to support and enable young people to access reproductive health services, on their terms. In addition to direct funding to PSI and MSI, they have supported the Ouagadougou Partnership Coordination Unit, and the design of new contraceptive programming for young people through a partnership between IDEO.org + MSI Sahel.

Gates Foundation : Gates has supported a range of programming in West Africa, including direct support to PSI, support of the Ouagadougou partnership, and investment in youth programming related to sexual reproductive health.

Children's Investment Fund Foundation : Based in the U.K., CIFF has a specific focus on adolescents, and has supported a range of work in family planning. They are actively exploring what it looks like to build a portfolio in West Africa, and the Académie could be a good fit considering the overlaps with their strategic priorities, which include a focus on adolescents, education and health.

4. Program Measurement Recommendations



Strengthening Learning through Qualitative Research

While quantitative research is critical to establishing rigorous data on the effectiveness of the Académie in driving outcomes, we recommend that qualitative data is also gathered for these reasons:

- Quantitative evaluation findings that are triangulated and contextualised with qualitative insights will provide a stronger proof of concept narrative for a programme, especially in the event that quantitative results do not present a clear pattern, or are do not meet the targets expected.

- Understanding why and how the programme has been effective will be critical to defining further directions for adaptation and replication of the program for scaled implementation, particularly in regions where youth services are being provided by public health clinics. Qualitative M&E is best suited to understanding the value, strengths and weaknesses of the multiple touchpoints in the Académie mode.

- This Playbook has recommended a number of significant shifts in the program delivery model to strengthen Implementation and Sustainability. Qualitative research should help validate that these shifts by confirming that girls' experience and engagement is maintained alongside increased efficiencies.

Below are a number of learning questions that could be addressed through qualitative research in relation to the above.

POTENTIAL LEARNING QUESTIONS

Impact – How & Why?

- What aspects of the Académie experience or content have been most influential for girls, in encouraging clinic visits and contraceptive uptake?
- To what extent has demand created by the Académie been met by girl-friendly service at public clinics?
- To what extent have mothers been influenced by engagement with the Académie, and what role has this played in girls' health seeking behaviours?
- To what extent have boys been influenced by engagement with the Académie, and has their engagement with parties enhanced girls' experiences or outcomes in any way?
- What evidence is there that the Académie has potential to influence more holistic outcomes for girls such as agency and self-efficacy, attitudes and behaviours relating to transactional sex, and economic empowerment?

-Adaptations to Implementation and Sustainability

- Is a six-week cycle adequate to generate demand for contraception amongst girls, and does this shortened model influence the appeal of the Académie in any way?
- To what extent does introductory level skill-building without an intensive focus on income generation have value for girls, and does this affect reach or engagement in any way?
- To what extent is selling products amongst family and friends proving successful for girls and 'closing the loop' on the promise of the Académie for girls?

POSSIBLE APPROACHES

We have discussed two levels of qualitative data which could bring value in answering some of the above learning questions. At minimum we suggest building in a Feedback Model to enable real-time learning and course correction as the Pilot is implemented. However, resource permitting, the addition of a small endline qualitative study with girls would establish a rich evidence base for the program.

Feedback Model

An enhancement of routine programme monitoring which seeks qualitative feedback from girls, mothers, and clinic staff in a systematic manner at intervals through the programme.

What it entails : Formats such as brief 'review' and 'exit' interviews; feedback boxes with follow-ups; etc. Content would focus on experience and engagement with Académie components and Implementation and Sustainability learning questions.

Implementation : Mobilisers could conduct the bulk of data collection, with a more experienced ABMS M&E team member supporting synthesis

Evaluative Qualitative

A rigorous endline qualitative study with girls, moms and nurses, designed to complement the existing quantitative measurement model.

What it entails : Individual or paired interviews with girls, and possibly mothers, focusing primarily on the 'Impact - How and Why' learning questions.

Implementation : Ideally conducted by an experienced qualitative research consultant

Evaluating Cost Effectiveness

The cost-effectiveness of Académie de l'Artisanat will be determined by the extent to which it contributes to girls' sexual and reproductive health, through connection to and uptake of contraceptive services.

PSI tracks cost per CYP* as its bottom line metric for cost-effectiveness of its family planning work, and since 2012 has used a standard method to do this. Rather than recreate guidance on this method, this note helps clarify the Program Costs that should feed into the existing PSI calculation method. It also provides guidance on how individual Program Costs should be categorised and tracked through the Pilot period, so that the ABMS team is equipped to explore avenues for identifying cost efficiencies during and at the close of the pilot.

Outcomes

To enable calculation of CYPs later, ABMS requires a breakdown of the types of contraceptive methods (short and long-term) that Académie participant girls adopt. This should be requested in the data received from clinics.

While contraceptive uptake is the primary outcome goal for the Académie, the intermediate outcome of attending a health counseling visit is an important progress marker on a girls' journey. We recommend that cost-effectiveness analyses consider this metric also, as it is a good gauge of increased demand for services created by the Académie even if the clinic visit itself does not convert to contraceptive uptake immediately.

BENCHMARKS

The costs of serving adolescents have been found to be much higher than serving women across the AYSRH space. Validated benchmarks for this specific target group have not yet been shared, however we anticipate that these will be produced in the coming year via organisations that are participating in the HCD Exchange. PSI's A360 programme will also produce cost-effectiveness estimates that are specific to adolescents.

Any cost-effectiveness estimate produced for the Académie should be compared to adolescent programmes such as those above, and accompanied by a narrative that highlights the factors that make the target beneficiary group a more hard-to-reach population in particular the likelihood of being out-of-school and rural. The ABMS monitoring team should ensure that the quantitative survey tool ensures capture of these demographics.

The Académie itself has an important role to play in contributing to the existence of, and acknowledgement of the need for, tailored benchmarks for adolescent and hard-to-reach groups in family planning programming.

COSTS

Development & Innovation Investments

These are the investments made in early activities to research and design the programme, and later activities to validate the model and develop strategies for future scale. They include all costs incurred for:

Development

- Design Research & Early Prototyping
- Live Prototype implementation and research
- IDEO.org engagements (including the Dec 2018 sprint)

Evaluation & Validation

- Pilot Evaluation (incl. methodological design, IRB submission, field data collection, analysis)
- Reporting & dissemination

While these may represent significant costs within the overall Transform Phare budget, and should be made transparent in any discussion of the partnership or innovation journey, they are essentially one-off strategic investments which should not recur once the program model has been tested and packaged for replication. As such they are distinct from the Program Costs below and should be **excluded from calculations on the cost-effectiveness of the Académie model**. They would however be included in a calculation, were it to be conducted, on value for money of utilising an innovation approach like human-centred design in program development.

Program Costs

These are costs that will be entailed in any future set-up and implementation of the Académie model, and thus are the key expenses included in the cost-effectiveness calculation. Costs should be divided into two categories that reflect the extent to which they are Set-Up or Delivery related.

-Set-Up Costs are those required to launch a phase of Académie programming (such as this Pilot Phase), and which may repeat at intervals to update or refine delivery aspects.

-Delivery Costs are those that can be clearly linked to implementation of a single six-week Académie cycle, which would serve one or two cohorts of 30 girls in a location (depending on how Implementation & Sustainability Recommendations have been adopted). The Delivery Cost for a single cycle should be fairly comparable across locations.

Separating Set-Up and Delivery costs in this way enables the team to look across the model to understand exactly where in the model costs are being incurred and where opportunities for efficiencies might be found in the future. For example, by understanding the number of cohorts that need to be served to justify upfront Set-Up Costs, or where differences exist between Delivery Costs from one location to another.

We would encourage the actual spends for the Pilot to be tracked using a categorisation system like the one outlined on the next page, to simplify the calculation process at the close of the programme. The Mobilizer in each location should be provided with a table/spreadsheet that enables them to track their spends in the same way, and these should be collated into the main cost tracking tool at the end of each 6-week cycle, as part of Monitoring and Review activities.

Set-Up Costs will include :

- Recruitment, hiring and training of HQ Program Staff (those based at ABMS in Cotonou for example) and local Académie teams (Animatrices, Mobilisers, etc)
- Salary/time allocated by HQ Program Staff in set-up activities, including hiring, procurement of workshop tools and materials, etc.
- Production or purchase costs of Académie materials that will be reused for multiple program cycles - such as party banners, staff handbooks, staff t-shirts, phones, etc. These should be itemised.
- Purchase costs of craft toolkits that will remain within the Académie for repeated use in workshops
- Training of Public Health nurses in youth service provision would also be included under periodic costs, if it will become a standard activity of ABMS in rolling out the Académie to districts that do not have CJAVs.

Delivery Costs will include :

- Salaries and benefits paid to local Académie staff for the six-week period
- Travel and other personal expenses claimed by local Académie staff in that period
- Craft materials used by girls in Workshops
- Production of single use materials for Workshops, Mom Talks and Parties - invites, certificates, leaflets, etc.
- Venue, equipment and refreshment costs for Workshops, Mom Talks, Parties