Helping girls in Benin take control of their reproductive future and their financial life.
PROJECT OVERVIEW

IDEO.ORG partnered with Population Services International (PSI) to apply human-centered design to increase demand for contraception amongst out-of-school adolescent girls in Dassa-Zoumè, Benin.

Contraception has been shown to reduce major economic obstacles related to high-fertility and burden of disease in countries where maternal and child mortality remain top priorities.6-7 The use of modern contraception has also shown to increase young women’s educational attainment, age at first marriage, age at first child, as well as social and economic mobility.8-10

With funding from USAID, this work is part of Transform-Phare, a five-year (2014-2019) multiple award IDIQ designed to infuse innovative practices from a range of disciplines into USAID-supported SBCC. Transform-Phare emphasizes creative thinking, exceptional design and high-quality production and implementation.

This document synthesizes our fieldwork findings, our final design recommendations, and directions on how to evolve the design before implementation. For more information about the 11-week Human-Centered Design process that culminated in those recommendations, visit our blog:

WWW.TRANSFORM-PHARE.ORG
PASSWORD: FRITES

TRANSFORM-PHARE BENIN

Applying human-centered design to increase demand for contraception amongst adolescents.

A partnership between IDEO.org, PSI, and USAID.
she makes

she learns
she's in control

imagine.

Every girl in Benin.
In control of her reproductive future.
In control of her life.
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The Landscape

Benin is a tropical, Sub-Saharan country bordered by Togo, Burkina Faso, Niger, Nigeria, and the Gulf of Guinea to the south.\(^2\)

Benin’s economy is based on subsistence agriculture, cotton production, and regional trade. The major religions are Islam and Catholicism, and roughly 12% practice Vodoun.\(^6\)

With a recent historical period under French-colonial, and then Marxist-Leninist rule, the Republic of Benin ratified their current constitution in 1990 and gained recognition as a sovereign nation.\(^5,13\) Benin is a constitutional democracy and has been experiencing over a decade of fair and open elections.\(^1\)

In Benin, the landscape of sexual and reproductive health and human rights policy has been heavily influenced by each of these historical periods.\(^13\) Benin has a dualist legal system, in which customary law exists alongside French colonial law and post-independence national legislation.\(^5\)

Today, there are many barriers to expanding access and information regarding sexual and reproductive health and family planning services, for example a French colonial law dating back to the 1920’s prohibiting the dissemination of contraceptive information continues to be in effect.\(^13\)

### Historical Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1904</td>
<td>Benin, formerly known as the Republic of Dahomey, was a French colony of and a part of French West Africa until 1958.</td>
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<tr>
<td>1920</td>
<td>French colonial law is enacted which prohibits contraceptive propaganda, banning abortion, and making it difficult to administer family planning programs.</td>
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<tr>
<td>1972</td>
<td>A health policy is enacted to meet the needs of the entire population, prioritizing preventative care and the coexistence of modern and traditional medicine.</td>
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<tr>
<td>1988</td>
<td>A national policy on Family Health is enacted to reduce maternal and infant-child mortality, to ensure 50% of adolescents adopt responsible sexual behavior, and to obtain men’s support for women’s reproductive health.</td>
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<tr>
<td>1994</td>
<td>The Ministry of Health establishes the responsibilities of the Family Health Division, which has the primary mission of design, coordination and evaluation of family health activities.</td>
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### Contraceptive Demand

The Total Fertility Rate in Benin has declined in recent years from 5.9 children in 2000 to 4.7 in 2016\(^{8,11}\). Use of modern contraception, however, has increased only marginally, from a little over 5% in 2000 to just under 10% in 2016\(^{8,11}\). The desired family size is typically between four and six children.\(^{15}\)

The unmet need for contraception suggests numerous measures can be taken to promote modern contraception use and remove barriers to access.\(^{19,22-24}\) In neighboring countries, implementation strategies have been explored to boost spousal communication, male involvement in reproductive decision making, and social network approaches to catalyze community support for family planning\(^{25-28}\). However, few interventions have focused on unmarried girls.

#### Health Policy

In recent decades, increased involvement from NGOs and trade relations with western nations has driven significant changes in national family planning and gender equality policy in Benin.\(^{3,7}\) The Beninese government has taken steps in recent years to promote the fundamental rights of women and girls.\(^{2,5}\) The National Plan for Health Development 2009–2018 incorporated measures to support reproductive health and family planning services, aiming at increasing modern contraceptive use to 20% by 2018.\(^{8}\)

In 2015, combined spending on programs supporting sexual and reproductive health and gender equality among adolescents and youth totaled to more than 3 Million USD.\(^{3}\)

Despite these advancements in macro-level policy, women in Benin still face early and forced marriages, fewer educational and economic opportunities, and social stigma regarding sexual and reproductive decision making.\(^{8,10,14}\)

This scenario is particularly evident in lower-income and rural sub-regions of Benin where prevalence of traditional religions, and entrenched skepticism over the health benefits, safety, and efficacy of modern contraceptives remain high\(^{20}\), leading to a significantly lower modern contraceptive prevalence rate when compared with national averages.\(^{21}\)

<table>
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<tr>
<th>2016 TOTAL FERTILITY RATE</th>
<th>2016 USE OF CONTRACEPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7 CHILDREN</td>
<td>10% WOMEN</td>
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The Ministry of Health, Social Welfare, and the Status of Women was created to improve the social and health conditions of families. Benin passes the Personal Family Code which outlawed various traditional customs that systematically treated women unequally including forced marriage, polygamy, rape, and sexual assault. Benin adopts strategic guidelines for development which seek, among other things, the promotion of gender equality, women’s empowerment and improved social protection.

A National Policy for Gender Promotion is adopted, which aims to achieve equality between the sexes with a view towards sustainable human development by 2025. UN issues report commending Benin on their dedication to gender equality and the promotion of health and health rights for women and girls.

Law on Prevention and Repression of Violence against Women explicitly prohibits spousal rape and provides the maximum penalty for perpetrators who rape their domestic partners.
Inspiration Research

As designers, we do research to get inspired. When we begin a project, we immerse ourselves in the lives of the people we’re designing for.

We visit them in their homes, spend time in their communities, and live as many bits and pieces of their lives alongside them as we can. For this work, we conducted in depth, in-context, qualitative interviews with a range of community members. Some interviews were individual, others were with groups. In addition, we conducted observations of the community in public spaces such as the market, multiple schools, sacred places, and community gathering areas.

Although our target group was defined as out-of-school girls, we talked to teen girls and boys who were in and out of school, single and married, with and without children. We also talked a sample of all the important people in the lives of teens in Dassa, such as parents, siblings, teachers, health care practitioners, religious leaders, and other community influencers. This breadth of profiles allowed us to draw a complete picture of how it feels to be a teen in that community, gain empathy, and deeply understand their motivations, aspirations, and rationales for having sex.

Our synthesis process started in the field with daily debriefs, where we discussed what we learned and identified common themes. We continued the process in San Francisco in the weeks following, culminating in the following insights and behavioral archetypes.
**Insights**

Insights are the core fieldwork learnings that present opportunities for design. Insights are not necessarily the most frequent observations we saw in the field. They are patterns of observations that present us interesting tensions or challenges that let us see the problem from a different perspective: insights have design energy. For this work, we identified six insights, which are supported by literature review.
No one wants to talk about sex, but everyone wants a solution to teen pregnancy.

There is little information for everyone. Parents have never used modern contraception and can’t speak to it. Traditional healers are providing methods that haven’t proven to be effective, and healthcare professionals are withholding information. Adults will only talk to teens about sex after a girl falls pregnant.

Modern Contraception Barriers

- Unmet need is a term used to describe sexually active women who do not want to become pregnant but are not using any contraceptive method.¹
- The unmet need for family planning is estimated to be as high as 50% for unmarried women.²
- In Benin, only 14% of reproductive-age women in Benin use any kind of contraceptive method.³
- On average, women in Benin have one more child than they desire.¹²
“If a girl becomes pregnant it’s because she didn’t master her cycle.”
—TEENAGE BOY

“Parents should tell their daughters to just stay away from boys.”
—COMMUNITY HEALTH WORKER
Teenage sex is a currency with no exchange rate.

Sex among adolescents has an implicit value. It ranges from the cost of fulfilling the most basic of needs, such as food, a photocopy or school fees, to the aspirational, such as a new pair of underwear.

“Girls want beautiful things. They have to ask us men for money. If we give something to them, we have to get something in return.”
—TEENAGE BOY, UNMARRIED

“If she can’t buy a book, and a man helps her, this would not be for free.”
—TEENAGE GIRL

Transactional Sex is noncommercial, non-marital sexual relationship motivated by the implicit assumption that sex will be exchanged for material goods or other benefits.\(^\text{1,2}\)

Transactional sex is described as a practice through which young women, especially, can access material goods associated with a modern life to improve their social status.

This exchange is not limited to basic necessities, but also extends to goods that associate their owner with cosmopolitan youth culture.\(^\text{31-34}\)
Men are expected to be providers—transactional sex is a boys’ version of this.

In a town with few economic opportunities, boys are expected to find ways to earn money and support their families. If a boy needs money, he goes to work; if a girl needs money, she goes to her family, then to boys. Girls get what they need, and boys get their sexual needs met.

“A girl should try to marry well; she needs financial support.”
—TEENAGE BOY

“A good teenage boy will give you money if you ask for it.”
—TEENAGE GIRL, UNMARRIED
Being a teenage girl means running, heads down, through a perilous crossing.

Boys start chasing after girls at a young age. The other girls won’t share secrets and can’t be trusted. Parents expect girls to get good grades and spend the day on house chores. It can feel like everyone is out to get them, and they often navigate the new challenges of adulthood alone.

“Teachers are impregnating teenagers. They use money to entice them and girls are not courageous enough to say no.”
—COMMUNITY INFLUENCER

“When the consequences of our behaviors arise, we don’t always have to face them. The girl does.”
—TEENAGE BOY

In many West-African countries, unmarried women with children who do not receive financial support from the father become the sole providers for their children. For women with limited educational and economic opportunities, this often means resorting to transactional sex to gain resources.10

Food insecurity and poverty at the household level have both been shown to be strongly associated with young women’s participation in transactional sex. Sometimes this participation is sanctioned or even expected by the impoverished family. 11

On average women spend 3 fewer years in school compared with their male counterparts. This educational disparity exacerbates social and gender inequities that create barriers to young Beninese women securing sustainable economic positions for themselves and their families. 36
Despite the challenges they face, girls have more opportunity than ever.

The community has progressive views of gender equality, and laments that pregnancies are taking teen girls out of school. Girls are encouraged to finish school, and to earn money after graduating.
“When a girl is learning a trade, she should wait to have a child until she is finished.”
—COMMUNITY INFLUENCER

“If you take care of your daughter, you will succeed.”
—FATHER OF TEEN
Modern influences create a rift between generations, and mothers are at a loss.

Teens are interested in modern things: cell phones, jewelry, nice underwear. And, they are coming of age in a time when modern contraception is available. Lacking first-hand experience with these new things, moms want to guide their daughters, but don’t know how.

““This is a part of child rearing. A mother needs to explain things to her daughter.”
—COMMUNITY HEALTH WORKER

““The situation is the same everywhere—they no longer listen to us.”
—MOTHER OF TEEN

Women learn about family planning from a wide variety of sources, and these differ by place of residence.
Behavioral Archetypes

Behavioral archetypes are qualitative, psychographic user segmentation that focuses on people’s needs and aspirations. Behavioral archetypes inspire solutions and unveil new, often ignored user segments. This opens up new possibilities of targeting for maximum impact. Beyond schooling status, we looked for what motivates teens to have sex, and identified four behavioral archetypes among teen girls and 3 among teen boys in the Dassa-Zoumè area.
Reasons for Sex

**THE SURVIVOR**
To earn money for basic needs.

**THE AMBITIOUS**
To buy nice things.

**THE WIFE**
To prove her fertility.

**THE GIRLFRIEND**
For courtship.
THE AMBITIOUS
Anne, 16, Dassa
Engages in sex to earn money to pay for small luxuries.
Anne comes from a family that is well-off, by local standards. She has her basic needs met and is able to pay for school fees. She is not, however, able to afford the luxuries she wants, like jewelry and new clothes. From time to time she has sex with a boy she likes at school. While she enjoys the attention from him, she is mostly interested in the money he can provide her.

THE BOYFRIEND
Joel, 16, Dassa
For courtship with The Girlfriend
Joel was the best student in his class. He focused on his studies and abstained from sex until he started dating Emilie, a girl he wants to marry. After they’d been dating for about 4 months, they started having sex.

THE HUSBAND
Joel, 18, Dassa
Engages in sex to get The Wife pregnant
Joel got Emilie pregnant, and his family decided to accept the pregnancy. After the dowry, Emilie moved into Joel’s family’s house. Right after Joel’s son was born, he left to continue his studies at the university in Calavi.

THE OPPORTUNIST
Joel, 19, Dassa
Engages in sex to buy things for The Survivor or The Ambitious
Joel recently met Marie, a beautiful girl working in the Danktopa market in Cotonou. She asked him to help her get a new dress for her sister’s wedding as she did not have the money to buy it herself. He got her the dress, and then asked for something in return. They had sex. Despite already being married, Joel does not believe he was cheating on his wife. Sex with Marie was just an exchange of favors.

The reasons why boys have sex shifts depending on the context. The same boy may behave like one archetype or the other depending on who he is involved with, and in what moment of his life he is in.
Transactional Sex and Out-of-School Girls

Taking a girl out of school is like taking away her only chance at success. Many girls are forced to drop out of school because of financial hardship. Once out of school, a girl either stays at home to help with family duties, or becomes an apprentice. The path to an apprenticeship is desirable; it means she can learn a new skill, earn money, and contribute to her household. It is also, however, costly, and thus is not accessible to many girls.

We hypothesize that transactional sex is particularly common amongst out-of-school girls, as they have few support networks and limited guidance—and ability—to foresee a future beyond their current hardship.

WHO WE’RE DESIGNING FOR

Food insecurity and poverty at the household level have both been shown to be strongly associated with young women’s participation in transactional sex. Sometimes this participation is sanctioned or even expected by the impoverished family.35

Transactional sex is not limited to the destitute and the substance of exchange often extends beyond basic needs. Many women engage in transactional sex as a means of social mobility. Globalization has led to increased visibility of consumer goods that are not accessible by all groups, and are often associated with status and social capital. Transactional sex can be a vehicle for obtaining access to these desirable objects. Studies note the immense peer pressure felt by young-women, particularly those who cannot afford to maintain a lifestyle experienced by their wealthier friends or peers.31

On the male side, we focused on designing for The Opportunist, as this is the archetype that most directly supports transactional sex.

We focused on The Survivor and The Ambitious, the two archetypes whose main motivation for sex is financial, and thus often have the lowest agency when it comes to sexual behavior and choice.
Opportunity Areas

We designed intentional moments within the opportunity areas that were identified during Inspiration Research.

1
START THE CONVERSATION
How might we open the conversation about teen sex to the whole community?

2
REFRAME THE CONVERSATION
How might we reframe the conversation about teen sex to increase individual responsibility?

3
TURN THE CONVERSATION INTO ACTION
How might we help the community move from conversation to action?

4
SOLVE THE BIGGER PROBLEM
How might we solve the bigger problem and get girls back in control?

Of around a dozen concepts, we worked with ABMS and the Transform-PHARE team to select seven prototypes to take to the field for testing, iteration and feedback. Based on the learnings from our prototyping trip, the team refined and consolidated the most successful ideas into the one design direction that follows.
Prototyping

**Radio Role Models**
Radio talk on sexual health and modern contraception.

*Key Takeaway:* Sourcing questions from the community generated more engagement than pre-picking topics beforehand.

**Risk Club**
An after school boys club to explore what it means to take risks, and learn frameworks for how to manage risky situations in their lives.

*Key Takeaway:* It felt like school, so boys acted like they were in school. How might we engage them in a way that feels new?

**Leave a Message**
Interactive panel for teens where girls are asked to leave an anonymous message for a boy, and boys are asked to leave an anonymous message for a girl.

*Key Takeaway:* Entertainment works. Teens have aspirations grounded in their local reality.

**GOT A QUESTION?**
Place anonymous question boxes or voice recorders in private locations throughout the community.

*Key Takeaway:* People have so many questions! Girls want to know about relationships. Boys want to know about sex and contraception. Everyone wants to know how to prevent unplanned pregnancy.

**The Bling Workshop**
Bring girls together and teach them how to make—and sell—their own lingerie and jewelry. During workshops, have a health provider give health talks and distribute vouchers and fliers.

*Key Takeaway:* Girls are interested in learning how to make things they can sell. They were really engaged and attentive, during beading and also during the health talk. So much magic!

**Mom Talk**
A trained CHW provides mothers with sexual health information targeted to their daughters in two different settings: door-to-door and in group.

*Key Takeaway:* Moms need to know the facts. And their daughters don’t want to have to tell them.

**Own Your Part**
Posters placed near the soccer field and in other areas where boys hang out in the community.

*Key Takeaway:* Its important to be direct and straightforward in our visual language.
Of all of our seven prototypes, one stood out: The Bling Workshop.
Every girl in Benin, in control of her reproductive future, and her financial life.
The Académie is guided by five design principles.

We created five design principles to anchor our efforts and guide our visioning of the program. These principles serve as our guardrails; every element, from the activities to the visual language, incorporates them in some way. They are based on learnings from our interactions with girls and the community during fieldwork, and are intended to guide the program today as well as in the future.

1. Create hands-on experiences.
   Engage face to face, in a tangible way.

2. Use simple and direct language.
   Use clear, direct language. Don’t hide that contraception is a part of it.

   Programming should be inspirational, but grounded in reality.

4. Make it contagious.
   It’s fun and engaging, and grows as she grows; there’s a snowball effect.

5. Get it endorsed.
   It’s endorsed by the people that matter. She feels proud to be a part of it, and so does her family and community.
Académie de l’Artisanat is a new take on vocational learning, one that builds agency by inspiring girls to learn new skills, and leverages that agency to help them make smart reproductive health decisions for their future.

At its core, the Académie is a weekly workshop just for girls. It has three components:

**SHE MAKES.**
Every Académie starts with making. An instructor teaches girls a new craft, such as beading, cooking or soap-making. Girls learn how to make the craft, and to sell it.

**SHE LEARNS.**
While girls work on their crafts, a health educator teaches them about contraception, and the role it can play in protecting their futures.

**SHE’S IN CONTROL.**
At the close of the Académie, she’s recognized for her talents, and nurses are on-hand to offer counseling and free services to girls who want them.
The Details

Académie workshops are 3 hours long and held at the Centre Jeune Amour et Vie, or other teen-friendly locations where sexual and reproductive health services can be offered. Girls can participate in as many workshops as they please; they can attend once, or come back each week. As they master a skill, instructors and health educators connect their ability to create and sell their crafts with their ability to protect themselves from unwanted pregnancy. Instructors can teach a range of skills, such as beading, baking and soap making.

For now, to make things simple, we’ve focused only on beading.

Each workshop has the program’s 3 components:

**SHE MAKES.**

Every Académie starts with making. For the first two hours, girls learn how to make a craft, such as beading. Guided by an instructor, they also learn tools for selling it, such as how to calculate the cost of materials, or how to set a sale price. Whatever she makes during the workshop is hers to keep, sell, or give away.

**SHE LEARNS.**

While girls work on their projects, a health educator delivers a health talk, making the connection between her new skills and the importance of protecting her body and her future. Health educators use scripts and talking points from the Académie to help them make these connections; starter scripts are included in the Live Prototyping Playbook.

**SHE’S IN CONTROL.**

She’s recognized for her talents. At the close of each Académie, girls receive recognition for all the great progress they are making. As she progresses through levels of skill-building, she gains more and more recognition. At the close of each Académie, a nurse is on hand to offer counseling and free services to girls who want them.
Levels of the Academy

As girls attend workshops, they progress through levels of skill-building. From the basics during Level 1, to complex designs in Level 3, girls learn new skills and make crafts they can keep, sell or give away. The pace of level progression varies: it depends on each girl’s individual development. After graduating from Level 3, girls get the opportunity to teach and contribute to the Académie as Masters and Ambassadors.

**LEVEL ONE**
She attends her first class. She learns about contraception and what her options are. She brings her first piece home.

**LEVEL TWO**
She is able to make pieces on her own. She helped organize a crafts fair and sold some of her pieces. She realizes she has alternatives to boys to get money.

**LEVEL THREE**
She can do complex designs and starts helping other students. She spreads the message to other girls and brings in other women to learn about contraception.

**MASTER**
Once a girl has progressed through the 3 levels, she becomes a Master. Masters are invited to help teach girls during workshops. Over time, they become instructors themselves, or they get engaged in the program’s management and operations. Masters create a virtuous circle of learning, recognition and reinvesting in their peers.

**AMBASSADOR**
When a Master leaves the community—for marriage, an apprenticeship, or some other reason—she is invited to become a program Ambassador. Ambassadors help start up and run workshops in their new communities, teaching others new skills and valuable knowledge about health and contraception.
Connecting Contraception and Agency at Each Level

As a girl progresses through levels of skill-building, she is given a range of messages that link her new skills with contraception. As these messages are delivered, a health educator makes sure girls know they are invited to speak with a nurse at Amour et Vie. Nurses are always available at the close of a workshop for girls who are interested in free counseling or services.

LEVEL ONE
Health educators connect the positive feelings of learning a new skill with the reality that if the girls have a child, they won’t have time to develop and master these new skills. Contraception can help protect against not having the time to learn new things before starting a family.

LEVEL TWO
Health educators connect the money girls can earn from making and selling jewelry to the money she would have to spend if she had a baby. Contraception can save you money, and can allow you the space to earn and save before having a child.

LEVEL THREE
Health educators connect making and selling larger quantities of jewelry with planning for the future of their family. Contraception can help you plan out your future, just like planning for producing a product in bulk.

MASTER
Masters have mastered their craft. They are in control of their abilities, and are able to connect these abilities with the need to protect themselves against unwanted pregnancy.

AMBASSADOR
Ambassadors have moved away, but are still engaged. They’re in control, and want to help others to feel the same way.
The Académie Today

Workshops for girls, and health talks for her mom.

Workshops are the core of the academy. They engage girls and enable her to build self-efficacy while learning about contraception.

But we know she needs permission to attend the Academy. Let’s also engage her mom.

MOM TALKS

Mom talks engage mothers to learn about contraception, and build buy-in and support for the program. During mom talks, mothers are invited to the Centre Amour et Vie to tour the facilities, look at products their daughters have made, and have a conversation about reproductive health and contraception. Moms learn about the same methods their daughters are learning about, and are given the space to ask questions and discuss the role contraception can play in their lives.
The Académie as it Grows

We need the whole community to support her as she builds agency and ability. Let’s engage them.

SEASONAL CRAFT FAIRS
Seasonal craft fairs are opportunities for girls to participate in organizing an event, and selling their goods together with their peers. Craft fairs raise awareness of the Académie de l’Artisanat within the community, and spread the word about teen health and contraception.

TEEN EVENTS
Teen Events are invite-only, and are held at the Centre Jeune Amour et Vie. Members of the Académie get to choose who they want to invite. By giving girls control over invitations, the events elevate girls’ social status and offer her the opportunity to flip the power structure—she’s in control!

During the event, boys and girls participate in activities such as singing, gombe dancing, model, theater and spoken word. Health educators also deliver health talks to attendees, offering to connect them to services during or after the event.

AMBASSADOR PROGRAM
Many girls who participate in the program will move to different towns as they marry, take on an apprenticeship, or assume new responsibilities. In the future, the ambassador program could be a way for girls to stay engaged, and inspired. It helps them become leaders in their new communities and start up an Académie de l’Artisanat program of their own.

GLOBAL MARKETPLACE
An exploration of marketplaces beyond her community that helps her find new outlets for the sale of her goods. In a region with few economic opportunities, the market for girls’ products is inherently limited. Global Marketplace is a look into what it could mean for her to access new markets, perhaps by equipping her to sell at a brick-and-mortar store, via an online crafts marketplace, or by helping her set up her own distribution channels.
Inspiration

As we designed the Académie, we were on the lookout for inspiration from projects, programs and companies that are doing work related to our vision. Here are a few links to what we found.

**INSPIRATION**

**Girl Scouts** is a US-based program where girls progress through levels of skill-building and leadership development. Older Girl Scouts serve as mentors and guides for younger ones.

**Barefoot College** trains women to learn new skills and run small businesses that advance solar power, education, clean water and advocacy.

**Fab India** is a platform that elevates over 55,000 rural crafters by linking them to modern urban markets.
So that’s the program. Here’s how we envision it working.
Changing Her Mindset

As a girl progresses through the levels of the Académie, her mindset evolves from learning the content, to building self efficacy and believing in herself, to having the ability to control her future.

This shift happens over time. It is made possible by the Académie, where girls in similar situations are invited to convene, learn from role models, and support and enable each other. The Académie curriculum inspires girls to imagine a future beyond their immediate hardships, then introduces contraception as part of the strategy to achieve a better tomorrow.

LEVEL ONE
She attends her first class. She learns about contraception and what her options are. She brings her first piece home.

LEVEL TWO
She is able to make pieces on her own. She helped organize a crafts fair and sold some of her pieces. She realizes she has alternatives to boys to get money.

LEVEL THREE
She can do complex designs and starts helping other students. She spreads the message to other girls and brings in other women to learn about contraception.

MASTER
She helps lead the program and teaches classes. She has many responsibilities and girls depend on her.

AMBASSADOR
She is no longer in the community, but still wants to be connected. She is an advocate for the program and helps connect other girls to resources in her new community.

LOW AGENCY

I can do this.

I can make my own money.

I can take control.

HIGH AGENCY

I'm a role model.

They can count on me.
Interacting with the Community

The Académie helps girls build agency and self-efficacy. It also helps girls foster a network of support with community members, particularly older women. Girls interact with community members as equals, rather than as inferiors in a hierarchy.

Here are four ways a girl interacts with members of her community through participation in the Académie.

1. Instructors, nurses and health educators share their skills and knowledge during Workshops and Events. In doing this, they become role models, engaging with girls in an accessible and friendly manner.

2. Siblings, peers and sexual partners engage in the program through invite-only Teen Events that allow girls to exercise agency and showcase their skills.

3. The whole community engages in the program through Seasonal Crafts Fairs which elevate girls’ social status through the endorsed support of ABMS and the selling of their crafts. As the program grows, the community recognizes that certain crafts are made by girls.

4. Moms engage in the program through Mom Talks where they learn about contraception and support their daughters as they progress through the program.
Goals for Testing the Académie

The Académie has the overall impact goal of reducing the number of unplanned pregnancies amongst out-of-school girls in Amangassa and Kère. We’ve taken an approach that addresses a girl’s lack of resources, reliance on transactional sex, and lack of agency. In order to help girls take control of their reproductive futures, we must increase their demand for contraception while also increasing their self efficacy. Armed with contraception and self-efficacy, girls will be empowered to stand up for themselves and choose when, how, and with whom they have sex.

**LIVE PROTOTYPE SCOPE**
- **IMPLEMENTATION**
  - Deliver an engaging service experience that motivates out-of-school girls and the community to stay engaged in the program.
  - Deliver a self-sustaining service model that is operationally and financially viable.

**IMMEDIATE OUTCOMES**
- Increase girls’ income-generating skills and opportunities.
- Increase girls’ knowledge and positive attitude toward modern contraception.
- Increase community’s knowledge and positive attitude toward modern contraception.

**PILOT SCOPE**
- **MAJOR OUTCOMES**
  - Increase self efficacy of out-of-school girls.
  - Increase demand for contraception among out-of-school girls.

**IMPACT**
- Reduce unplanned pregnancies among out-of-school teen girls in Dassa.
How We Get to Efficiency and Scale

The Académie requires an up-front investment to test the concept, iterate on its elements, and refine the model. The proof of concept can be established in the 12-week period that we’ve suggested for Live Prototyping. Following this phase, we imagine there is a moment when the team comes together to consider how and where to optimize the model for operational viability, economic feasibility and impact. As the program moves into pilot, it’s all about establishing systems for scale. Finally, in the long run, it’s about finding long-term funding, support and momentum for sustainability.
The Brand
The Brand and Why it Matters

The Académie de l’Artisanat brand is all about aspiration grounded in practicality. It puts girls first—by creating learning experiences designed just for them. The brand is fun and hopeful, but also rooted in the realities of the real world.

The tagline “Make Your Future,” embodies these values. The language is simple and direct. It connects the tangible experiences girl have —learning to make practical crafts and working with their hands—with the program’s aspirational goals.

The name “Académie de l’Artisanat” inspires respect and is meant to feel serious and official. It communicates to parents that their daughters are attending a program that is important, respected, and worthwhile.

It’s friendly.
Messages and activities invite girls and the community to engage face to face, in a tangible way. It’s approachable and welcoming.

It’s simple and direct.
There’s no hidden messaging. She knows what’s she getting.

It’s trustworthy.
Her Mom encourages her to go. The community respects the Académie.

It’s youthful.
It feels like it’s for her.
Crée ton Avenir!
References


24. Gebreslassie T, Mishra V. Spousal agreement on family planning in sub-Saharan Africa. 2017 (DHS Analytical Studies No. 11).


LIVE PROTOTYPING PLAYBOOK
Step-by-step instructions for testing before launch
**Live Prototyping** is all about learning what works, and evolving what doesn’t, in order to arrive at a solution that is best adapted to the needs of girls. The following pages provide step by step directions for the ABMS team to set up, run, and gather feedback on the Académie de l’Artisanat.

We have created a 12-week live prototyping plan, during which the ABMS team will run workshops and events, and gather feedback. This 12-week period is followed by a 3-week refinement and dissemination phase. The team should feel free to iterate and change things as they go based on what they learn.

**WHY LIVE PROTOTYPING MATTERS**

Before launching, Académie de l’Artisanat needs to be further explored. During live prototyping, the ABMS team will implement the concept via a set of robust prototypes that can be organized and run for a few months. During this phase, ideas are woven together systemically, so that their effects on individuals and the whole community become clear. Remember, we’re not piloting just yet; we’re still learning, refining, assessing and solving for viability and feasibility, in order to ultimately reduce risk during the program launch.
Scope

During the live prototype, ABMS will focus on testing the core of the Académie: Girl Workshops. In addition, we’ll test Mom Talks and a Seasonal Crafts Fair. For skill-building at the workshops, we’ll focus on beading. In the future, ABMS can develop other skill workshops, and explore additional Community Events.

But for now, let’s keep it simple.

Tracking Progress

The behavior change that will lead to impact won’t happen in a couple of months. During live prototyping, the ABMS team should capture feedback and indicators that will point to the potential for impact, as well as the potential for program viability.

The feedback will be largely qualitative in nature, and its scope will be limited by the scale of the live prototype. The ABMS team should focus on evaluating whether the live prototype achieves the following components of success:

- **Experience**
  An engaging experience that motivates out-of-school girls to get involved, and stay in the program.

- **Viability**
  An operationally and financially viable program.

- **Demand**
  An increase in girls’ and community’s knowledge and positive attitude toward modern contraception.

- **Self-Efficacy**
  An increase in girls’ income-generating skills and opportunities.
The Académie is a weekly workshop just for girls. Each workshop has 3 parts: She Makes. She Learns. She’s in Control.

Workshops are 3-hours long, and are held at the Centre Jeune Amour et Vie. During the live prototype, workshops will focus on beading; girls will progress through levels of skill-building on how to create beadwork and also on how to market and sell it in their community.
**Learning Levels**

Girls progress through learning levels as they attend workshops. Each learning level will be comprised of around 3-4 workshops, so that girls receive lessons and messages that are consistent, and repeated enough times for her to process the information and master the content. Each learning level has goals and messages that are interrelated, and tailored to how she absorbs and masters the content. Here are the messages and learning goals, by level.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>BEADING LEARNING GOALS</th>
<th>MARKET SKILLS LEARNING GOALS</th>
<th>SEX &amp; HEALTH LEARNING GOALS</th>
<th>CONNECTING SKILLS AND HEALTH KNOWLEDGE</th>
<th>WHEN GRADUATING (MERIT RECOGNITION)</th>
<th>RECOGNITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Master the ability to make simple jewelry, such as a single strand necklace or earrings</td>
<td>Understand how to calculate profit.</td>
<td>Understand modern contraceptive methods</td>
<td>Connect the feeling of learning a new skill (exciting, fun, empowering) with the fact that the time to learn new skills will go away if they have an unplanned pregnancy. Contraception can protect you from unplanned pregnancy so that you can focus on learning new skills.</td>
<td>You can make jewelry, you can calculate profits, and you can protect yourself. You are capable!</td>
<td>Level 1 Pin, Small bead bag, Health consultation voucher, Free access to beading tools at Amour et Vie’s open hours</td>
</tr>
<tr>
<td>2</td>
<td>Make most complex jewelry (beading instructor to help set specific learning goals)</td>
<td>Participate in a market sales day</td>
<td>Discuss Transactional Sex</td>
<td>Connect the money girls can make from selling jewelry with the money she will have to spend in order to take care of a baby. Contraception can save you money and gives you time to make money from makings and selling things.</td>
<td>You have financial independence, and can find ways to make money or make the things you want. You don’t need a boy to help you do this.</td>
<td>Level 2 Pin, Jewelry holder, Health consultation voucher, Access to low-cost beads</td>
</tr>
<tr>
<td>3</td>
<td>Make more complex jewelry (beading instructor to help set specific learning goals)</td>
<td>Understand where to purchase materials to make jewelry, and how much you need to buy.</td>
<td>Understand how contraception can help you plan for the future</td>
<td>Connect planning for making and selling jewelry with planning for when and how you want to have a baby. Contraception can help you plan out your future, just like purchasing materials in larger quantities can help you plan your production and sales.</td>
<td>You can plan for your own small business. You can also plan for your future through using contraception.</td>
<td>Level 3 Pin, Jewelry kit with clasps, scissors, clasps, and strings, Health consultation voucher</td>
</tr>
</tbody>
</table>
Running a Workshop

WELCOME THE GIRLS
(0:00 - 0:10 HOURS)
Welcome to the Craft Workshop!

- Welcome to the Académie de l’Artisanat! We come together every week to help you learn new skills, and learn about the ways you can protect yourself from unplanned pregnancy.
- We’re so excited to have you here with us today.
- Today we are going to have a beading lesson, a health talk, and an opportunity at the end of the workshop to recognize all of the hard work and great progress you’re making by being involved in this program.
- Let’s begin!

SKILLS LESSON & TIME TO CREATE
(0:10 - 2:00 HOURS)
The skills instructor introduces the beading lessons for the day, and works with the girls to make new jewelry. At the end of the skills lesson, the instructor also teaches the girls a short lesson on how to market and sell her product. The instructor should use a script to teach the Market lesson. Example scripts for market lessons are included below.

HEALTH TALK AND INVITATION TO SPEAK WITH A NURSE
(2:00 - 2:30 HOURS)
While the girls are practicing the skill they’ve learned, a health educator or nurse gives a health talk. The Health Educator should use a script to deliver the Health Talk. Example scripts for the health talks are included below.

RECOGNITION CEREMONY
(2:30 - 2:40 HOURS)
At the close of the session, girls, the instructor, and the health educator talk about each girl’s progress. Recognition of progress is given to girls who progress between levels. The scripts for progress recognition—written for Levels 1, 2 and 3—are included below.

CLOSING
(2:40 - 2:50 HOURS)
At the close of the workshop, the Health Educator introduces the Amour et Vie nurse, and lets girls know that she will stick around after the session to answer any questions the girls may have, and to provide contraceptive services to anyone who may be interested in them.

REPORT BACK
(2:50 - 3:00 HOURS)
Once the Closing is complete, run exit interviews with a sample of participating girls. Be sure to let them know the reason you are asking for feedback, which is to improve the program and make sure we better meet their needs. Collect information on attendance, costs, and feedback as described in Gathering Feedback section. After you’ve done collecting feedback, send your report to the ABMS team.
She Makes: Market Skills Lesson

After the beading skills lesson is complete, introduce the market lesson for Level 1: Calculating Profit:

"Raise your hand if you want to sell the thing you're making today. If not this piece, raise your hand if you would like to sell another piece that you make in the future—maybe next week or the one after. In order to make money selling our goods, we need to understand how much we spend on making the piece of jewelry, so that we can set a price that allows us to make money. Do you agree?"

Hold up a bag of beads. How much does this cost? Get answers from the group and then confirm the price.

"How many pieces—let's say necklaces—can you make with these beads?"

Get answers from the group on the costs for the materials, and how much they can make with them. Then, calculate the cost of beads for 1 necklace. Confirm this with the girls. Knowing the cost of beads (ignoring the cost of other materials for the first class, and introducing these costs in later lessons), ask the group about setting a price:

"What do you think you could charge someone for this necklace? How much?"

Get the price from the girls, and then help them understand the profit.

"When you have to pay [insert a materials cost...let's say 500 CFA], and you charge your customer [insert a price for the necklace...let's say 1500 CFA], then what can you make?"

Help the girls understand that the profit from this necklace—not including their time and labor is 1000 CFA. Remind everyone that at Académie de l'Artisanat, for the jewelry they make during class, they do not need to pay for materials. But in the future, when they make the jewelry on their own, they will need to do this. Review the calculations one more time, and then end the session.

Note: Level One market talks can build on this basic concept of profit by adding in things like materials costs (pliers, string, etc.), introducing the cost of valuing your time, etc. The instructor should include—or exclude—these additions based on the comprehension of the group. Remember, the goal of the Level One Market Curriculum is to make sure girls understand how to calculate profit for the goods they sell.
She Learns: Health Education Talk

After the beading and market skills lessons are complete, and the girls are working on their pieces of jewelry, introduce yourself and ask the group some questions:

“How does it feel to learn this new skill? What are your feelings on the workshop? Do you feel like you’re able to do this? That you’ll be able to do more bead designs in the future?”

Ask for thoughts and have the girls build off of each other. Its likely that they will bring up feelings of being happy to be able to learn a new skill. Encourage these feelings, and drive towards summarizing them in a positive way.

“Many of you have said that you like learning a new skill. Doesn’t this feel good? You’re able to do this yourselves. Remember how this feels.”

Then, introduce the idea of contraception and the health talk.

“This feeling—of learning something new, of creating a piece of jewelry that you can keep, or sell, or do what you want with. This is very special. We do these workshops with you because we believe in you, and we give you tools to make things that you can use and sell.

It’s great to try new things. Today I’m going to talk about something that will limit you from being able to try new things: an unplanned pregnancy.

“I’m going to talk about what you can do to protect yourself from unplanned pregnancy, so that you can keep learning, keep coming to these workshops, and keep building your skills, and so that you can control your future.

Does this sound ok? Does anyone have any questions?”

Once you introduce the idea, take out the contraceptive methods and talk through each of them, explaining what they are, how they work, and asking the girls if they have any questions.

Once the method talk is complete, introduce them to the nurse of Amour et Vie, and let them know that is anyone is interested in learning more, or wants to talk about their own health, or to get a method, they can stay around at the end of the workshop and ask you and/or the nurse for a consultation. Remind girls that consultations are free, and completely confidential.

To close the health talk, remind girls of the feelings they talked about at the start of the talk.

“This feeling—of learning something new, of creating a piece of jewelry that you can keep, or sell, or do what you want with. This is very special.

We do these workshops with you because we believe in you, and we give you tools to make things that you can use and sell.”

Answer any questions from the group, and remind them that you and the nurse are available to talk 1-1 whenever the girls are interested. You are also available to talk to their friends or family members if they would like to have a free consultation, or to learn more.

Thank the group.

Note: Level One health talks can build on the basic concepts of introducing contraception, tying delayed pregnancy to having more time to do things like learn new skills. The health educator should review the basic methods every class in order to ensure comprehension, and should find ways to test comprehension from the group. Remember, the goal of the Level One Health Talks is to make sure girls understand how what the contraceptive methods are, and that they are available for them if they would like to get counseling or take up a method.
She’s in Control: Recognition Ceremony

Once the skills, market and health talks are complete, ask the girls to finish up what they are working on and clean up their workspaces. Then, get thoughts from the girls on how they felt about the workshop:

“You all did a great job today—congratulations! Thanks for all of your hard work. How do you feel? What did you learn today? How is what you learned today different than last week, than the week before that (if applicable)?”

Invite the girls to share their thoughts, and to be open about what they are learning. Then say:

“At the end of each Académie de l’Artisanat, we like to take a moment to recognize all of the great progress that has been made. We give recognition to the girls in the class that are graduating from Level One.

When you finish Level One, it means that you are able to make basic bead patterns, that you can calculate the costs and profits from the sale of your products, and that you understand the contraceptive methods that are available to you that can help you delay pregnancy so that you can focus on learning and growing.

Does that make sense? Are there any questions about the goals of Level One in Académie de l’Artisanat?”

Allow the girls to make any comments, and to share any thoughts, questions or reflections. Then, if a girl is graduating that day, introduce the recognition for her graduation:

“Today, we have [insert # of girls that are graduating level one] girls who are graduating from Level One, and moving on to Level Two.

When you graduate from Level One you become eligible to use our workshop space at Amour et Vie outside of class. That means you can use the tools—scissors, pliers, etc.—to make more jewelry on your own.

When you graduate from Level One you also get a bag of beads to continue making your own beautiful creations. I would like to invite up our first graduate from Level One.”

One by one, invite up the graduates and share the recognition with them. Congratulate them! Once all of the Level One graduates have been honored, close out the workshop:

“Thank you all for coming to Académie de l’Artisanat. You did such a great job today! Good work on Making Your Future! Remember, we have another workshop happening next week at [ ] time.

If anyone would like to stay afterwards to talk to a nurse about their body, contraception and the options that are available for them, free of charge, please come talk to myself, the Centre Jeune Amour et Vie nurse, or the Health Educator.

Note: We have not included scripts for Level 2 and Level 3 programming. We invite ABMS to create these as you learn more during the early weeks of live prototyping. The following scripts will need to be developed for each level:

1 She Makes: Craft Skills & Market Skills
2 She Learns: Health Education talk
3 She’s In Control: Recognition Ceremony

As you develop these scripts, refer to the Learning Levels framework described above.
Gathering Feedback

Throughout live prototyping, it’s critical that the ABMS team gathers feedback to track progress, adapt, and refine the program as they go.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>HOW TO GET ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPERIENCE</strong> Are workshops engaging and inspiring for girls?</td>
<td>Exit interviews with a sample of girls to hear feedback.</td>
</tr>
<tr>
<td></td>
<td>Notes from instructors, health educators, and nurses after each workshop on what worked and what could be improved.</td>
</tr>
<tr>
<td></td>
<td>Number of girls who come back.</td>
</tr>
<tr>
<td></td>
<td>Number of girls who come in through word of mouth.</td>
</tr>
<tr>
<td></td>
<td>Anonymous feedback box with satisfaction rating based on emotions instead of text: (e.g. :-), :-</td>
</tr>
<tr>
<td>Are pins the right format for recognition?</td>
<td>Feedback on how girls are using and talking about pins.</td>
</tr>
<tr>
<td></td>
<td>Feedback on pin designs.</td>
</tr>
<tr>
<td></td>
<td>Feedback on alternatives to pins— what else would girls want as recognition?</td>
</tr>
<tr>
<td><strong>DEMAND</strong> Do health talks increase girls’ knowledge of contraception?</td>
<td>Contraception quizzes administered to girls in the program, and also to their peers who aren’t involved in the program.</td>
</tr>
<tr>
<td>Is the Contraceptive Methods Kit helping girls learn?</td>
<td>Health educator feedback on materials and format.</td>
</tr>
<tr>
<td>Do health talks increase girls’ positive attitude toward contraception?</td>
<td>Number of girls in the program who visit nurses compared to historic baseline.</td>
</tr>
<tr>
<td><strong>SELF EFFICACY</strong> Are girls able to make and sell their craft?</td>
<td>Number of pieces created by each girl.</td>
</tr>
<tr>
<td></td>
<td>Number of pieces sold, and profit earned.</td>
</tr>
<tr>
<td><strong>VIABILITY</strong> Are these program activities operationally and financially viable?</td>
<td>Track costs associated with running each program activity. At the close of the live prototyping phase, compare these costs to other ABMS programs. ABMS team should define what is—and is not—an acceptable cost range for program activities.</td>
</tr>
<tr>
<td></td>
<td>Consider operational questions, such as the ones listed below. Change and evolve these elements of the program based on your best thinking on these questions:</td>
</tr>
<tr>
<td></td>
<td>• What is the best way for a girl to progress through the learning levels?</td>
</tr>
<tr>
<td></td>
<td>• Should she go through the program with a cohort, or participate in workshops that are mixed-level?</td>
</tr>
<tr>
<td></td>
<td>• What is the best mix of health talks and skills learning?</td>
</tr>
</tbody>
</table>
Mom Talks

SUMMARY
A talk on contraceptive methods that is just for mothers of teenage girls. The talk is run by a health educator, and is delivered at Centre Jeune Amour et Vie. We’ve heard from girls that it is important that their moms receive the same information about contraceptive methods that they do. When their moms are “in the know,” girls don’t have to shoulder the burden of educating their mothers as they consider taking up a contraceptive method.

INSTRUCTIONS
The Health Educator leads a talk for mothers of teen girls, following the below guidance:

1. Introduce yourself, and your role as a health educator.
2. Let mothers know that ABMS is running a program to help teen girls learn new skills, such as beading. This program also has the goal of educating girls on ways that they can protect themselves against unplanned pregnancy.
3. Talk through the contraceptive methods, explaining what they are, how they are used, and how long they last.
4. At the end of the talk, start a conversation with mothers about whether they believe it is OK for their daughters to use these methods. Listen for their opinions and discuss them as a group. Let mothers know that contraception is for everyone—including their daughters—and it can help them protect themselves against unplanned pregnancy.
5. Ask if mothers have any questions, and be sure to answer them.
6. Thank mothers for coming, and invite them to send their daughters to attend an Académie workshop.

REPORT BACK
Once the talk is complete, run exit interviews with a sample of participating moms. Be sure to let them know the reason you are asking for feedback, which is to improve the program and make sure you better meet their needs. Collect information on attendance, costs, and feedback as described in the Gathering Feedback section. Send report to ABMS.

TIME
1 hour

PEOPLE
• Health Educator
• Nurse from Centre Jeune Amour et Vie

MATERIALS
• Contraceptive methods kit
Teen Events

**SUMMARY**
An event that celebrates teens and brings them together to enjoy the things they like, such as music, dancing and hanging out together. Teen events are invite-only. Girls get to choose who they want to invite, and anyone who wants to attend needs to ask her first. At the event, teens have the opportunity to socialize, showcase their crafts, and listen to music. Other activities could include a talent show, a music performance, or gombé dancing. Use your creativity, but remember—girls decide who gets to come!

**INSTRUCTIONS**
The timing can be flexible. We invite the ABMS team to get creative. What is important is that every event include the following elements:

1. Entertainment of some kind (dancing, music, a talent show, etc.)
2. A space for girls to showcase what they have made
3. A health talk delivered from a health educator
4. A direct connection to services—teens interested in learning more about their contraceptive options should be able to go and talk to a nurse, and get services if they want them, during the event.

**REPORT BACK**
Once the event is complete, run exit interviews with a sample of teen boys, teen girls, and other participants. Be sure to let them know the reason you are asking for feedback, which is to improve the program and make sure you better meet their needs. Collect information on attendance, costs, and feedback as described in Gathering Feedback section. Send report to ABMS.

**TIME**
3-4 hours, at a time when teens are likely to be free and able to attend

**PEOPLE**
- ABMS staff
- Girls from the Girl Workshop and their guests
- Health Educator

**MATERIALS**
- Entertainment—you decide! This could be a sound system, a talent show, a dance lesson or games.
- Tables for girls to showcase what they have made
- Contraceptive methods kit

Seasonal Crafts Fair

**SUMMARY**
Craft showcases that correspond to events happening in Amangassa, such as the annual pilgrimage to Dassa.

**INSTRUCTIONS**
Let girls know when the fair is coming up so they can make the products to sell. Invite girls who have completed Level 1 to help plan the event, taking the lead on creating stall decorations, coordinating logistics, cataloguing their crafts, and coordinating local entertainment.

On the day of the event, have girls take the lead on setting up stalls, with support from instructors. Have the MC play music through the sound system, periodically informing the crowd about the Académie, and creating linkages between teaching teens vocational skills and protecting their futures from unwanted pregnancies (see Health Talk script on p.14 for sample messages). Invite teens to dance and express themselves! Instructors should support girls in making sales, and calculating their profit. At the end of the market, invite girls to debrief at the Centre Jeune Amour et Vie, and tally up what was sold. Girls should get paid for the pieces they contributed.

**TIME**
As much time as you and the girls agree on; it could be an hour, or multiple days. You decide!

**PEOPLE**
- Girls from Académie de l’Artisanat
- ABMS Staff
- Health Educator
- MC

**MATERIALS**
- Table to showcase wares
- Académie de l’Artisanat signage
- Crafts that girls have made, for them to sell
- Sound System

**REPORT BACK**
Throughout the event, run exit interviews with customers that bought or showed interest in buying crafts. Collect information on attendance, costs, pieces sold, and feedback as described in Gathering Feedback section. Send report to ABMS.
## Gathering Feedback

### Questions

| EXPERIENCE | Are events engaging and inspiring for participants? | Exit interviews with sample of event attendees to hear feedback and suggestions. 
Notes from event organizers after each event on what worked and what could be improved. 
Number of people who come to each event. 
Anonymous feedback box with satisfaction rating based on emotions instead of text: :-), :-|, :-( |
| DEMAND | What is the most efficient medium to engage the community in events? | Number of event participants reached by radio announcement, word of mouth, printed materials, or other forms of advertising. |
| DEMAND | Do health talks at events increase participants’ knowledge of contraception? | Contraception quizzes administered to event participants and nonparticipants. |
| SELF EFFICACY | Do health talks increase participants’ positive attitude toward contraception? | Number of teens who visit nurse after attending an event compared to historic baseline. |
| SELF EFFICACY | Are girls making use of their Teen Event invitations to negotiate power among peers? | Feedback on how and to whom girls are giving (or selling) their Teen Event invitations. |
| SELF EFFICACY | Are community members supporting girls’ craft production? | Profits earned by girls from the sale of pieces. 
Customer feedback on crafts created by girls. 
Number of pieces sold during craft fair and teen events. |
| VIABILITY | Are these program activities operationally and financially viable? | Track costs associated with running each program activity. At the close of the live prototyping phase, compare these costs to other ABMS programs. ABMS team should define what is—and is not—an acceptable cost range for program activities. 
Consider operational questions, such as the ones listed below. Change and evolve these elements of the program based on your best thinking on these questions: 
• What is the best way for a girl to progress through the learning levels? 
• Should she go through the program with a cohort, or participate in workshops that are mixed-level? 
• What is the best mix of health talks and skills learning? |
**Live Prototyping Schedule**

**LIVE PROTOTYPE SETUP**

**WEEK 0**
- Train instructors, nurses, and health educators in program content
- Give instructors, nurses, and health educators scripts, materials and pins
- Advertise week events on the radio
- **RUN 1 ACADÉMIE WORKSHOP**

**WEEK 1**
- Advertise week events on the radio
- **RUN 1 ACADÉMIE WORKSHOP**
- **RUN 1 MOM TALK**
- Consolidate weekly quantitative feedback

**WEEK 2**
- Advertise week events on the radio
- **RUN 1 ACADÉMIE WORKSHOP**
- Consolidate weekly quantitative feedback
- Refine Académie workshop content

**WEEK 3**
- Advertise week events on the radio
- **RUN 1 ACADÉMIE WORKSHOP**
- **RUN 1 MOM TALK**
- Consolidate weekly quantitative feedback

**AWARENESS BUILDING + 1ST SWEEP**

**WEEK 4**
- Advertise week events on the radio
- **RUN 1 ACADÉMIE WORKSHOP**
- **RUN 1 TEEN EVENT**
- Gather qualitative feedback in the field through interviews, based on quantitative feedback findings
- Retrain personnel as needed
- Synthesize learnings

**IN FIELD CHECK-IN**

**WEEK 5**
- Advertise week events on the radio
- **RUN 1 ACADÉMIE WORKSHOP**
- Consolidate weekly quantitative feedback

**WEEK 6**
- Advertise week events on the radio
- **RUN 1 ACADÉMIE WORKSHOP**
- Consolidate weekly quantitative feedback

**WEEK 7**
- Advertise week events on the radio
- **RUN 1 ACADÉMIE WORKSHOP**
- **RUN 1 MOM TALK**
- Consolidate weekly quantitative feedback

**WEEK 8**
- Advertise week events on the radio
- **RUN 1 ACADÉMIE WORKSHOP**
- Consolidate weekly quantitative feedback
- Prep for in-field check-in
- Prep for Community Event
- Prep for Seasonal Crafts Fair

**SATURATION**

**WEEK 9**
- Advertise week events on the radio
- **RUN 1 ACADÉMIE WORKSHOP**
- **RUN 1 SEASONAL CRAFTS FAIR**
- Gather qualitative feedback in the field through interviews
- Retrain personnel as needed
- Prep for Teen Event
Live Prototyping Schedule (cont’d)

CONSOLIDATION

WEEK 10
- Synthesize in-field learnings
- Advertise week events on the radio
- RUN 1 ACADÉMIE WORKSHOP
- RUN 1 TEEN EVENT
- Consolidate weekly quantitative feedback

WEEK 11
- Advertise week events on the radio
- RUN 1 ACADÉMIE WORKSHOP
- RUN 1 MOM TALK
- Consolidate weekly quantitative feedback

WEEK 12
- Advertise week events on the radio
- RUN 1 ACADÉMIE WORKSHOP
- Consolidate weekly quantitative feedback

REFINEMENT AND DISSEMINATION

WEEK 12-15
- Refine Program for Piloting
- Produce dissemination materials