REPORT OF THE FINAL EVALUATION OF DANCE4LIFE

Restless Development Nepal
Monitoring & Evaluation Unit
Perrine Savoie assisted by Padam Raj Bhatta

March 2014
# TABLE OF CONTENT

ACRONYMS AND ABBREVIATIONS .............................................................. 3

EXECUTIVE SUMMARY ............................................................................. 4

INTRODUCTION .......................................................................................... 7

I. METHODOLOGY OF THE FINAL EVALUATION ...................................... 8

II. FINDINGS .............................................................................................. 12

1. RELEVANCE OF THE PROGRAMME ...................................................... 12

2. EFFECTIVENESS AND IMPACT .......................................................... 15
   2.1 METHODOLOGY OF THE PROGRAMME/EFFECTIVENESS ............... 15
   2.2 STUDENTS' KNOWLEDGE & BEHAVIOURS IN SRH AND LIFE SKILLS .... 18
   2.3 TAKING ACTIONS ........................................................................... 23
      2.3.1 STUDENTS’ ACTIVITIES ............................................................. 23
      2.3.2 CHANGES BEYOND STUDENTS ................................................. 25

3. SUSTAINABILITY .................................................................................. 26

III. RECOMMENDATIONS .......................................................................... 29

CONCLUSION ............................................................................................ 32

ANNEX ....................................................................................................... 34
<table>
<thead>
<tr>
<th>ACRONYMS AND ABBREVIATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSO</td>
</tr>
<tr>
<td>HCT</td>
</tr>
<tr>
<td>HIV/AIDS</td>
</tr>
<tr>
<td>PLWHA</td>
</tr>
<tr>
<td>PNGO</td>
</tr>
<tr>
<td>SRH</td>
</tr>
<tr>
<td>SRHR</td>
</tr>
<tr>
<td>VPE</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

Restless Development is a youth-led development agency working in Nepal since 1991. For the last two decades, we have been working to place adolescents and young people at the forefront of change and development. Restless Development's mission is to demonstrate that adolescents and young people are positive assets. All our programmes are delivered by young people aged 18-28 whom Restless Development trains professionally in order to tap into their abundant energy and potential. One of Restless Development's goals in Nepal is to help young people make healthy sexual and reproductive health choices.

Against this backdrop, the dance4life programme has been implemented by Restless Development in Nepal since 2010 targeting school-going youth at secondary level (about 13 to 19 years old). The programme started as a pilot in 2010 in two districts of Nepal and it have proven to be successful as young people responded extremely well to the attraction of dance and music as a medium to talk about important issues. These sessions included HIV/AIDS, sexual and reproductive health, and other key life skills. Between 2010 and 2013, the programme reached 7 districts and 89 schools. The programme ended in December 2013 and this is a report of the final evaluation.

The data collection for this evaluation was conducted in December 2013 and January 2014 in 7 schools in 3 different districts. The evaluation was conducted internally, by the Monitoring and Evaluation unit of Restless Development Nepal. About 100 respondents, including students, teachers, volunteers and Restless Development staff, were met. A qualitative methodology was favoured since no baseline survey had been conducted ahead of the programme implementation.

THE OBJECTIVES OF THE EVALUATION:

- To explore the relevance and impact of dance4life on the lives of young people and their communities
- To assess the sustainability of dance4life interventions
- To make recommendations to improve the future dance4life interventions.

THE MAIN FINDINGS:

WITH REGARDS TO RELEVANCE

Students had prior knowledge on HIV/AIDS before the dance4life programme but this knowledge was, according to them, very basic. Besides, stigma is an area that is not addressed by the official curriculum and where the dance4life programme seems to have a major added value.

Yet, students and teachers suggested broadening the range of topics covered by the programme with areas such as puberty, gender, health topics, sexuality, etc.

WITH REGARDS TO EFFECTIVENESS AND IMPACT

The interactive method of the programme, raising awareness through dance and music, was said to be very effective.

Yet, it seemed that the skills4life and act4life stages were too short, preventing long-term changes to happen.
Besides, to improve the effectiveness and impact of the programme, respondents said that a supportive environment was missing, particularly because adults (parents and community members) were not involved in the programme.

According to respondents, more attention should be paid to selection of intervention schools and districts, M&E systems and PNGO capacity-building and supervision to make the programme more effective and impactful.

**SOME FACTS AND FIGURES ON STUDENTS’ KNOWLEDGE, LIFE SKILLS AND ATTITUDES:**

88% of surveyed students gave right answers to all HIV/AIDS related questions

One of the areas where students learnt the most was on how to develop their confidence (to discuss openly about SRH issues).

95% of students would 'remain friends with someone who has HIV'

"We have students from family with PLHWA: they do not have friends and they are discriminated because their family members are infected with HIV/AIDS. After the implementation[of the dance4life programme] in our school, I found positive changes in the behaviour of teachers and students towards these students."

- Former Head teacher, Shree Manrupa School, Dhading district

Yet, it was difficult to find that changes had occurred beyond students.

**WITH REGARDS TO SUSTAINABILITY**

Most of the act4clubs were said to be active by respondents at the time of the final evaluation. Yet, there is no clear picture of the frequency or the types of activities that are still being carried out in the schools by these clubs due to the lack of follow-up after the end of the programme and the absence of a teacher focal point in the school. Most club members were asking for training, particularly on fundraising, and other capacity-building activities during the programme as to be able to continue their activities.

**RECOMMENDATIONS:**

**WITH REGARDS TO RELEVANCE**

- Broader focus of the programme for topics covered
- Grade-wise curriculum or narrower age group of targeted students
- Targeting neediest areas

**WITH REGARDS TO EFFECTIVENESS AND IMPACT**

- Better preparatory steps and coordination ahead of and during the programme
- Reaching out adults
- Longer intervention timeframe – skills and act4life
- Stronger M&E systems
WITH REGARDS TO SUSTAINABILITY

- Capacity-building of clubs
- Reaching adults
- Linking with local organisations
- Following-up the schools after the intervention
INTRODUCTION

Restless Development is a youth-led development agency working in Nepal since 1991. For the last two decades, it has been working to place adolescents and young people at the forefront of change and development. Restless Development's mission is to demonstrate that adolescents and young people are positive assets. All its programmes are delivered by young people aged 18-28 whom Restless Development trains professionally in order to tap into their abundant energy and potential. One of Restless Development's goals in Nepal is to help young people making healthy sexual and reproductive health choices.

Against this backdrop, the dance4life programme has been implemented by Restless Development in Nepal since 2010 targeting school-going youth at secondary level (about 13 to 19 years old). The programme started as a pilot in 2010 in two districts of Nepal and it proved to be successful as young people reacted extremely well to the attraction of dance and music as a medium to talk about important issues. These sessions included HIV/AIDS, sexual and reproductive health, and other key life skills.

Between 2010 and 2013, the programme reached 7 districts and 89 schools, with 12 of them not being considered in the number of schools to be surveyed since the programme was still going on there at the time which the final evaluation took place. Therefore, 77 schools were considered to be part of the sample and 7 schools in 3 different districts were selected for data collection. They had been reached by the dance4life programme in different districts, and different years (2010, 2011 and 2012).

The programme ended in December 2013 and a final evaluation was undertaken. Through a qualitative process (interactive workshops with students, interviews with teachers, volunteers, staff), the Monitoring and Evaluation unit of Restless Development Nepal was able to collect extensive data to assess the relevance, effectiveness/impact and sustainability of the programme.

This report was developed after all this data was analysed in order to draw the main features of the programme, successes, challenges and recommendations that had been highlighted by the respondents. The report, after specifying the methodology used, presents the main findings and recommendations that should be integrated in future programming in order to make the dance4life programme more relevant, more effective and impactful and more sustainable.

This report will be disseminated to Restless Development Nepal Programme staff, other Restless Development country programmes and dance4life international team. Besides, a reader-friendly version will be disseminated to schools covered by the final evaluation as well as to other respondents involved in the process. Both documents will also be disseminated through Restless Development website as well as Restless Development Nepal Facebook page.
1. METHODOLOGY OF THE FINAL EVALUATION

OBJECTIVES OF THE EVALUATION:

- To explore the relevance and impact of dance4life on the lives of young people and their communities
- To assess the sustainability of dance4life interventions
- To make recommendations to improve the future dance4life interventions.

EVALUATION QUESTIONS:

1. How did the programme affect/impact young people (both male and female)?
   - regarding their SRH knowledge
   - regarding their SRH behaviour and practices
   - regarding their life skills (leadership, self-esteem/confidence and interpersonal communication)

2. How do the programmes challenge the local stigma and taboos around HIV and SRHR? Is the programme inclusive?

3. How do the dance4life interventions in various districts contribute to the mobilisation and engagement of young people to act as agents4change? Is this engagement sustainable?

4. How do the dance4life interventions contribute to meaningful social change?

PROJECT PERFORMANCE

- Relevance
- Effectiveness and Impact
- Sustainability

1. RELEVANCE:

- To what extent are the objectives of the programme still valid?
- Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?
- Are the activities and outputs of the programme consistent with the intended impacts and effects?

2. EFFECTIVENESS AND IMPACT:

- To what extent were the objectives achieved / are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?

3. SUSTAINABILITY:

- Was the engagement of agents4change sustainable?
All together, the evaluation was carried out by 2 staff members of the Monitoring, Evaluation and Learning unit of Restless Development Nepal, supported during the data collection stage by 2 young field investigators who were recruited for this purpose and trained on how to use the tools.

**STUDY POPULATION:**

a. Students: about 10 per school
   a. Boys
   b. Girls
   c. Grade 6th to 9th
   d. Representative of caste situation (as per school ratio)

b. Teachers: Head teachers or guide teachers

c. dance4life implementers
   - Programme assistant coordinator
   - HCT facilitators
   - Peer educators
   - PNGOs

**SAMPLING:**

**DISTRICTS:**

Out of the 5 districts where the project was implemented, we conducted the evaluation in 3 districts. The three districts are the ones where 70% of the total schools are located and non-sampled districts also match overall characteristics of the sampled district school students. Hence the findings would be applicable to them as well. In-addition the three scenarios for comparison for this evaluation are also located in these three districts. The selected districts are Kathmandu, Dhading and Nawalparasi.

**SCHOOLS:**

Out of the 67 schools reached in 2010, 2011 and 2012, 71 were visited for interactions with the students and teachers. The selection criteria included to have a ratio of government/private schools, from different years of intervention and with different scenarios (where only dance4life programme was implemented as well as schools where other programmes had been implemented prior to dance4life).

**STUDENTS:**

Where possible, equal number of boys and girls were sampled in all schools with the following characteristics:

- Different ages where possible
- Different caste (indicative number will be given as per the characteristics of the surveyed schools)
- Interacting with both agents4change and students who did not become agents4change.

---

1 Though in this report, only the data from 6 schools are presented. As mentioned in the challenges section, data of one school was deteriorated and it was not possible to include it in the analysis.
The 85 students met during the data collection in the field are:

- 34% from grade 8
- 55% from grade 9
- 11% from grade 10

There were 51% female students surveyed and 49% male.

The interactions with students were through interactive focus group discussions.

All together, the data collection enabled to interact with the following persons:

- 85 students from grades 8, 9, 10
- 6 teachers
- 2 PNGO staff members
- 7 volunteer peer educators/Heart Connection Tour facilitators
- 1 Restless Development staff member

THE TOOLS were developed by Restless Development Monitoring & Evaluation unit in collaboration with Programme staff and were shared with some advisory board members for their inputs and feedback. They included:

- Guidelines for Interactive workshop with students
- Guidelines for interviews with Restless Development staff, HCT facilitators, peer educators, PNGO staff and teachers

THE CHALLENGES met during the final evaluation were numerous:

- Difficult access to some of the schools surveyed (lack of motorable roads)
- The load shedding (electricity cuts) prevented sometimes field investigators from re-charging batteries of cameras, audio recorder.
- Some issues were met during the storage of files which led to the exclusion of data from one of the 7 schools; i.e. data analysed in this report is derived from discussions with 73 students (and not 85) with the following criteria:

<table>
<thead>
<tr>
<th></th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>31.5%</td>
<td>56.2%</td>
<td>12.3%</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>17.8%</td>
<td>24.7%</td>
<td>9.6%</td>
<td>52.1%</td>
</tr>
<tr>
<td>Male</td>
<td>13.7%</td>
<td>31.5%</td>
<td>2.7%</td>
<td>47.9%</td>
</tr>
</tbody>
</table>

- In the schools it was difficult to find who had been an agent4change or not since students did not have a strong understanding of this notion. Therefore, it was not possible to disaggregate the analysis as per this criterion.
- No baseline was conducted at the beginning of the programme so it makes it difficult to compare the situation before and after intervention.
- No control group was surveyed: in addition to some constraints of time and budget, surveying schools that have not benefitted from any intervention is morally questionable and difficult to implement in the field since collaboration from schools is very low if there is not a perspective of direct benefits.
- The advantages of the methodology used to collect the information in the field were:
- The workshops with students integrated an interactive approach: in addition to interactions/group discussions with students, some games were played. It helped sustain the interest of students during the one to two hours workshop. It also helped in collecting some quantitative information on students’ knowledge and attitudes in a fun way.
- The triangulation of information was possible due to the diversity of respondents involved in the evaluation: students, teachers, volunteer peer educators/Heart Connection Tour facilitators, and Restless Development staff.
- To overcome the challenge of the absence of baseline, the tools integrated some questions on the situation prior to the intervention. Besides, students were asked to assess gain in knowledge and skills due to the programme. Some questions also referred to changes observed by local stakeholders and students. Triangulating such information supported in producing findings that would be as sound as possible, given the constraints of time difference.
II. FINDINGS

1. RELEVANCE OF THE PROGRAMME

To the question 'Was this programme relevant?', the knowledge students had prior to the implementation of the dance4life programme had to be explored. Because there was neither baseline carried out before the implementation of the programme nor pre/post skills4life tests, the evaluation retrospectively asked students about what they knew on HIV/AIDS and sexual and reproductive health before being involved in the dance4life programme.

In many cases, students stated that they already had some basic knowledge about HIV/AIDS and that HIV/AIDS was a communicable disease. In 3 schools, students said that they knew it was transmitted through unsafe sex. In two other schools, students thought before the programme that HIV/AIDS was transmitted by touching infected people, mosquito bite and monkey bite or sitting and eating with PLWHA.

Some students also highlighted that before the programme, they did not know about the history of HIV/AIDS.

Transmission routes students of 3 different schools knew before the programme included:

<table>
<thead>
<tr>
<th>Knowledge of routes of HIV transmission in schools before the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transmission from Mother to Child</td>
</tr>
<tr>
<td>Infected blood transfusion</td>
</tr>
<tr>
<td>Use of shared razor/needle</td>
</tr>
<tr>
<td>Multiple sexual partners</td>
</tr>
<tr>
<td>Not using condom</td>
</tr>
</tbody>
</table>

In two schools, students said that before the programme, they thought that people who had HIV infection would die very quickly and that there was no medical treatment.

As for the area of puberty, which is also tackled by the programme, students of one school thought that pain during menstruation was caused by a disease.

These topics are taught in school at grade 9 and 10 (while the dance4life programme focuses more at grades 6, 7, 8 and 9). Yet, several respondents explained that these topics are not properly explained at school due to the taboos that surround them.

"School teacher only teaches in the surface: they focus on topics which are important in terms of exams. Besides, students do not talk openly with teacher and teacher does not teach [SRH topics] in depth. It is because students and teachers belong to same community and if the teacher or the students talk about sex related topics, it brings negative perceptions"

– Volunteer peer educator involved in dance4life programme
“Our teacher also teaches about HIV/AIDS in our class but it was only in surface form; in the dance4life programme we get chance to learn in detail with the help of dance4life teacher”

-a student from Shree Jagathnath Secondary School, Nawalparasi district

Prior knowledge of students about HIV/AIDS before the programme can also be explained by the access to a wide range of media (newspapers, radio, TV; internet in urban areas), particularly for targeted schools in the Kathmandu valley.

Yet, many students, teachers and peer educators highlighted that stigma related to PLWHA was not addressed in the official curriculum at school unlike the dance4life programme. It seems to be indeed the biggest success – in terms of effects induced by the programme – and added value of the programme (as knowledge on HIV/AIDS is already covered to some extent by the schools and the media).

Furthermore, students were asked whether or not topics covered by the dance4life programme were relevant to them and their community and why so/not. All students answered that topics were relevant and the most recurring reason was that the programme raised awareness and provided knowledge on HIV/AIDS. Yet increase in awareness and knowledge is a consequence rather than a factor for relevance of the programme.

Therefore, excluding this area, other reasons given by students to explain why they thought the programme was relevant were:

<table>
<thead>
<tr>
<th>Why the dance4life programme is relevant to students and their communities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes people’s perceptions &amp; attitudes towards HIV, PLWHA</td>
</tr>
<tr>
<td>Support their studies as it matches school curriculum</td>
</tr>
<tr>
<td>Inspire people to be active and to take action, especially against HIV/AIDS</td>
</tr>
<tr>
<td>Provides information about sex</td>
</tr>
<tr>
<td>Increases their confidence</td>
</tr>
</tbody>
</table>

Number of times each reason was spontaneously mentioned by students

Adult HIV prevalence in Nepal amounted to 0.3% in 2012² and prevalence among young people (aged 15-24) was lower than 0.1%. Therefore, HIV/AIDS is decreasing and nowadays, the main challenge concerns at-risk groups (sex workers, men who have sex with men, injecting drug users and migrants). This is why it seems to become more and more relevant to tackle wider issues through the dance4life programme.

Besides, Restless Development staff recounted that community people and teachers asked to raise awareness on smoking, drugs, alcohol and gender equality and the length of the Educate stage should be longer. For that, "we need a comprehensive curriculum to deliver sessions according to the context".

About other topics that should be covered by the programme, students replied:

![Bar chart showing the number of times each topic was spontaneously mentioned by students.](chart.png)

Other stakeholders provided similar feedback, stating that the programme should address other health issues in addition to HIV/AIDS.

Last but not least, many students and adults involved in the evaluation pointed out that the programme should rather be implemented in rural areas than urban areas. One HCT facilitator explained that it would be more relevant to have the programme in rural areas "where the students are prohibited to go to school during their menstruation periods. It would help in changing such mentalities". This was also mentioned by one of the PNGOs.
2. EFFECTIVENESS AND IMPACT

2.1 METHODOLOGY OF THE PROGRAMME/EFFECTIVENESS

The methodology of dance4life, using dance and songs, seems to have generated a strong impression among both students and teachers in all surveyed schools. Everyone stated that the methodology of attracting and teaching through dance and song was very good. Students sometimes expressed their surprise about the fact that they were able to learn through such an interactive methodology. The teaching method used in most of the schools in Nepal is very traditional and using such a different approach is really relevant since it grabs students' attention on the topic, it also shows everyone, including teachers, that other methods can be used to make students learn.

“We learnt that HIV/AIDS awareness can be done through music & dance”
– one of the students from the Shree Adarsh Higher Secondary School, Nawalparasi district

“The students had never realized that the music and dance can be the part of learning”
– Shree Adarsh Higher Secondary School guide teacher about the HCT

One teacher also recounted that he had the dance4life song on his mobile and sometimes play it to motivate students. Using songs in Nepal is very powerful since they are part of the traditional culture. One student narrated that "during the deushibhailo (it is the culture of singing songs during the Diwali festival), we sang the dance4life song". Yet the fact the song is in English was sometimes described as a drawback even though HCT facilitators translated the lyrics into Nepali.

LOOKING AT THE DIFFERENT STAGES:

INSPIRE (HEART CONNECTION TOUR):

Interactions with students included questions on what students had learnt during Heart Connection Tours as well as during skills4life sessions. It appeared to be not so easy to actually separate learning gained from each stage. Yet, the topics that were recurrently highlighted by students as being learnt/discovered during the HCT were in two areas:
- Mostly related to people living with HIV/AIDS thanks to positive stories being part of HCT: "We learnt that a person with HIV/AIDS can live a normal life" "We learnt to support and care for the PLWHA", "to love and respect [them]"
- As well as about modes of transmission and prevention

The story sharing about the PLWHA’s experience during HCT has been highlighted in all schools as being very powerful and captivating, generating strong feelings. It also made students aware that PLWHA can live a normal life but often suffer from discriminations. HCT facilitators also pointed out positive speech as being very inspirational for students, triggering a lot of emotions and reactions. One challenge mentioned by teachers regarding HCT stage was related to discipline and the difficulty to manage a large number of students at the same time. Several options discussed included, to have a grade-wise tour or to train some students prior to the tour so that they could be part of the dance and show the steps to their friends.

One teacher suggested involving local singers and celebrities to attract more people from the community.
EDUCATE (SKILLS4LIFE) AND ACTIVATE (ACT4LIFE) STAGES:

In Nepal, the Educate and Activate stages are strongly intertwined since after each skills4life session, students are given assignments (write a poem/song/street drama on HIV/AIDS, etc.). Along this process, an act4life club is created. The students who complete all assignments and who participate in activities conducted by the act4life club become agents4change.

"During my classes, I taught students about the transmission routes, myths and how to prevent from HIV/AIDS. We also showed to students how to use a condom. We had interactive sessions on menstruation cycle and puberty as well" says one volunteer peer educator.

Peer education seems very relevant at this stage since the volunteer peer educators were said to be less imposing than teachers and more accessible. Students feel more confident in asking personal, sensitive questions, to someone outside the community, who is young. Besides, the non formal education technique creates a friendly environment and other tools such as the Query box is used for students who do not want to share/ask directly.

For all 3 first stages, a problem of coordination was highlighted in almost all the schools by teachers. They asked for greater coordination between Restless Development/PNGO and the school both before and during the programme implementation. They said that it would be easier to adapt the school schedule if they were told about the arrival of the programme in their schools earlier. They also suggested that a proper orientation on the programme should be given to school staff. Finally, it seems that there was no formal mechanism for peer educators to coordinate with the school so in some cases, teachers highlighted that it impaired the implementation of normal classes, especially when exams were getting closer. Not involving the teachers or the administration is a threat at both implementation level and sustainability level.

"There is no proper communication with the School Management Committee and head teachers about the programme, this is why it was difficult for some of us to run the sessions in school" explained one of the volunteer peer educator.

Yet in some cases, peer educators had good relationships with and head teachers/guide teachers (responsible for act4life club) leading to teachers’ support in managing the schedule to organize the skills4life sessions, monitoring the activities, supporting in managing students (discipline), etc.

Students were asked to individually or in pairs write on ‘post-its’ the areas where the dance4life programme could be improved. The following were obtained:

- More awareness-raising activities should be conducted as part of the programme and communities should be targeted, all the more in rural areas.
- More intensive and longer programme: a very high ratio of students asked the programme to be longer in school, with more regular sessions and more in-depth sessions
- Supporting school during the programme so that when peer educator leaves the school can take over.
- More dance, videos and pictures

Involving parents and community members during these stages was a missing aspect highlighted as a weakness point by all other respondents. Teachers, PNGO staff and dance4life peer educators also advocated for extending the programme at the family/community level as well as for a longer programme, with longer Educate and Activate stages. As topics covered by the dance4life programme are quite sensitive, it requires time to get people to open up and to change.
CELEBRATE

As for the Celebrate stage, some students thought that this stage was also useful in meeting with other agents4change and sharing what activities they are conducting and their experience. Besides, the fact that events involve PLWHA and that agent4change can perform dances and be celebrated by hundreds of other students seemed highly appreciated.

One of Restless Development staff members stated: "Event is an important component. It is a kind of reward for act4life and also a kind of publicity for Restless Development. Because of some events we organized, Restless Development is now well-known in Nepal. It brings media coverage and it is also [an eye-opener] for leaders: it shows how students have come together against HIV/AIDS".

LOOKING AT THE OPERATIONAL ASPECTS OF IMPLEMENTATION AND MONITORING:

SELECTION OF DISTRICTS AND SCHOOLS

In 2010, the dance4life programme was only in Kathmandu. After the piloting phase, the programme tried to expand in different districts of Nepal so it was decided to implement the programme in districts where Restless Development had worked previously and where PNGOs were already known. Therefore dance4life was more like a programme supplementing other programmes delivered by Restless Development and allowing a follow-up.

There seems to be no specific criteria to select the schools where the dance4life programme was implemented. Schools were in most cases selected as they had been previously targeted by other programmes of Restless Development (the Community and Youth empowerment programme, the International Citizenship service) or of the PNGO (in Dhading - Library programme). Others were chosen because they were active or easily accessible (close to PNGO office).

MONITORING AND EVALUATION

Monitoring was carried out at different levels: mostly collecting secondary data from the school registers, using assignment sheets to follow up on students’ completion of assignments, collecting case studies and organizing debrief meetings with volunteers. Restless Development staff and volunteers shared that there were a lot of different formats for monitoring and it was quite difficult for students to fill/for volunteers to collect them. In some schools, it was tried to use a journal for each student to contain the information in one place. Yet it appeared to be even more difficult to collect the journals. Besides, it seems that information collected was rarely processed, except for mandatory reporting areas.

In addition, students' knowledge or attitudes were not systematically assessed before the programme or at the time of the Educate stage. In 2 districts, Restless Development staff mentioned that an assessment had been carried out for each student through an assessment form, before and after the sessions. But it was not continued since it appeared difficult and time-consuming to enter and analyse the data afterwards.

Finally, feedback mechanisms for participants in the programme are missing and should be an area of further work in the future.
ROLEs OF PNGO AND RESTLESS DEVELOPMENT

The dance4life programme is implemented by both Restless Development and PNGO (except in 2010 in Kathmandu). Restless Development’s responsibilities are in the area of programme supervision and coordination, including planning ahead of the implementation phase, developing partnerships with partner NGOs for Educate and Activate stages and capacity-building of such partners, recruitment and capacity-building of HCT facilitators, peer educators, providing monitoring data as well as reporting internally as well as to dance4life organization, financial management (developing the budget and supervising the expenditures) and supporting PNGOs during implementation.

PNGOs are mainly responsible for the volunteer management during the Educate and Activate stages: identifying the placements, providing financial support to volunteers, linking volunteers with school, etc. One of the PNGO evoked the challenge of insufficient manpower.

Despite frequent exchanges and discussions between Restless Development and PNGOs as well as field visits by Restless Development, stronger supervision and capacity-building of PNGOs seem to be required in the future to ensure higher quality implementation of the Educate and Activate stages.

2.2 STUDENTS’ KNOWLEDGE & BEHAVIOURS IN SRH AND LIFE SKILLS

Students’ knowledge was assessed through two main ways:

- Through a small self-assessment with stickers on a flipchart sheet: students were asked to identify the top 3 areas where they learnt the most. For that, each student had to stick 3 stickers in a flipchart sheet to highlight the top 3 areas where they felt they had learnt the most. The table below describes results obtained:
- Through a quiz students were asked questions or given scenarios and they had to answer by raising their hands to say ‘yes’, letting it down for ‘no’ and waving their hands horizontally to say ‘not sure/do not know’. Their eyes were closed during the whole game: this aimed at ensuring confidentiality as well as reducing bias (group effect).

The results of these exercises will be described in detail below under each respective section (knowledge, attitude, life skills). Yet, overall, the areas that were highlighted by students as where they learn the most are:

Areas where students learnt the most

<table>
<thead>
<tr>
<th>Areas where students learnt the most</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to prevent HIV/AIDS</td>
<td>50</td>
</tr>
<tr>
<td>What HIV/AIDS is</td>
<td>40</td>
</tr>
<tr>
<td>To challenge discrimination against PLWHA</td>
<td>30</td>
</tr>
<tr>
<td>To develop your confidence</td>
<td>20</td>
</tr>
<tr>
<td>To organize activities</td>
<td>10</td>
</tr>
<tr>
<td>What effects puberty cause</td>
<td>10</td>
</tr>
<tr>
<td>To talk openly about sexuality and HIV</td>
<td>20</td>
</tr>
<tr>
<td>To develop your leadership skills</td>
<td>10</td>
</tr>
<tr>
<td>To develop your communication skills</td>
<td>10</td>
</tr>
</tbody>
</table>

However, students also experienced challenges with insufficient manpower, as PNGOs are mainly responsible for the volunteer management during the Educate and Activate stages. Despite frequent exchanges and discussions between Restless Development and PNGOs as well as field visits by Restless Development, it was observed that stronger supervision and capacity-building of PNGOs seem to be required in the future to ensure higher quality implementation of the Educate and Activate stages.

In summary, students were assessed through two main ways: a small self-assessment with stickers on a flipchart sheet, where students were asked to identify the top 3 areas where they learnt the most. They were also assessed through a quiz where they had to answer questions or given scenarios, raising their hands to say ‘yes’, letting it down for ‘no’ and waving their hands horizontally to say ‘not sure/do not know’. Their eyes were closed during the whole game. The results of these exercises will be described in detail below under each respective section (knowledge, attitude, life skills). Yet, overall, the areas that were highlighted by students as where they learn the most are:

Areas where students learnt the most

<table>
<thead>
<tr>
<th>Areas where students learnt the most</th>
<th>Percentage of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to prevent HIV/AIDS</td>
<td>50</td>
</tr>
<tr>
<td>What HIV/AIDS is</td>
<td>40</td>
</tr>
<tr>
<td>To challenge discrimination against PLWHA</td>
<td>30</td>
</tr>
<tr>
<td>To develop your confidence</td>
<td>20</td>
</tr>
<tr>
<td>To organize activities</td>
<td>10</td>
</tr>
<tr>
<td>What effects puberty cause</td>
<td>10</td>
</tr>
<tr>
<td>To talk openly about sexuality and HIV</td>
<td>20</td>
</tr>
<tr>
<td>To develop your leadership skills</td>
<td>10</td>
</tr>
<tr>
<td>To develop your communication skills</td>
<td>10</td>
</tr>
</tbody>
</table>

Despite the challenges of insufficient manpower and the need for stronger supervision and capacity-building of PNGOs, Restless Development continues to collaborate closely with PNGOs to ensure the successful implementation of the Educate and Activate stages.
KNOWLEDGE
As described above, during skills4life sessions, the top areas that students highlighted as where they have learnt the most relate to knowledge on HIV&AIDS: How to prevent HIV/AIDS and second, what is HIV/AIDS.

This report previously highlighted the fact that most of the students stated that they already had some knowledge on HIV/AIDS prior to the programme. Consequently, it may appear inconsistent to have students highlighting two areas related to knowledge on HIV/AIDS as areas where they learnt the most. Yet knowledge they had prior to the programme was very basic according to them. In addition, the dance4life programme implemented by Restless Development Nepal mainly focuses on HIV/AIDS rather than other SRH issues. Under these circumstances, such results appear quite logical.

How to prevent HIV/AIDS was scored as a top 3 areas in 5 schools (highlighted by 75% of students)

What students learnt is that (ordering by number of occurrences):
- They should avoid unsafe sexual intercourses / they should have one single faithful partner
- They should use a condom in case of several partners / while having sex
- Transmission from infected blood transfusion / Test blood before transfusion
- Transmission from mother to baby / Infected mothers should consult doctor if they want to get pregnant
- No transmission through mosquito bite

It seems that in addition to prevention, students are aware that if there is any doubt about someone's status, the person should seek medical advice and care and that treatment exists if the person is positive and that s/he should get treatment at an early stage.

Yet two students of two different schools (3% of students) stated that they had learnt that one should not eat food or share clothes with PLWHA or not use any materials from HIV infected person. Therefore some myths still remain after the programme.

What is HIV/AIDS was scored as a top 3 areas in 3 schools (highlighted by63% of students).

Students said that they learnt that HIV is a communicable disease, an infection that can be transmitted through:
- Unsafe sex
- Infected blood
- Blades and needles of HIV infected person

HIV is a virus which destroys the immune system.

Some students also said that they learnt about the history of HIV/AIDS, the situation in Nepal, the difference between HIV and AIDS; they learnt that the HIV cannot survive in the air nor be transmitted through oral sex nor through clothes and that AIDS is not a disease but a stage.

THE RESULTS OF THE QUIZ matches with students' self-assessment of the most important learning areas since students demonstrated a very high level of knowledge on HIV/AIDS:

- An average of 88% of surveyed students gave the right answers to the 7 questions on knowledge on HIV transmission routes, prevention methods, etc.³

³ For more details, see the tool for data collection 'Guidelines for interactive workshop with students' in Annex
- The transmission from mother to baby was the weakest area but with still a good score: **77%** of students gave the right answers.

The second cluster of questions was on puberty and it seems that students' knowledge was of a lower level: an average of **75%** of surveyed students gave the right answers to the 5 questions on puberty.

Besides, there were **69%** of students who were actually linking adolescence stage with boys having their first ejaculations and only **58%** of students who thought that being an adolescent also meant that friends' approval was particularly important during that stage of life (related to the aspect of peer pressure). All teachers’ interviews stated that there had been an increase in the students' knowledge on HIV/AIDS and some of them also highlighted that it was helpful for their studies.

### 2.2.1 BEHAVIOUR AND ATTITUDES:

Several stakeholders explained that due to the lack of knowledge about SRH and deep-rooted myths, the PLWHA are usually not treated as common people and they are often boycotted from society because people think that they are infected due to sins they committed in a previous life or by being involved in unsafe abnormal sexual intercourses. PLWHA hesitate to go to hospital because they do not want their status to be revealed. Talking about sexuality is also a major taboo.

Against this backdrop, many respondents highlighted positive changes induced by the programmes, in terms of **perceptions and attitudes**.

Indeed, the third area where students learnt the most in their opinion (both among overall students – for **34%** of them – or as per the top 3 areas highlighted in each school – in **3** schools) was to challenge discriminations against PLWHA.

Students had very positive statements about what attitudes one should have towards PLWHA:
- One should give love and care to PLWHA
- One should give confidence to PLWHA to make their lives better
- HIV infected persons should not hide their status
- HIV infected persons should get medical care
- Supportive environment is needed for longer survival
- Children from families with PLWHA should not be discriminated

This was also verified through the quiz results. There were **95%** of students who would 'remain friends with someone who has HIV' and **76%** would not mind sharing a meal with someone who has HIV. The area that received less support from the students was to kiss someone who has HIV. Yet, this can be explained by the fact that in Nepali culture, kissing is not so common, particularly for the study age group, which would account for the lowest support.
All teachers' testimonies aligned with this perspective that students and to a certain extent communities have adopted more positive perceptions and attitudes towards PLWHA as a result of the programme. Before the programme, many used to think that one should not sit next to a PLWHA or should not talk to that person and this has apparently changed. In one school, in Dhading district, students, teachers and the volunteer peer educator explained that some students were from families with PLWHA and that now these students were better and more equally treated by other students and teachers than before the programme.

"In my school, there were some students whose parents are PLWHA. After the programme, there is a change in the way of thinking from students and teachers towards these students" one peer educator recalls.

"We have students from family with PLHWA: they do not have friends and they are discriminated because their family members are infected with HIV/AIDS. After the implementation[of the dance4life programme] in our school, I found positive changes in the behaviour of teachers and students towards these students."

- Former Head teacher, Shree Manrupa School, Dhading district

2.2.2 LIFE SKILLS:

The fourth area where students learnt the most was to develop their confidence (29% of students). More specifically, students highlighted that:

- They can talk freely with parents and within their community about HIV/AIDS, sexuality, use of condom, etc.
- Now they can more easily talk to community people/in front of wide audience
- Overall, they feel more confident to talk about their problems with friends, parents, and other people

One volunteer peer educator highlighted that "before our programme, students did not even talk in class but after the [skills4life] sessions, girls easily talked about menstruations so this is a change I could notice"
All these areas were also pointed out by teachers and volunteers who also highlighted the following:

- In some schools, students/clubs are very active, they conduct activities on their own and raise funds, etc. which shows that their leadership and confidence skills has increased. Indeed, peer educators provide support to students on how to conduct activities and during the preparations ahead of the activity but students themselves have to lead on this process of activity delivery so it raises their leadership and confidence skills.
- In one school, it seems that boys had gained more leadership skills than girls as they were more numerous and therefore conducted more activities (more male agents4change)

“Before the programme we feel shy to talk openly about sex. We only talked with our closest friends. But after starting taking the classes with the peer educator, we felt free to talk about sexuality in our class in front of all students – both girls and boys.”

- a student from Cosmic International School Kathmandu

“dance4life has its own approach to develop the leadership skills of the students. First, it attracts the students through music and dance. Then, it gives knowledge on HIV/AIDS. Then, it inspires students to take leadership to run activities. In this way, we can say that there is an increase in the leadership skills of the students.”

– Shree Jagathnath Secondary School Guide teacher

The quiz showed that the level of life skills of students related to peer pressure was also very high:

- **97%** of students would not take drugs even if they were offered by one of their friends
- **89%** would refuse to have sex even if their boyfriend/girlfriend asked it as a condition to continue the relationship.

The last area explored during the quiz in the cluster of questions on life skills referred to students’ use of condom for the first intercourse with their boyfriend/girlfriend while the latter had had sexual intercourse with other persons before being in that relationship:

**Your girl/boyfriend had had sexual intercourse with other persons before being in the relationship with you, would you use condom for the first intercourse?**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.5%</td>
<td>% of students who would use condom</td>
</tr>
<tr>
<td>16%</td>
<td>% of students who would not use condom</td>
</tr>
<tr>
<td>6.5%</td>
<td>% of students who do not know how they would react</td>
</tr>
</tbody>
</table>
2.3 TAKING ACTIONS

2.3.1 STUDENTS’ ACTIVITIES

During the interactions, students listed activities they conducted during and after the programme on flip chart sheets. Most activities took place within the school.

The following results were obtained:

Activities carried out during the programme that were listed by the students:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>5</td>
</tr>
<tr>
<td>Street drama/rally</td>
<td>4</td>
</tr>
<tr>
<td>Art/drawing competition</td>
<td>3</td>
</tr>
<tr>
<td>Quiz competition</td>
<td>2</td>
</tr>
<tr>
<td>Poem/essay competition</td>
<td>1</td>
</tr>
</tbody>
</table>

Activities carried out after the programme that were listed by the students:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rally/street drama</td>
<td>4</td>
</tr>
<tr>
<td>Informal talks in class, family, etc.</td>
<td>3</td>
</tr>
<tr>
<td>Quiz competition</td>
<td>2</td>
</tr>
<tr>
<td>Dance competition/cultural program</td>
<td>1</td>
</tr>
<tr>
<td>Creation of songs to raise awareness</td>
<td>1</td>
</tr>
<tr>
<td>Poem/essay competition</td>
<td>1</td>
</tr>
</tbody>
</table>
Because some of the schools had also been reached by other programmes, some activities mentioned by students related to other programs such as school cleaning campaigns, plantation, etc.

Based on this exercise on flip chart sheets, discussions were further initiated with students. Several areas were highlighted:

SUCCESSFUL ACTIVITIES

Several interactive activities have been highlighted as successful by the students: creating and singing new songs (including rap) to raise awareness on HIV/AIDS and playing street dramas, mostly towards their peers at school and sometimes – but rather hardly – to adults in their communities.

CHALLENGES

In two schools, schools exams happened right after the dance4life programme ended. Therefore in one case students explained that the school did not allow them to conduct activities for some time and in the other case, they could not conduct activities because they was no space/room available. In another school, the club was inactive because the students who were involved had graduated and no one had re-launched the process of forming a club.

Also another challenge highlighted by the students related to reactions from older people such as 'you are not allowed to talk about that', laughs, etc. This is why sometimes one to one activity seemed easiest to organize for students.

REASONS FOR TAKING ACTION

Students shared several reasons for conducting activities against HIV/AIDS and the most common ones were:

- It is a **global as well as a Nepali issue**. In one school, students mentioned the fact that some students there were from families with PLWHA and that is why they also wanted to take action.
- **To fight against stigma and discrimination** that PLWHA usually face (highlighted in 3 schools) or to prevent HIV/AIDS
- Students considered the peer educators as a role models and as the latter were taking actions and being active, it motivated the students to behave in a similar way
- Some students also said that it was their **responsibility to take action**, contribute to the fight

AGENT4CHANGE CONCEPT

Students had to reply to the question *'Do you see yourself as an agent4change? If so/not, why?'*. Most of the students seemed to consider themselves as agent4change, even those who were not formally agent4change.

Very interestingly, students gave different views of what it meant for them to be an agent4change, whether it was:
- **How they became agent4change** (having done the assignments required, being part of the act4life club)
- Or the **reason why they should take action** (knowledge students have gained during the programme should be shared with others, feeling responsible)
- Or **what taking action implied**:
  - Sharing with family and friends
  - Conducting different activities (including using social media to raise awareness; for instance, uploading videos of their street drama on YouTube and Facebook)
  - Helping friends and other students with their homework and assignments
- Or the **objective** of their actions (as mentioned earlier – see details above)
- Or **what they felt** (‘proud’)

"We feel that we are agents4change because we did all the assignments that our volunteer peer educator gave to us. Besides, we share what we learnt from the dance4life programme with our family and friends. And we also conducted different activities like street drama"

– students from Shree Adarsh Higher Secondary School, in Nawalparasi district

### 2.3.2 CHANGES BEYOND STUDENTS

#### AMONG THE COMMUNITIES

Informal talks and students further discussing and sharing what they had learnt (including transmission routes, prevention methods, symptoms, story of PLWHA, stigma and discriminations faced by PLWHA and the methodology – dance and song) with their family, friends or even community members seemed to be quite common.

Besides, in a few communities, clubs – both that were created/supported by the dance4life programme and outside the intervention – have been active conducting programmes on HIV/AIDS day or for special events.

In some cases, students explained that it changed their parents’ or community members’ attitudes towards PLWHA, that they started treating PLWHA normally and that it contributed to a better environment for PLWHA.

Yet this programme was **barely implemented at the community level** (no systematic intervention) so community people still have negative attitudes and a lack of knowledge, according to some of the respondents who were consulted.

### TEACHERS AND PEER EDUCATORS

Having peer educators mobilized for some time in the schools is also an opportunity for teachers to learn about new teaching techniques and different attitudes. One teacher recognized that the biggest success of the programme was to **provide knowledge and motivate teachers to teach this topic**.

One peer educator acknowledged the changes that happened to her: "not only students but we, also, used to have negative thinking towards people living with HIV/AIDS before the training and the programme so it is very effective in changing everyone's perspectives"
3. SUSTAINABILITY

Mobilisation and engagement of young people is critical to ensure sustainability. Thus, observing the results from the list of top 3 areas where students learnt the most, 'How to organise activities' was highlighted in 2 schools (29% of students) and students stated that they had learnt:

- How to conduct street drama
- How to fundraise in school and community to run activities

"We learnt that we can become agent4change and can make difference as being a part of this society. We can change the negative concepts that people have towards PLWHA. From our side, we can conduct awareness raising activities to remove the negative concepts our friends, families, and communities have and live in a peaceful and harmonious society."

– a student from Shree Manrupa School, Dhading district

BASIS FOR THE SUSTAINABILITY FOR CLUBS

When asking PNGOs or Restless Development staff about the sustainability of clubs and whether or not they knew how many clubs were still active, it appeared obvious that no follow-up had been conducted in the schools and that no one was really in position to give a clear picture of the situation prevailing after the programme implementation.

Through the final evaluation, information provided by teachers and students showed that out of 6 schools covered by the evaluation, 5 clubs are still active:

- **Shree Pashupati Secondary School club** has been active for several years (about 5) and conducts elections on regular basis. It also carries awareness campaigns on HIV/AIDS every year through quizzes, dramas, rallies and sport activities. However students said that it was challenging to keep on conducting these activities since those who had been trained had left the school. Shree Manrupa School club has been conducting activities related to health and sanitation every Friday. Students have remained active in the club after dance4life programme completion. They continue to engage in wall magazine production, sport competition and other extra-curricular activities.

- **Marigold School club** has been inactive for 8 months, despite being very active initially (after the visit by the peer educator). A teacher identified that they needed support from the parents, support from the faculty teachers and encouragement from administration to reform the club.

- In **Cosmic International School**, the act4life club was merged with the already existing Environment club. Currently the activities being conducted include both environment and HIV/AIDS awareness related activities. The combined club organized a celebration of world AIDS day.

- **Shree Jagathnath Secondary School club** was already active before the programme, and continued to remain active after the programme. They have done class wise competitions to raise awareness on HIV related issues. In addition the club undertook a first aid treatment and water distribution programme.

- **Shree Adarsh Higher Secondary School club** already existed before the dance4life programme came to the school and continues to remain active. The club has conducted activities like quizzes and poetry writing.
Students in several schools explained that to keep on conducting activities they would need:

- Stronger supportive environment (school, family and community)
- Training clubs as well as new batch of club members

“If we could provide training to clubs like in our Community and Youth Empowerment Programme – because with dance4life, we form the clubs and we provide them with small funds to organize events/activities but we do not train the members. So if we can provide training on fundraising for instance, they can be more sustainable” one of Restless Development staff members shared.

- Dresses and material to play street drama, books, sports equipment
- Linking with other CSOs
- Students would need a resource person in school so that they can keep on learning once the programme is over
- Funds

In some cases, because act4life clubs were the continuation of clubs that were formed and strengthened in the past by Restless Development, they had been trained on fundraising as part of previous programme and were quite active in this area. One VPE recounted that one club "had done fund raising programme". They organized the "biggest potato competition' and sold these potatoes in market. They also sold HIV logo (fabric) to raise funds”.

In order to have a stronger supportive environment:

- Activities during the dance4life programme should increasingly involve teachers, school management, community members as well as interactions between students and these stakeholders.
- A stronger component in school, with increased involvement of teachers. Students evoked the need to have a resource person in their school once the dance4life programme has ended. This person would be able to answer students’ questions, to help them continue conducting activities and could provide training to new club members. S/he would replace the volunteer peer educator in a way and could help fostering a more supportive environment in school.
- The fact that dance4lifeprogramme should also be implemented at community level has been stated by many respondents, both students and teachers.
- Including PLWHA in the activities at community level so that more people can know and better understand their problems would be an asset.

As for funds, clubs should actually be able by the end of the programme in their schools to collect money. One training on fundraising would be highly relevant to strengthen sustainability. Besides, providing them with some basic material could be both a support for sustainability and a source of motivation for students.

Involving the school during the programme would also make it more likely for the school to be supportive to the clubs, providing funds or equipment for their activities (which is being done in some schools – but very dependent on the school administration’s interest and dynamism).

Also one PNGO stated that responsibility of re-forming the green club should be given to them as well as to the schools to keep mobilizing the students.
One event could also be organized from time to time so that students could share what activities they have been conducting and prizes would be given to keep them motivated.
BASIS FOR THE SUSTAINABILITY OF LOCAL STAKEHOLDERS' MOBILISATION

While interviewing teachers, it became more obvious that teachers and school administration were not really involved in the dance4life programmes. Only one teacher had mentioned being part of a training. In several interviews teachers expressed their interest in being more involved in the programme and in receiving training.

Restless Development actually integrated training for teachers in the last batch of schools that were reached in 2013 to better involve the teachers in the process. Indeed, one Restless Development staff narrated feedbacks from teachers he had received: "we did not get anything from Restless Development and we are looking after the clubs, trying to continue the work though we did not get anything even a certificate".

Besides, VPEs, teachers and some students suggested that after the programme, follow-up visits by PNGO should be organized regularly in targeted schools.

Providing equipment to motivate schools was suggested by several teachers and peer educators.

BASIS FOR SUSTAINABILITY AT NATIONAL LEVEL

This is one of the most successful areas of the dance4life programme implemented by Restless Development. Indeed, UNICEF in Nepal funded Restless Development for a pilot programme in two districts in the Terai belt, combining dance4life with the approach of Restless Development Community and Youth empowerment programme. UNICEF found that dance4life was quite powerful to work with young people so they invited Restless Development to provide training to their partners who work in the areas of HIV/AIDS, drug use, sex workers, etc.

15 civil society organizations were trained on dance4life approaches. The training lasted for 3 days and was given to 42 participants. The objectives of the training were:

- To develop a core team of highly skilled HCT lead trainers capable of delivering an effective HCT training in order to create a self-sustainable dance4life programme at the local level.
- To enhance the skills and capabilities of participants by providing training, guidance, support and appropriate materials and resources.
- Identify personal facilitation strengths and areas for improvement, gain an increased awareness of interpersonal communication and group dynamics.

The training occurred in September 2013. As it was a master TOT, these organisations can train peer educators in their communities.

Campaign4life, another component of dance4life, could actually contribute to the sustainability of dance4life approach at the national level. This component is more about branding and communication, using social media and involving youth idols/celebrities. It seems Restless Development, according to staff, has been using social media to provide information about coming events, giving updates on the programme but not in a systematic way and not for other areas. Interviewed staff asked for training on social media use in order to strengthen the campaign4life component as well as to develop a media strategy as to develop relevant partnerships with media and raise dance4life and Restless Development's profile.
III. RECOMMENDATIONS

The process of dance4life final evaluation enabled to develop the following recommendations:

WITH REGARDS TO RELEVANCE

- **Broader focus of the programme for topics covered:** As specified earlier in this report, the adult HIV prevalence in Nepal amounted to 0.3% in 2012\(^4\) and prevalence among young people (aged 15-24) was lower than 0.1%. Therefore HIV/AIDS should not be the main focus of the dance4life programme in Nepal, all the more as there are many SRH issues which are more critical in the Nepali context such as gender equality, menstruation-related myths, early marriage, etc. Sexuality is also an area that needs attention as very little information can be accessed by young people since this area remains one important taboo in the communities, both in school and at home.

- **Grade-wise curriculum or narrower age group of targeted students:** The dance4life programme has been reaching grade 6 to 9 students. Yet, in some cases, due to time constraints, volunteer peer educators focused on delivering classes to grade 8 and 9 students as a priority. The current targeted age group is quite wide since at these ages, a lot of changes happen and some of the needs of grade 6 students are quite different from grade 9 students' needs. Another aspect regarding sexuality is that the mean age of the first sexual intercourse is 18 for both Nepali boys and girls (Nepal Adolescents and Youth Survey 2010-11, Ministry of Health and Population). Against this backdrop, dealing with grade 6 students who are likely to be about 12 years old in the same way as grade 9 students who are usually 15 years old does not seem so relevant. This is why one option would be to narrow the age of the targeted group, focusing especially on grade 8 and 9 students; or to develop a grade-wise curriculum to adapt to the particular needs and capacities of students from different ages.

- **Targeting neediest areas:** The criterion for selection of districts for the implementation of the dance4life programme has been, so far, the existence of previous partnerships with local civil society organisations, i.e. districts where Restless Development Nepal had worked previously through a partner NGO. Such criterion is interesting in the way that good relationship with the NGO in charge of implementing the programme will make the implementation likely to be smooth. In addition, most of the schools were selected based on their previous involvement in various Restless Development Nepal programmes. As an advantage, it might have allowed to build up from past programmes and particularly for the relationship developed with these schools. Yet, it is also critical to look at the situation of targeted districts and schools in order to reach the neediest areas. For instance, targeting students who are enrolled in private schools in Kathmandu can be questionable since:
  - In Kathmandu valley, information on SRH is more accessible in comparison to rural areas
  - Students who can afford to be in private school are more likely to have an easier access to information and some wider exposure.

WITH REGARDS TO EFFECTIVENESS AND IMPACT

- **Better preparatory steps and coordination ahead of and during the programme:** PNGOs and some VPE asked for more in-depth capacity-building ahead of the programme implementation. Besides, schools also highlighted coordination issues: getting to know at the very last minute that a programme was coming to their school and not being oriented about the programme at all. These preparatory steps are so critical to foster a collaborative environment in schools. Another aspect that was mentioned by many volunteers and PNGOs relate to the supervision process, asking for a stronger supervision at both levels.

- **Reaching out adults:** First, many teachers suggested that the programme should also reach them. Although most of the teachers had a slight idea about the content of the skills4life sessions and had heard some feedbacks from their students, none of them had been systematically involved in reviewing the activities with volunteer peer educators or in assessing the achievements and challenges until this final evaluation. They felt overlooked by the programme. This is unlikely to foster a collaborative and supportive environment, which is critical for optimal effectiveness and impact and was highlighted as missing by many students and local stakeholders.

- **Parents and other community members** were also recommended target group for future dance4life programmes since it would give the supportive environment students need to conduct their awareness-raising activities, make the community more attentive to the messages delivered by the students and would make the intervention more sustainable.

- **Longer intervention timeframe – skills and act4life:** All respondents advocated for a longer programme, particularly for the skills4life and act4life stages. Skills4life and act4life are intertwined and last for about one month. This timeframe was said to be too short to generate long-term changes. Besides, students had a poor understanding of the agent4change concept due to this combination of these 2 stages, all the more within such a short time.

- **Stronger M&E systems:** No baseline was conducted at the beginning of the programme. This could be achieved by collecting data on the level of knowledge, attitudes and skills of students prior to the programme. It could also be done in each school, through interactive games facilitated by the volunteer peer educator at the beginning of each module (block of sessions on the same topic). In this way, the VPEs could build on existing knowledge and focus on most relevant areas (where knowledge is particularly weak). The same tests could be done at the end of each module to measure changes. Besides, reviews are conducted after each cycle (the term refers to the fact that usually about 10 to 15 schools are targeted at the same time), once volunteer peer educators leave their school placement. Yet, neither student representatives nor teachers have been invited to these reviews. This study pointed out that their involvement would add immense value to the review process.
WITH REGARDS TO SUSTAINABILITY

- **Capacity-building of clubs:** One component of the dance4life programme is the formation of an act4life club in the targeted schools. Yet capacities of clubs are not built: they do not receive any training (particularly in fundraising that would help them in collecting funds/resources to conduct their activities) or any equipment. These would be a source of sustainability as well as a source of motivation for club members to continue their activities.

- **Reaching adults:** This point is critical to ensure stronger effectiveness/impact (as discussed earlier) but this is all the more necessary to foster sustainability. First and foremost, not building teachers’ capacities prevents them from becoming resource persons in the schools, once the programme has phased out, while they could actually respond to students’ questions and provide support to act4life clubs. Besides, the same issue can be encountered at the community level where parents and other adults are key to sustainability: by supporting young people’s initiatives as well as by themselves adopting new attitudes and behaviours. In other words, impacts can be sustained only in light of continued supports from parents, teachers, and adults in the wider community, vis-à-vis stigma reduction, young people’s initiatives and towards improved sexual and reproductive health.

- **Linking with local organisations:** act4life clubs are currently not connected to other local organisations. This would help them in keeping being supported once the programme is over.

- **Following-up in the schools after the intervention:** A system should be set in place to perform a follow-up after the intervention in each school. It could include [periodic] calls, visits or events for inter-school competitions (between the act4life clubs for instance).
CONCLUSION

The retrospective evaluation of the dance4life programme found that while some students were aware of ideas related to HIV/AIDS, many felt that the taboos surrounding these topics prevented an unbiased teaching of aspects related to HIV/AIDS and sexual health in schools. In addition, both students and peer educators noted that stigma against PLWHA remained an unaddressed issue in their communities. In this context, the application of the dance4Life programme is particularly relevant as a tool that can be used to change people’s perceptions and attitudes towards HIV and PLHWA (as identified by students).

However, students also felt as though the programme would most benefit from the inclusion of topics such as puberty (menstruation, pregnancy and family planning), gender related issues (Gender Violence, Gender Equality and Women empowerment) and more general health topics.

The effectiveness of the dance4life programme was improved by the presence of relatable Peer Educators and tools such as ‘Query Boxes’. On the other hand, problem in coordination between Restless Development/PNGOs and schools was consistently identified as an area of concern.

How to prevent HIV/AIDS, knowledge on what HIV/AIDS is and challenging discrimination against PLWHA were identified as the areas where students had learnt the most, both at the individual level as well as the school level. Increased knowledge on these topics was confirmed by comparing student self-assessment reports with student quiz results. Students involved in dance4life programmes also displayed an increased confidence in voicing their thoughts on issues related to HIV/AIDS and sexuality both with their families as well as with wider members of the community. In one school, another major change was highlighted: children from families with PLWHA are less discriminated by other students and teachers.

After programme completion, schools continued to engage in awareness activities such as rally/street dramas, informal talks and in class/with family and quiz competitions. However, exam schedules that conflicted with dance4life programmes limited the extent of activities in two of the schools. To sustain the positive impact generated by the dance4life programme students noted that they would benefit from a stronger supportive environment, new training, funding (material and monetary) and a local resource person. Selection of the neediest schools should also be an area of additional concern for the next interventions.
ANNEX

GUIDE FOR INTERACTIVE WORKSHOP WITH STUDENTS (बिचारपूर्वक गरी शामिल छलफल निदेशका)

TO BRING AND TO PREPARE (आवश्यक देखि तयारी)

- Name stickers - नाम लेख्ने कागज
- Voice recorder - आवाज रेकॉर्डर
- Tables and/or chairs in circle - टेबल वा मेचम्यालाई गोलो आकारमा गर्नुहोस्
- Pens and markers - कलम र सारखालो
- Cookies/sweets - कुकीज /मिठाई
- Informed consent sheets - जानकारी मन्त्री पत्र
- Note books for facilitators - नोटबुक गरी निर्देशक
- Prepared flipchart sheets - प्रतिष्ठित फ्लिचार्ट शीट
- Post-its - पोस्ट-इट्स

RESPONSIBILITIES OF THE RECORDER (जन्तक रेकर्डर गर्ने व्यक्तिको भूमिकाहरू)

- Note the names and possible notable characteristics
- Look at the ‘group dynamic’. Who is participating, who is disinterested? Who is dominant, who is in the background?
- Notable use of language (do they use terms like ‘agents4change’ or do they use other terms?)
- Note spontaneous discussions which might be interesting (for example, after the focus group)

AIM OF FOCUS GROUP DISCUSSION: to get insight into: (सामूहिक रूपमा गरी छलफलको लक्ष्यहरू)

(1) The relevance of the programme - प्रक्रियाको अनुपयोगको आकर्षण जानकारी गराउनु
(2) The strengths and drawbacks of the programme - कार्यक्रमको सशक्तिकरण र कमजोर पदांको जीन्याउँदै
(3) The outcomes and impact of the dance4life programme on the students and their communities - नॅकर्षण नै, शामिल छलफलको व्यक्तिगत जीवन सम्बन्धि छलफलको जानकारी गराउनु
START AND INTRODUCTION

a. The facilitator receives the students and asks everyone to write their names on the name plates and to read and sign the informed consent form. Then, the facilitator opens the meeting and welcomes all the students. The facilitator will introduce him/herself and the others (recorder) and give a short introduction about this research and its objectives.

b. The facilitator will open the meeting and welcome all students. Then, the facilitator will introduce him/herself and the others (recorder) and give a short introduction about this research and its objectives. The facilitator will also ensure that the students understand the ground rules.

REMINDING ABOUT DANCE4LIFE

- dance4life is a project that Restless Development Nepal has been implementing in about 90 schools of Nepal over the past 3 years, in several districts in Western, Central and Eastern Regions. It talks about the issues of HIV/AIDS, sexuality and this is done through events (dances, songs), sessions in schools, etc.

- The programme is coming to an end with Restless Development leading on dance4life in Nepal and we’re here to evaluate whether it has done its job, celebrate what’s going well and say where we think things could have been done better.

GROUND RULES

- This is not a test! If you don’t know whether what you are saying is right or wrong. Ask: “What do you think?” and “Why do you think that?”

- Don’t feel bad if you don’t know whether what you are saying is right or wrong. If you are unsure, ask: “What do you think?” and “Why do you think that?”

- We just want to know what you think. We are not looking for right or wrong answers. We are looking for your thoughts and ideas.

- Ask questions if you are unsure about anything. If you are unsure, ask: “What do you think?” and “Why do you think that?”

- Respect each other’s views and listen to what other people have to say. If you disagree with someone, you can say: “I have a different opinion.”

- Everything you say will be confidential unless we have concerns about your or another’s health or safety. We are not here to make decisions for you, but to help you make your own decisions.

- Switch off mobile phones. If you need to use your phone, let the facilitator know.

- Are there any other ground rules you would like to add? Let us know.

- There are cookies/sweets for all. If you have any food allergies, please let us know.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.

- Remember to keep your name plate in a safe place.
ETHICS / CONSENT

- The information you give today will be used as part of a public report sent to dance4life International and also other organisations in Nepal and around the world.
- No one will be identifiable from the report.
- Quotes will be used, but only first names and location – not school name.
- We are taking photos & recordings.
- We will delete all of this once the report has been agreed and published.

Here are the consent forms / personal info sheets.

LET'S START

1. ROUND OF INTRODUCTION IN DANCE4LIFE

Objective: To take stock of participation in the dance4life programme and make students feel comfortable.

The facilitator will ask the students one by one (go round).

Facilitator text:
- tell your names
- what dance4life activities did you participate in?
- what did you most enjoy about dance4life programme?

2. BEFORE THE PROGRAMME

Objective: To get a better understanding of students' knowledge before the programme and to be able to attribute change to the programme.

Facilitator will ask students to explain what they knew before the programme.

Facilitator text:
- before the programme, what did you know about:
- transmission and prevention methods
- sexual and reproductive health and rights

RESTLESS DEVELOPMENT
3. **INFLUENCE OF THE PROGRAMME ON STUDENTS IN TERMS OF KNOWLEDGE AND ATTITUDE** (यस कार्यक्रमको माध्यमले विद्यार्थीहरुको ज्ञान र ध्यानस्वरूप परिवर्तन पाइनुहोस्)

Objective: To find out what students learnt from the programme (on HIV/AIDS, sexual and reproductive health, lifeskills), what their attitudes are and how the programme influenced them.

3.1 **HCT** (मुद्रण मुदू जोड़े यात्रा)

Facilitator text:
There are several stages in dance4life programme: among them, there is first the Heart Connection Tour and second the skills4life activities. We are going to discuss first about the HCT:

- **HCT**
  - dance4life कार्यक्रममा विभिन्न चर्चाहरू छैन : यसमा मुद्रण मुदू जोड़े यात्रा पहिलो चरण हो भने दोस्रो चरणमा जीवन उपाध्येयी सीए पर्याय तथा जीवन तथा प्रजनन स्वाभाविक खाताहरू पर्याय छैन। अब हाम्रो यस कार्यक्रममा पहिलो चरणमा बस्नेको वर्ष खलफ गर्न आफ्नो मात्रा छ।

- What did you learn from the HCT (first visit of dance4life in your school)?
- What did you like during the tour? What did you not like?

3.2 **EDUCATE: SKILLS4LIFE** (ज्ञानलाई नवीन तिथिका)

A) **DISCUSSION**

Facilitator text:
Now, let's talk about when the Volunteer peer educator was in your school. The answers should be on a flip chart sheet and students go to stick colored dots for the 3 areas where they think they learnt most. The answers should include:

- What HIV/AIDS is?
- How to prevent HIV/AIDS?
- To talk openly about sexuality and HIV?
- What effects of puberty are?
- To challenge discrimination against PLWHA?
- To organize activities?
- To develop your communication skills
- To develop your leadership skills
- To develop your confidence
- Other...

Based on answers given to the previous question, discuss what in each of the 3 highlighted areas they learnt/they remember:

For area ..., what did you learn more specifically? What do you remember?
- Tabaiye saraebyata kedi gahraamaka kune kura sikulu basho? Lasaaka garaemaka kedi kura smarupa x?

For this second area, what did you learn more specifically?
- Yendh gaharimaka larinig: Tabaiyene kune kura abm kedi jaanakari hune ge sikulu basho?

For this third area, what did you learn more specifically?
- Lendh gaharimaka: Tabaiyene kune kura kedi ya gahraamaka kune kura.

Ask for each of the 3 main areas, one by one:
- Sawi 3 wada gaharimaka diditakaka wiyaahalwadhi prakovskyo ene hune gari wiyaah praahar sodee lakuwal gane.

Has getting this new knowledge/skill influenced your own life?
- Kene tabaiyene nara sikulu bado yana ndaaraara washing gaharimaka?

If so, how?

B) FUN GAMES

Raise hand or keep it down

Explain you are going to ask students a few questions and they will reply by raising their hand up if they want to reply YES and keep it down if they want to reply NO and if don't know, they should align the arms horizontally to the sides. They will have to close their eyes. If tabaiyene yam banako laarinig sambhangi wiyaahalwada kedi praahar somaa jahdu umi watau ne. Yani sambhangi somaa yam tabaako usara umaganda saari yaahimaka umaganda hata maaharaa wahala tabaako somaa yam, yani maaharaa hata yam saari raatu penda umi watau ne. Taa prakovskyo usara umaganda waa kasse yana saari saari watau not iyo domay. Iyo somaa paduu jikaa raatu gari watau penda umi watau not. Iyo yam banako saari sambhangi somaa yam tabaako umaganda umi watau not.
SECOND QUESTION: Being an adolescent implies:

- Height and weight quickly increase
- Physical changes only
- First menstruation for girls
- Unimportance of friends’ approval
- First ejaculation for boys

THIRD SET OF QUESTIONS:

- Would you remain friends with someone who has HIV?
- Would you kiss someone who has HIV?
- Would you like to share a meal with someone who has HIV?

FOURTH SET OF QUESTIONS:

- If your boyfriend/girlfriend asked for sex to continue relationship, would you accept?
- If your friend offers you to take drugs, would you accept?
- You know your girlfriend/boyfriend had had sexual intercourse with other persons before being in the relationship with you, would you use condom for the first intercourse?

ACTIVATE: AGENTS4CHANGE

Objective: To understand what actions young people have done, would do and think would influence decision-making or policy environments.

A) Flip chart sheets

There should be 2 flip chart sheets. First use one sheet for activities carried out by students during the programme. The second flip chart sheet is a summary of the activities conducted by the agents as a group/club action. Facilitator text: First, you should write what activities you remember having conducted during the programme. Activities like drama, writing a poem, doing a dance to raise awareness on HIV, etc. Specify for each activity if you did it on your own – individual basis, or if it was part of a group/club action, if you did it with friends as a small group or if you did it as a club activity.
Facilitator text: (हस्तक्षेप लाई नेट :) 

Now, please write down activities you have conducted after the programme. Again, specify if you did it by yourself or through a club. (अ, कृपया सहभागीहरूलाई कार्यक्रम पश्चात गरिएका विभिन्न खिलाफकार्यहरूको सूची तयार गराउन लगाउँ। यसमा पनि ती खिलाफकार्यहरूलाई भविष्यत्त वा सामाजिक मात्रामा कुन कुना मात्रको हो। सो छूट्ने गरी लेखन सङ्गार्न।)

B) Discussion (कार्यक्रम)
- How many of you did not conduct any activities? Why did you not conduct any activity? Please explain. (तपाईंले संख्या राख्न सकिने कुन पनि खिलाफकार्यको संचालन गरेको भएर र किन्? कृपया विस्तृत रुपमा गरी वितरण गरिइन्)
- For those who have conducted activities: (खिलाफकार्यहरूलाई संचालन गरिएका खिलाफकार्य मात्रेयसं कुन भागी खिलाफकार्य यही प्रभावकारी भएको जस्तो समयमा? किन्?)
- Which action do you think was very successful? Why? (तपाईले संचालन गरिएका खिलाफकार्य मात्रेयसं कुन भागी प्रभावकारी भएका जस्तो खिलाफकार्यको सफलता किन्?
- Why did you take action? What motivated you in leading these activities?
- Do you see yourself as an agent4change? If so, why? Or why not?
- After the programme, did you find it easy or difficult to keep organizing activities? Why? What would help you in continuing organizing activities? (यस कार्यक्रम पश्चात तपाईले विभिन्न खिलाफकार्यको संचालन परिणाम खोजिए भने खिलाफकार्यको लागि के उत्तरमा सहभागी हुनैर गरी, जसलाई लागैछ?)

5. EVENTS (EXCEPT IN DHADING) (खिलाफकार्य) (कार्यक्रम शाहक)

On the right side of the room, YES prop should be sticked. On the left of the room, NO prop should be stuck. (कोणतै भने भिठाइसका लागि नेलिएको कार्यक्रम र वाण्य पट्टिभित्र भिठाइसका गरिएका कार्यक्रम दस्तावेजको)

Facilitator instructions:

You are going to ask students questions. They should answer by moving to one of the two sides of the room. After each question, before moving, they should first think about the answer they want to provide and wait for your signal (hand clapping) to run into one direction! (तपाईंले छात्रहरूलाई केरी प्रश्नहरूको जवाब दिनेको लागि भएको उत्तर दिने पहिले तपाईंले संचालनको स्थानमा गए उत्तर पनि चुरा वितरण गरिइन्। सहभागीहरूलाई हरेक प्रश्न सोचिएको भएको, सही विद्यालयवाच्छिन्न, यसै विद्यालयामा जारी पूर्व प्रश्नहरूको उत्तर वार्तालाग्न सोचिएको खिलाफकार्य गरी जारीमा पछि वाच्छिन्न नृत्य गर्नुहोस् र गरी सही भएको तरी भएको संकेत दिनेइन्।)

Once the students have moved to one place, briefly discuss with them for further information (see details stated after this sign >)
(जसमा छात्रहरूले पनि सामाजिक खिलाफकार्य दुई वटा वितरण गर्ने भएको विद्यालय जायन्थ)। यसै वेशसै भने प्रश्नसंगम सम्बन्धित अर्थ अर्थ प्रश्नहरू पनि युक्त स्थलमा वर्गीय विद्यालयहरूले।) (कृपया > संकेत पट्टिका कार्यक्रमको विस्तृत जानाकारी दिनेइन्।)

Facilitator text: (हस्तक्षेप लाई नेट :) 
- Have you participated in the big event in Nawalparasi district headquarter/Kathmandu? (को तपाईं नवलपारासी भिठाइसका केन्द्रमा /काठमाडौंमा भएको भने कार्यक्रमको दुई उंचाइमा सहभागी हुनेको?
- Did you like it? > In both cases, why? (तपाईलाई उक्त कार्यक्रम राख्ने भएको?। >भन्न पृथ्वी गरि भए, किन्?)
- Did you learn more things during the event? > What? (को तपाईले उक्त कार्यक्रमपार पृथ्वी मिल्नु भएको विषय?। >भन्न विषय मिल्नु भए?)

RESTLESS DEVELOPMENT
Do you think it is important to have such events as part of the dance4life programme? In both cases, why?

6. **INFLUENCE OF DANCE4LIFE AT THE SOCIAL LEVEL**

Objective: To find out what students discussed with other people about dance4life, and if the students increased the awareness of other people outside school.

- Did you share your dance4life experience with others outside your school? For example, with your parents, family members, neighbours etc?
- What exactly did you talk about?
- Do you think other people think differently about HIV and AIDS after you have informed them/shared your experiences?

7. **IMPROVEMENTS FOR THE DANCE4LIFE PROGRAMME**

Objective: To gain insight into the areas for improvement of the dance4life programme.

The facilitator will ask the students to discuss in groups of two students. Students are given post-its. 

- On the flipchart sheet 'Improvement areas', stick the post-its where you wrote what can be improved next time (several post-its if they want to). It can be about anything: the way lessons are facilitated, the language used, the length of the programme, if you felt uncomfortable with one of the topics, etc.
- On the flipchart sheet 'Topics covered by dance4life programme', please stick post-its where you answered to the questions.

Facilitator text:

- On the flipchart sheet 'Improvement areas', stick the post-its where you wrote what can be improved next time (several post-its if they want to). It can be about anything: the way lessons are facilitated, the language used, the length of the programme, if you felt uncomfortable with one of the topics, etc. 
- On the flipchart sheet 'Topics covered by dance4life programme', please stick post-its where you answered to the questions.
- Do you think topics covered by dance4life programme were relevant to you and your community? (वस कार्यक्रमां समेतको विषयहरूले तपाईं र तपाईको समुदायको लागि उपयुक्त छ जस्तो भएको?)
- Why do you think so? (पलिअले (छ/ छैन) हो भने कारण को हो?)
- What other topics should be covered by the dance4life programme in your opinion? (यस कार्यक्रमले समेत सन्तुष्ट पनि अन्य विषयहरूले के र हुन सक्दछौ?)

Then, once all students have stuck their post-its, review and ask clarification when not clear for you. (सबै सहभागीहरूले सही स्थानमा ठाउँने काम सहजपर्नुहोस् पुन: जान गरी निर्देशकहरु स्थानहरूले कार्यक्रम सहित प्रकोप परिरङ्गन हुँदै)।

8. CLOSING (गल्ला)

Objective: To close the Focus Group Discussion and evaluate the experience of the students involved in it. (यस कार्यक्रममा सहभागी भएका विचारीहरूको अनुभवका आधारमा गरिएको सामाजिक सामान्यक झलफत र मूल्यांकन कार्यक्रमको अन्तमा गर्न।)

The facilitator will summarize the main issues discussed and will ask the students to respond to this summary: (सहभागीहरुले छलफललाई अधिक मुख्य सहभागीहरूको सन्दर्भमा गरिएको र सहभागी विचारीहरूले चुनेको छ या छैन भनी जाएले गरेको।)

Does it cover what we have just discussed? Have any areas been forgotten in this summary? (यस को आँकी गर्ने भए तपाईं स्थान मूल्यांकन पनि भएको)

Do you want to add anything? (के आँके र तपाईं हाम्रो जानाले छलफललाई गरिएको विषयहरूले समेतको छ? कृपया विषयहरू हुनुहुन वा विरोधको छ? तपाईले यसमा कृपया बुझ गर्न प्रस्तृत हुनुहुन?)

The facilitator explains how this research will be continued/followed up. (सहभागीहरूले सहभागीहरूलाई यो क्षेत्र अनुसन्धानलाई कृपया निरंतरता दिने/निरंतर रूपमा चुरूने भन्ने साधना बाट बढाउने।)

The facilitator will thank all students for their input and will close the session. (सहभागीहरूले यस क्षेत्र तथा अनुसन्धान कार्यक्रम अनावश्यक तर्फबाट सहभागीहरू भएल जानाले प्रयास गर्नुहोस् सम्पूर्ण विचारीहरूलाई ध्यानबाट दिने यस सहभागी अन्य गरेको।)
INTRODUCTION

- Introduce yourself, the study and its objectives (空前的介绍，这项研究的目的和目标）
- Discuss informed consent (and explain the structure and topics of the interview, duration; stress anonymity, confidentiality. Ask for permission to audio record)（采访前讨论知情同意，并解释采访的结构、主题、时间；强调匿名性、保密性。请求录音许可）
- Thank the respondent for their willingness to participate (感谢受访者愿意参与)
Skills4life, Only for Peer Educators

a) How/in what way are the skills4life sessions relevant/useful to students? (skills4life)

b) What were the students’ overall reactions to the information provided during the skills4life part? (Tadpoles)

c) What questions did they raise, if any? (Tadpoles)

d) Do you know how students who participated put into practice the knowledge and skills they acquired? (Tadpoles)

Act4life Only for Peer Educators

a) What activities do the students undertake after the tour and skills4life parts? (HCT tour)

b) Do they have an opportunity to use the skills they learned in the skills4life part during act4life? (Act4life club)

c) What factors contribute to a student becoming agent4change? (Act4life club)

d) For students who are agents4change, what is their understanding of the role or position of agents4change? (Act4life club)

e) To what extent do the agents4change understand the programme’s vision (young people can halt the spread of HIV) and mission (creating a social movement)? (Act4life club)

f) What support do agents4change get to carry out activities? (Agents4change)

- at school
- from dance4life programme staff
- at home
- in the community

Act4life

a) From your observation, how has the programme contributed to change young people’s: (Act4life)

- skills in terms of sexual and reproductive health (Act4life)
- attitudes towards people living with HIV (Act4life)
- attitudes towards taboo related to sexual and reproductive health and HIV/AIDS (Act4life)

b) How effective is the dance4life approach in addressing stigma, taboo and discrimination, taking into consideration cultural traditions in your setting? (Dance4life)

c) How has the programme been able to develop leadership skills among students? (Dance4life)

d) What about students’ self-esteem / confidence: Has the programme been able to develop such skills? (Dance4life)
MONITORING AND REPORTING (अनुसंधान र तृतीयक)
Only for Peer Educators: चीफरी शिक्षक, शिक्षिकाहरुको यात्रा साथ ।।
a) What tools did you use to keep a record of:
- number of students who were involved in skills4life sessions
- number of students who became agents4change
- activities carried out by students to become agents4change
b) How did you assess students' knowledge about HIV and AIDS after participating in the programme?

CONCLUDING QUESTIONS (संक्षेपित प्रश्न)
a) What is the biggest success of this programme in your opinion?
b) What was your biggest challenge during the programme implementation?
c) What areas need improvement?
d) How should these be addressed?
e) Is there anything more you would like to add?
f) Do you have further questions or comments?

THANKS AGAIN FOR PARTICIPATING!! तर्ने सहभागितालाई धन्यवाद ।।
INTERVIEW WITH MASTER TRAINERS (मास्टर प्रशिक्षकोंको अन्तर्वेदना)

INTRODUCTION (परिचय)
- Introduce yourself, the study and its objectives (अपनी परिचय, यसको लक्ष्य र उद्देश्यहरूका बारेमा जानकारी दिनेप्रेषण)।
- Discuss informed consent (and explain the structure and topics of the interview, duration; stress anonymity, confidentiality. Ask for permission to audio record) (जानकारी दिन सम्बन्धी श्रवण र सुरक्षा स्तर सम्बन्धी जानकारी दिनेप्रेषण)।
- Thank the respondent for their willingness to participate (यसको अज्ञानता प्रशिक्षकोंको जानकारी दिन साथी हुनु माथिएको अन्तर्वेदना दिनेप्रेषण)।

BACKGROUND QUESTIONS (भूमिका प्रश्नवाचकता)
- Over which period have you been involved in the dance4life programme? (तपाईंनले र कार्यक्रमको आयोजन गरेको वक्रक निर्धारित गरेको छ?)
- What were your specific responsibilities and activities in the programme? (तपाईंको यस कार्यक्रममा प्रमुख भूमिका के अधियो र के काम निर्धारित गरेको छ?)

INVOLVEMENT (सहभागिता)
- Why did you decide to become a Master trainer? (तपाईंले एउटा मास्टर प्रशिक्षक बनने को निर्णय गरेको छ?)

GENERAL IMPACT OF THE PROGRAMME (कार्यक्रमको प्रभावित विषयक बारेमा)
a) Have you been able to go the field to oversee some activities? (कै गरेको छ तपाईंले यस कार्यक्रममा गार कार्यक्रमको कार्यक्रम अस्थायी नृत्यक्रम गरेको छ?)
b) If so, from your observation, how has the programme contributed to change young people’s: (यदि तपाईंले गरेको छ तब यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)
- practices in terms of sexual and reproductive health (यो तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)
- attitudes towards people living with HIV (एउटा आई र कै र मानव जीवन के यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)
- attitudes towards taboo-related to sexual and reproductive health and HIV/AIDS (यो तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)
c) How effective is the dance4life approach in addressing stigma, taboo and discrimination, taking into consideration cultural traditions in your setting? (यो तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)
d) How has the programme been able to develop leadership skills among students? How? Please elaborate. (यो तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)

e) What about students’ self-esteem / confidence: Has the programme been able to develop such skills? How? Please elaborate. (यो तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)

FEEDBACK ON THE PROGRAMME (कार्यक्रमको पुष्टिक्रम)
a) What is the biggest success of this programme in your opinion? (तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)
b) What was your biggest challenge during the programme implementation? (तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)
c) What areas need improvement? (तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)
d) How should these be addressed? (यो तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)

e) How do you think sustainability can be ensured? Can Master trainers play a role in supporting sustainability? (यो तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)

CONCLUDING QUESTIONS (सम्पन्नक्रमको प्रश्नहरू)
a) Is there anything more you would like to add? (तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)
b) Do you have further questions or comments? (तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)

THANKS AGAIN FOR PARTICIPATING!! (तपाईंले यस कार्यक्रममा सुविधा नृत्यक्रम गरेको छ)
INTERVIEW WITH PNGO

INTRODUCTION
- Introduce yourself, the study and its objectives.
- Discuss informed consent (and explain the structure and topics of the interview, duration; stress anonymity, confidentiality. Ask for permission to audio record).
- Thank the respondent for their willingness to participate.

BACKGROUND QUESTIONS
- What were your specific responsibilities and activities in the programme?
- Over which period have you been involved in the dance4life programme?
- How were the schools selected/which criteria?

KNOWLEDGE, STIGMA AND TABOO AROUND HIV, SRHR AND HUMAN RIGHTS
a) What are some of the strongly prohibited practices or taboos in the targeted areas concerning the sexual and reproductive health of young people? Why so? How has the programme addressed these issues?
b) To what extent SRH is discussed at school as per the official curriculum?

ROLE OF PNGO AND RD AND OTHER STAKEHOLDERS
a) What are the respective roles of your NGO and Restless Development?
b) What support did you get from Restless Development?

IMPACT OF THE PROGRAMME
a) How many school based clubs have been formed by the dance4life programme in this district? What activities did they carry out? How many have remained active after the end of the programme?

GENERAL IMPACT OF THE PROGRAMME
a) From your observation, how has the programme contributed to change young people’s:
- practices in terms of sexual and reproductive health
- attitudes towards people living with HIV
- attitudes towards taboos related to sexual and reproductive health and HIV/AIDS

RESTLESS DEVELOPMENT
b) How effective is the dance4life approach in addressing stigma, taboo and discrimination, taking into consideration cultural traditions in your setting? 

C) How has the programme been able to develop leadership skills among students? How? Please elaborate.

d) What about students' self-esteem / confidence: Has the programme been able to develop such skills? How? Please elaborate.

CONCLUDING QUESTIONS

a) What is the biggest success of this programme in your opinion? 

b) What was your biggest challenge during the programme implementation? 

c) What areas need improvement? 

d) How should these be addressed?

e) Is there anything more you would like to add? 

f) Do you have further questions or comments?

THANKS AGAIN FOR PARTICIPATING!
INTERVIEW WITH TEACHERS

INTRODUCTION
- Introduce yourself, the study and its objectives.
- Discuss informed consent (and explain the structure and topics of the interview, duration; stress anonymity, confidentiality. Ask for permission to audio record).
- Thank the respondent for their willingness to participate.

BACKGROUND QUESTIONS
a) What subjects do you teach in this school? Apart from teaching, what else are you responsible for in the school?

b) Over which period have you been involved in the dance4life programme?

c) How were you involved in the programme?

d) Can you please describe the stages and the content of the programme?

STIGMA AND TABOO AROUND HIV, SRHR AND HUMAN RIGHTS
a) What are some of the strongly prohibited practices or taboos in the targeted areas concerning the sexual and reproductive health of young people? Why so? How has the programme addressed these issues?

b) Before the programme, what do you think students knew about:

   - what HIV/AIDS and STI are
   - transmission and prevention methods
   - sexual and reproductive health and rights

   c) To what extent SRH is discussed at school as per the official curriculum?
   d) To what extent is stigma and taboo discussed in schools as per the official curriculum?

THE ACTIVITIES: TOUR, SKILLS FOR LIFE, ACTIVATE, CELEBRATE
a) What did you think of the HCT during the first visit of the dance4life team?

b) What were the reactions from students to the Heart Connection Tours (in terms of interest and information given)?

c) Do you think students easily understand the information given during the tour? Please elaborate.

Skills4life (विकासकको लागि शिई)
a) How/in what way are the skills4life sessions relevant/useful to students?

Act4life (विकासकको लागि गतिविधि)
a) What activities did the students undertake as part of the dance4life programme?

b) Has a club been formed? If so, what did it carry out?
c) Have some students/the club remain active after the programme? What did they do/organize?

Other
- What support did you provide to peer educators?
- What support did you provide to agents4change?

GENERAL IMPACT OF THE PROGRAMME

a) From your observation, how has the programme contributed to change young people’s:
- practices in terms of sexual and reproductive health
- attitudes towards people living with HIV
- attitudes towards taboos related to sexual and reproductive health and HIV/AIDS

b) How effective is the dance4life approach in addressing stigma, taboo and discrimination, taking into consideration cultural traditions in your setting?

d) How has the programme been able to develop leadership skills among students? How? Please elaborate.
e) What about students’ self-esteem/confidence: Has the programme been able to develop such skills? How? Please elaborate.

CONCLUDING QUESTIONS

a) What is the biggest success of this programme in your opinion?
b) What was your biggest challenge during the programme implementation?
c) What areas need improvement?
d) How should these be addressed?
e) Is there anything more you would like to add?
f) Do you have further questions or comments?

THANKS AGAIN FOR PARTICIPATING!
INTERVIEW WITH ADVISORY BOARD MEMBERS

INTRODUCTION
- Introduce yourself, the study and its objectives
- Discuss informed consent (and explain the structure and topics of the interview, duration; stress anonymity, confidentiality. Ask for permission to audio record)
- Thank the respondent for their willingness to participate

BACKGROUND QUESTIONS
- Over which period have you been involved in the dance4life programme?
- What were your specific responsibilities and activities in the programme?

INVOLVEMENT
- Why did you decide to be involved as an advisory board member?
- What has the board been doing? When did it start? What do you think of such achievements?

GENERAL IMPACT OF THE PROGRAMME
a) from your observation, how has the programme contributed to change young people’s:
- practices in terms of sexual and reproductive health
- attitudes towards people living with HIV
- attitudes towards taboosrelated to sexual and reproductive health and HIV/AIDS
b) How effective is the dance4life approach in addressing stigma, taboo and discrimination, taking into consideration cultural traditions in your setting?
c) What additional approaches should be employed if better results are to be attained?
d) How has the programme been able to develop leadership skills among students? How? Please elaborate.
e) What about students' self-esteem / confidence: Has the programme been able to develop such skills? How? Please elaborate.

FEEDBACK ON THE PROGRAMME
a) What is the biggest success of this programme in your opinion?
b) What was your biggest challenge during the programme implementation?
c) What areas need improvement?
d) How should these be addressed?
e) How do you think sustainability can be ensured? Can Board Members play a role in supporting sustainability?

CONCLUDING QUESTIONS
a) Is there anything more you would like to add?
b) Do you have further questions or comments?

THANKS AGAIN FOR PARTICIPATING!