REPORT OF THE EVALUATION OF DANCE4LIFE IN BARBADOS

Caroline Allen and Juliette Maughan 2016
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# Glossary

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<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>BFPA</td>
<td>Barbados Family Planning Association</td>
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<tr>
<td>CARICOM</td>
<td>Caribbean Community</td>
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<tr>
<td>CNCDs</td>
<td>Chronic, non-communicable diseases</td>
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<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>HCT</td>
<td>Heart Connection Tour</td>
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<tr>
<td>HFLE</td>
<td>Health and Family Life Education</td>
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<tr>
<td>IYC</td>
<td>International Youth Council</td>
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<tr>
<td>MoESTI</td>
<td>Ministry of Education, Science, Technology and Innovation</td>
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<tr>
<td>NGO</td>
<td>Non-governmental organisation</td>
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<tr>
<td>PEPFAR</td>
<td>The United States President's Emergency Fund for AIDS Relief</td>
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<tr>
<td>SRH</td>
<td>Sexual and reproductive health</td>
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<tr>
<td>SRHR</td>
<td>Sexual and reproductive health and rights</td>
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<tr>
<td>STI</td>
<td>Sexually transmitted infection</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<tr>
<td>UWI</td>
<td>University of the West Indies</td>
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<td>YAM</td>
<td>Youth Advocacy Movement</td>
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EXECUTIVE SUMMARY

Dance4life is an internationally recognised structured behavioural intervention delivered in schools and communities to promote health and prevent HIV among young people. Barbados is currently the only Caribbean country where dance4life has been implemented.

An evaluation of dance4life Barbados has been requested to take stock of the status, achievements and remaining gaps and as an information source for agencies interested in its work.

This report provides a thorough assessment of the organisation, examining processes as well as outcomes of the intervention. The evaluation seeks to answer three main questions:

1. What is the status of adolescent sexual and reproductive health and rights (SRHR) in Barbados?
2. Is dance4life implemented according to plan?
3. What has been the impact of dance4life Barbados?

Methods

Situational analysis
The analysis of adolescent sexual and reproductive health and rights (SRHR) in Barbados provides an outline of challenges to which dance4life responds. Available health and demographic statistics, surveillance and research reports have been analysed.

Process evaluation
The process evaluation starts with presentation of the dance4life intervention, as designed by dance4Life International, an organisation based in Holland. The dance4life International website is the main source of information. Information on how the international blueprint has been adapted to local circumstances has been gathered from documents, interviews with staff and key stakeholders from fourteen governmental and non-governmental organisations and observation of dance4life at work in schools, children's homes and detention centres. Facilitators and obstacles to implementation have been analysed by looking at the structure and human resources of the organisation, sources of funding, institutional links, public profile and relationship with schools.

Impact evaluation
This part of the evaluation focuses on the impact of the intervention on the young people themselves, and, by extension, health and social development in Barbados.

To see the difference that dance4life has made, focus group discussions (FGDs) were conducted with young people in schools that have had the intervention and schools that have not. Three participating schools were matched with three non-participating schools, using Common Entrance mark ranges as a rough indicator of educational level of the students and socio-economic status. Six FGDs in schools with the target age group 13-14 were used to evaluate the skills4life health and family life education (HFLE) component of dance4life's work. Guidance Counsellors were interviewed in the schools included in the evaluation. In the three schools included which had the intervention, a further three FGDs were conducted later in the school year to evaluate the skills4life youth activism component of the intervention. Researchers also observed skills4life and act4life sessions.
dance4life conducts surveys of skills4life participants at the beginning and end of each cycle of delivery of skills4life. Quantitative data from these pre-post surveys have been analysed to assess changes in knowledge, attitudes, beliefs and practices among the adolescents.

In Children’s Homes and Juvenile Detention Centres covered by dance4life, intervention sessions were observed and FGDs with young people were conducted. Staff were also interviewed.

Stakeholder interviews as detailed above were also used as a source of data on the impact of the programme.

Results

Situation analysis

The development economist and philosopher Amartya Sen defined human development as the expansion of choices and capabilities. The choices and capabilities of Barbadian adolescents are restricted in various ways. These include the impact of the global economic recession, lack of competitiveness in the economy, lack of entrepreneurial orientation of the education system, poor access to child care by parents seeking to work, low labour force participation by women, increasing involvement of youth in criminal gangs, and discrimination against sexual minorities and people with disabilities. Low-income and poorly educated youth have especially limited opportunities.

The rate of adolescent pregnancy in Barbados is far higher than in other countries at a similar level of human development. HIV prevalence is higher in the Caribbean than in any region other than sub-Saharan Africa. Among youth, HIV prevalence is also higher in the English-speaking Caribbean than in any other American sub-region. Surveys among 13-15 year olds in Barbados (the target age group for dance4life) show that around one in three have already had sex. Of sexually active youth, only around two-thirds used a condom at last sex. Age differences between adolescents and their first partners are often large, suggesting exploitation of children and older adolescents by older people.

Despite the evident risks faced by adolescents in Barbados, under the legal “age of majority” (18) they do not have the legal right to health services without parental consent. They therefore lack access to HIV/sexually transmitted infection (STI) prevention services and contraception. Many young people increase their vulnerability by revealing personal feelings and information and images about their sexual activities on social media. Online sexual harassment and bullying affect many adolescents.

Academic research, confirmed by the current study, shows that HFLE, as recommended by the Caribbean Community and promoted by regional and international agencies, has generally not been delivered according to plan, let alone been successful in tackling the range of vulnerabilities of adolescents. Barriers relate to insufficient teacher training in HFLE; teacher turnover; reluctance and lack of confidence when delivering HFLE; perceived community resistance; available time and resources given the priority accorded by schools to academic subjects; the sensitive and taboo nature of some subject material, and lack of familiarity with interactive teaching styles necessary to develop student skills. Since some subjects, especially concerning sexuality and sexual health, are regarded by some teachers as technically complex and taboo, the less sensitive, “easier” components of HFLE curricula are taught more fully. Teaching HFLE does not tend to offer professional status for teachers delivering it. Because
HFLE in not an examinable subject, it tends to command lower priority in timetabling than those for which students are studying for qualifications.

Given the constraints to HFLE there is space for organisations to supplement the efforts of teachers. dance4life Barbados is one such organisation.

**Process evaluation**

**The dance4life international model**

Dance4life comprises four intervention components: the heart Connection Tour, skills4life, act4life and The Big Event.

1. Heart Connection Tour

Facilitators introduce dance4life in a school earmarked for the delivery of the intervention, via a fun, interactive workshop. The event takes the form of a concert, incorporating videos, peer education, edu-drama, real-life stories, music, a dance drill and dance competitions led by young people. The key word dance4life associates with this component of the programme is INSPIRE.

*The evaluation found that:*

- Teachers expressed concern about having such a boisterous event at the beginning of the school year. The event lasts up to two hours and there is a challenge with requesting that much time off regular classes for students.
- The event has therefore been rescheduled for the end of the first or second term as a celebration of work done. The Directors have ensured that the inspirational intention of the Tour is incorporated into the first class of the skills4life session. This incorporates videos of Barbadian adolescents and celebrities joining in dance4life events and dancing. Students are taught the dance sequence choreographed by dance4life International - and participate in games testing SRH knowledge.

2. Skills4life

Facilitators deliver a series of skills-building workshops including the use of dance, drama, games and competitions in educational settings. These focus on building knowledge and self-esteem and aiming to empower young people to make wise choices relating to health. The key word dance4life associates with this component of the programme is EDUCATE.

*The evaluation found that:*

- The two dance4life Directors have adapted skills4life so that they can deliver it, with the assistance of volunteers, in seven structured sessions in each school every two weeks. The major topics covered in the sessions are: Self-Esteem Building; Reproduction & Pregnancy Prevention; HIV; STIs and Substance Abuse.
• Teaching is highly interactive, making use of presentations, videos, quizzes, music and games.
• Scientifically reputable sources are used for the factual information and images used.
• A manual produced by dance4life Barbados is provided to participants and also covers: building trust; gender and HIV; stigma and discrimination; sexuality and rights; sexual violence; sexuality and gender; bullying; non-communicable diseases, and leadership and empowerment. This resource has been used globally by dance4life International.
• The HFLE Coordinator at the Ministry of Education, Science, Technology and Innovation (MoESTI) saw and approved every aspect of the curriculum that dance4life delivers in schools.
• Buy-in was strengthened by consultations with government Ministers, education and youth affairs officers and the National HIV/AIDS Commission, and by basing content on review of national evidence and suggestions of adolescents in class and via a suggestions box.

3. Act4life

Volunteers identified in skills4life workshops receive training and support to become agents4change, conducting fundraising, advocacy, volunteer work and awareness-raising actions in their communities. The key word dance4life associates with this component of the programme is ACTIVATE.

The evaluation found that:

• In schools, dance4life organises sessions after the skills4life sessions, usually in the third term, to promote youth activism and volunteerism.
• In 2016 the sessions have focussed on improving the environment, and countering violence against women and girls. The environmental sessions included tree planting on one of the major roads in Barbados, school clean-ups (picking up litter), painting classrooms, and planting flowering plants on the school grounds.
• A dance4life online campaign focuses on improving access to SRH care for adolescents.
• In a Photovoice project supported by PEPFAR in 2014, adolescents were provided with cameras and asked to document what an AIDS-free generation meant to them. They took part in an exhibition and discussion at the U.S. Embassy.

4. The Big Event

This is a dance event organised every two years, in which the young people who took part in action arising from the project participate in a celebration involving performers and DJs and video-link to people in other countries involved in dance4life. The key word dance4life associates with this component of the programme is CELEBRATE.

The evaluation found that:

• The Big Event has been held bi-annually since 2010, the first time with a video link to dance4life organisations around the world, and since involving individuals and organisations in Barbados only. The first event received funding from dance4life International while local fundraising was necessary for subsequent Events, which have been supported by The Maria Holder Memorial Trust.
Now a broad cross-section of Barbadian entertainers and DJs perform and youth empowerment organisations attend. The restriction to a local event has lead to a deepening of connections with other Barbadian opinion leaders and organisations.

Implementation in non-school settings

dance4life is now implemented in a number of non-school settings, broadening access by vulnerable and marginalised adolescents. Summer programmes are carried out at the Boys' and Girls' Government Industrial Schools (juvenile detention centres for young offenders aged up to 16) and the two Children's Homes for adolescents.

Visiting lecturers run sessions on a variety of subjects, including emotional awareness and anger management, career preparation and substance abuse. dance4life staff sometimes provide demonstrations of how to use male and female condoms, involving the young people in practicing their skills with anatomical models. Games and craft activities, campfires and excursions provide fun and bonding.

There is also a monthly session at the Government Industrial Schools for boys and girls. The monthly session enables them to reach more of the transient children than might be reached through the summer programme and schools programme.

As a new element which is not a normal part of the dance4life International programme, dance4life brings a cake and throws a small party for each child's birthday every year. They have been commended by the Child Care Board for this intervention.

Numbers participating in dance4life

The number of schools, sessions and students participating in dance4life have increased over time. The number of schools rose from eight in 2012 to twelve in 2016. The number of sessions delivered in the schools increased on average by 14.5% per year from 2012 to 2016, to reach 588 in the 2015-'16 school year. Likewise the number of students involved in skills4life sessions increased by around 15% per year (average 15.4%), to reach 2,205 in 2015-'16. As a result of these increases, dance4life exceeded the target set for number of skills4life participants during the period of funding by The Maria Holder Memorial Trust by one third (32.8%).

Facilitators and obstacles to implementation

Structure and human resources

dance4life Barbados is a small organisation, comprising just two appropriately qualified full-time members of staff, both of whom are designated as Directors. Volunteers are recruited annually, with some of them being former participants in dance4life interventions. Others are often University students, some of whom are from other countries. Volunteers receive BD$20 per school session, to help offset their expenses such as travel. Those who help with the summer camps get BD$500 for the whole camp.

Since most volunteers are youth, there is high turnover as they move on with studies or career. Some have difficulties with transport. Thus dance4life does not have reliable human resources to back up the efforts of the two Directors. The Directors are working at full capacity, and have to fit in office duties in the evenings as they are out delivering sessions for most of each working day.

Dance4life Barbados evaluation report
Funding

Funding from dance4life International is minimal. At initiation, dance4life Barbados was funded mostly by AidInc, an organisation providing technical support for health and social development projects. When AidInc closed, The Maria Holder Memorial Trust took up the bulk of the funding from 2012 to 2016. MAC AIDS Fund has provided a regular grant to dance4life Barbados since 2013, but is unable to supply more than 20% of the funding of any organisation. A small grant was provided by PEPFAR solely for the Photovoice project.

Fundraising efforts with the Barbadian private sector and via grant applications has met with minimal success to date. They are looking at applying for grants concerned with issues beyond SRH, such as youth leadership, non-communicable diseases and the environment. They are also looking into philanthropic donations via an initiative called friends4life, whereby individuals who provide substantial funding are invited to all events and have honorary status and privileges.

Institutional links and public profile

Stakeholder interviews revealed that dance4life Barbados has established a solid reputation and secured the confidence of government and implementing partners in government and non-governmental agencies. In schools, Guidance Counsellors and other teachers are very satisfied with its work in delivering Sexuality and Sexual Health components of HFLE. Beyond these core partners and youth, dance4life work does not appear to be well known. There are bursts of publicity around The Big Event, but the general public knows little of the organisation at other times. In the three schools included in this evaluation who are not participating in dance4life, only one of the three Guidance Counsellors had heard of dance4life, and the children had not. In the one non-participating school where it was known, dance4life had been in negotiation with the school to begin implementing its programme.

Fidelity to Programme Design and Local Needs

dance4life International’s model has been adapted to suit the needs of Barbadian youth and in line with the current capacity of the organisation. The Barbados programme is solidly informed by local epidemiological and social research evidence, by stakeholder consultation, by processes to attain official government approval, by its own research with adolescents and by adolescent feedback during classes. It has evolved from a focus on HIV to a broader scope of work on youth development, but which continues to address factors driving the HIV epidemic, such as self-esteem and substance abuse.

Impact evaluation

Here we analyse impact on youth development, with emphasis on showing the adolescents’ points of view as revealed in focus group discussions, observational sessions and baseline and endline surveys administered at the beginning and end of skills4life sessions.

Behaviour change

The population included in dance4life's school intervention appear similar to the general population of this age group in that around one third (32.4%) have ever had sex; similar to levels of sexual activity recorded
in national surveys with 13 to 15 year olds. Changes in behaviour between baseline and endline in the 2015-'16 school year show changes in the favourable direction across most indicators. For instance:

- The number of adolescents who had sex in the past three months decreased by 21.3%
- The number of sexually active adolescents who used a condom at last sex increased by 8.9%
- The number who knew that mosquitoes cannot transmit HIV increased by 22.3%
- The number who knew that a girl can get pregnant if the male withdraws before he ejaculates increased by 42.3%
- The number able to name at least one STI increased by 22.1%

Levels of stigma and discrimination improved. However, use of contraception among the sexually active changed very slightly and figures indicated some increase in exposure to violence and bullying.

Adolescents explained that dance4life achieves changes in knowledge, attitudes and behaviours by helping them understand the consequences of their actions for themselves and others and by letting them know that it is within their power to choose. They believed the programme was effective in achieving positive health outcomes such as raised self-esteem, reduced pregnancies and HIV rates. These were achieved not just by sharing information but by providing sympathetic support for young people.

Beyond immediate health outcomes, adolescents emphasised the developmental benefits of dance4life and how it would empower them in future. Several children emphasised that dance4life could set them back "on the right path", saying that they or their peers were already involved in sex, drugs or violence. Others emphasised how it would help them think before they act, decide on their friends and generally "go further in life." Participants stressed that benefits extended beyond themselves, in that they shared the information provided by dance4life with their family and peers.

None of the young people cited deficiencies in dance4life work that might lead to negative behavioural outcomes or lack of effectiveness.

**Evidence-informed intervention**

dance4life's intervention in Barbados is well-informed by Caribbean and international evidence and behavioural theory on factors driving the HIV epidemic, STI, pregnancy and chronic, non-communicable diseases. It conforms with the ecological model of health, whereby health outcomes are affected by behavioural and psychological factors, such as substance abuse, self-esteem, leadership, bullying, violence and trust. These in turn are affected by factors in the social environment that affect young people - norms about gender and sexuality, tolerance of violence, human rights, stigma and discrimination - all of which are covered by the intervention.

**dance4life pedagogic method**

The elements that make up dance4life pedagogic method create excitement and interest among the adolescent target group and keep them engaged. Often the competitions, prizes and audiovisual methods (photos, videos and diagrams) were among the first things mentioned by the schoolchildren as things they liked about dance4life. They thought these helped them retain information and they enjoyed them. They found some of the content sensational, such as the testimonies and pictures of people with diseases, and this helped them retain the information and lessons learned.

Adolescents liked the skills4life manual, with a number saying they keep it at home and refer to it when they have questions about sex and health.

Dance4life Barbados evaluation report
In Government Industrial Schools, some of the children are disruptive and dance4life are able to reduce such behaviour and tensions by drawing them into activities such as games and competitions.

**Filling gaps in HFLE**

Interviewees and FGD participants thought dance4life supplemented existing HFLE provision, in terms of their methodology, the frequency of delivery and the content of their intervention. The teaching style was said to be more interactive and engaging than in general HFLE classes. In all schools included in the evaluation, HFLE classes were missed, often because the teacher/Guidance Counsellor was absent or attending to other matters, and sometimes because of clashes with other matters the school deemed to be important, such as practice for school sports or exam revision. In contrast, dance4life reliably attended all classes scheduled for them to deliver, except under extreme circumstances. Only a small minority of HFLE classes covered sexuality and sexual health. dance4life, in contrast, concentrates on these topics, enabling more adequate sex education at this vulnerable time of life.

Representatives of the MoESTI, Ministry of Health, Community Development Department and MAC AIDS Fund mentioned that they would like to see dance4life in all secondary schools. The representative of the Community Development Department thought that dance4life should extend its work to other youth such as those involved in Community Dance Fest and in churches.

**Accuracy of information about health**

The interactive methodology of dance4life, including fielding questions from adolescents, enhanced its effectiveness in clearing up myths and misconceptions about health and conveying accurate information. dance4life ask children, for instance, how they think pregnancy is prevented and talk through why certain beliefs are incorrect.

FGDs conducted in schools not included in the dance4life programme revealed that HFLE teachers sometimes provide inaccurate information. In two of the three schools, they noted that teachers had told them that condoms were ineffective in preventing HIV. In contrast, dance4life provides information on consistent and correct use of condoms and, when permitted by authorities, provides condom demonstrations.

**Access to health and preventive services**

Dance4life’s youth4access petition campaign has raised awareness among young people about their right to health care. However, it has not yet been delivered to the government.

Some young people come to dance4life staff for advice about problems and they refer them to services. However, providing instruction on the range of services available to young people for SRH and other health issues, including advice on where to obtain contraception if necessary, has not been included systematically in the curriculum of skills4life.

dance4life staff do not systematically talk to young people about the sorts of risks and vulnerabilities that may be faced by sharing sensitive information on social media.

**Consistency of intervention**

A number of stakeholders remarked that something that is distinctive about dance4life is their degree of consistency, reliability and commitment to what they do. Stakeholders noted that many charitable organisations and church groups do one-off activities for children in the children’s homes and Dance4life Barbados evaluation report
Government Industrial Schools, but these have little impact on the children and they may be resistant since they are unable to trust these groups in such a short time.

The consistency of dance4life builds up trust and has reportedly proven helpful in raising the self-esteem and engagement in positive activities of the children in institutional settings. This position of trust is enhanced by the birthday initiative and Christmas celebrations in these settings by dance4life, especially against the background of the neglect and abuse experienced by many of these adolescents earlier in their lives.

Human resource constraints affect even coverage of schools in Barbados by dance4life.

**Youth engagement**

Youth engagement is achieved by the pedagogic methods of the programme. In addition, volunteers are recruited who are able to "react with humour" to adolescent behaviour. The Directors are perceived as young and this is enhanced by the branded t-shirts worn and the use of popular culture throughout the programme. dance4life Directors and volunteers are recognised by young people on the street.

**Development of self-esteem and mental health**

From the clear demonstration of caring through the birthday programme to the way they speak to adolescents on a daily basis, the dance4life show that they respect and value the young people they work with. This respect is reciprocated and young people begin to believe they can aspire and achieve. Especially vulnerable youth in the Detention Centres and the Children's Home are often from poor or abusive backgrounds and the reliability and adolescent-friendly approach of dance4life has helped them develop a sense of purpose and order.

**Promotion of social activism and volunteerism**

dance4life increased the commitment of participants to volunteering, in part by showing how their own school or community could benefit. Awareness was raised of broader issues such as the environment, violence or youth access to health care.

Some FGD participants were interested in getting involved in dance4life in future. However, they had not been provided with information on how to do so.

**Discussion and Recommendations**

Existing Health and Family Life Education in Barbados does not meet its human development potential. It is not delivered with the frequency envisaged; it does not include enough sessions or content on sexuality and sexual health to adolescents at a highly vulnerable stage in their development; teaching styles are limited in their capacity to engage and involve students in learning; inaccurate information is sometimes relayed. dance4life responds positively to all these deficiencies and is unique in Barbados in its highly youth-oriented pedagogic methods to promote sexual and reproductive health. Above all else, participating students emphasised that their options had expanded as a result of interacting with the dance4life team. Emerging from this evaluation is a picture of an organisation that is very effective in achieving improved health and development outcomes for the adolescents with which it works. It is
universally respected and young people like it. However, its potential is constrained, principally by human resource limitations.

The following recommendations are made.

**Human resource capacity, communication and sustainability**

Additional human resources are essential to meet adolescent needs and to enable Directors to fulfil strategic obligations, especially to raise the public profile of the organisation.

At least two additional members of staff should be provided, to concentrate on delivering the intervention in secondary schools and in summer camps using the existing model. The employment of existing volunteers to these positions should be prioritised, to build on the volunteers’ existing skills and loyalty.

Skills4life participants should be provided with information on how to get involved with dance4life as volunteers or professionals. Such information should also be available on the dance4life Barbados website.

Employing more staff for day-to-day operations will free the Directors to carry out more strategic work, such as communications and fundraising, which are necessary for sustainability. Additional training for these functions should be supplied. Alternatively, personnel with communications, marketing and fundraising skills should be employed. Dance4life should also strengthen relationships with organisations with marketing and communications skills, such as the Caribbean Broadcast Media Partnership on HIV, Be the Change Barbados and the Barbados Family Planning Association. Individuals in these organisations may help raise the profile and sustainability of dance4life.

Enhancing the communication of dance4life with a variety of audiences will enhance impact while enabling more people to support the programme. Ideas for this shared by participants include the involvement of young people and dance4life in TV shows, adverts in newspapers and online about what dance4life could offer, and organisation of or participation in community events such as concerts, sports tournaments, tours, sponsored walks/ runs, puppet shows and Fun Days.

The pursuit of additional funding sources through grant-writing and the friends4life initiative is recommended.

A mapping of stakeholders and potential resources should be completed and updated as dance4life heads into its next phase of development.

**Contribution to HFLE and youth development**

Given the success of dance4life in addressing shortcomings in existing HFLE provision, the dance4life programme should be expanded across secondary schools in Barbados, employing the new and existing members of staff and volunteers.

The MoESTI should support this expansion by communicating with schools about the benefits of the dance4life programme to staff as well as students. School administrations should be urged to communicate with dance4life, especially to alert them to changes in schedule.

dance4life should strengthen links with agencies working with young people such as the Ministry responsible for youth and the Department of Community Development in order to build further work with vulnerable youth.
dance4life should build links with other youth empowerment organisations across the Caribbean who could benefit from their methodology. This depends on human resources being expanded.

**Content of intervention**

dance4life should continue with its model of intervention as regards the Heart Connection Tour, skills4life and Big Event components. A module on the media should be added to skills4life. dance4life should research the dangers of social media, the Internet and other media for young people and explore what exists in terms of interventions (nationally and internationally) to address these dangers. Technical support may be necessary to develop such a module.

Changes in behavioural indicators from baseline to endline in 2015-16 also suggest the need for dance4life to boost its work on access to sexual and reproductive health care – specifically contraception – and on violence and bullying. It appears that young people are being exposed to increasing levels of violence in their relationships as well as online.

As part of skills4life, dance4life should systematically provide information on which services are available to young people to address health issues.

The act4life component should be strengthened. Mechanisms should be established so that dance4life can track the activism of the agents4change after they leave school or institutional settings. Human resource expansion should enable dance4life to become involved in more youth events and mobilisation outside institutional settings, thus raising the profile of dance4life while also contributing to youth development. The youth4access petition should be delivered to the government, accompanied by a public communication campaign.

In the course of their work with adolescents, dance4life staff have discovered some troubling social vulnerabilities and deficiencies in services for youth. To enhance the social development aspects of dance4life work, the Directors should link with the University of the West Indies Department of Public Health and Social Science to conduct research on issues identified. Research evidence may be used as the basis of advocacy and mobilisation with strategic partners.
INTRODUCTION

Dance4life is an internationally recognised structured behavioural intervention delivered in schools and communities to promote health and prevent HIV among young people. Barbados is currently the only Caribbean country where dance4life has been implemented. Basic components of the intervention are shown in Box 1.

A proposal for the evaluation of dance4life Barbados has been requested to take stock of the status, achievements and remaining gaps and as an information source for agencies interested in its work.

This report provides a thorough assessment of the organisation, examining processes as well as outcomes of the intervention. The evaluation seeks to answer three main questions:

- What is the status of adolescent sexual and reproductive health and rights (SRHR) in Barbados?
- Is dance4life implemented according to plan?
- What has been the impact of dance4life Barbados?

Answers to the first question provide the background and an outline of challenges to which dance4life responds. The second question corresponds to process evaluation and the third to impact evaluation.

1. METHODS

1.1 SITUATIONAL ANALYSIS

Dance4life’s achievements should be measured against the background of adolescent SRHR in Barbados. The situational analysis shows the situation to which dance4life Barbados responds.

Available health and demographic statistics, surveillance and research reports have been analysed to describe adolescent sexual and reproductive health (SRH) in Barbados, with special focus on HIV. Sources include United Nations websites, the Ministry of Health, the National HIV/ AIDS Commission and the HIV Gateway website of Caribbean HIV research (www.hivgateway.com). Structural issues such as gender inequality and poverty have been highlighted. Adolescent rights to health have been analysed against this background and taking into account the legal situation with regard to access to SRH services. The report features a section on Health and Family Life Education based on research from Barbados and other Caribbean countries along with information from key informants from Barbados.

Box 1: Intervention components

Dance4life comprises four intervention components:

1. Heart Connection Tour
   Facilitators introduce dance4life in a school earmarked for the delivery of the intervention, via a fun, interactive workshop. The event takes the form of a concert, incorporating videos, peer education, edu-drama, real-life stories, music, a dance drill and dance competitions led by young people.

2. Skills4life
   Facilitators deliver a series of skills-building workshops including the use of dance and drama in educational settings. These focus on building knowledge and self-esteem and aiming to empower young people to make wise choices relating to health.

3. Act4life
   Volunteers identified in skills4life workshops receive training and support to become agents4change, conducting fundraising, advocacy, volunteer work and awareness-raising actions in their communities.

4. The Big Event
   This is a dance event organised every two years, in which the young people who took part in action arising from the project participate in a celebration involving performers and DJs and video-link to people in other countries involved in dance4life.
1.2 PROCESS EVALUATION

Process evaluations aim to evaluate whether a programme's operational mechanisms support the achievement of the objectives of the programme. They start with the identification of objectives as defined by a variety of stakeholders, including those who designed the programme, the programme personnel and external clients interested in the impacts of the intervention (in this case educational, health, social and youth development impacts). They also examine planned procedures and how and why actual procedures differ from what was envisaged. They examine the extent to which current modes of operation contribute to or inhibit the achievement of objectives.

A combination of desk research and interviews has been used to answer this broad question, which has been broken down to cover the following concerns:

- Fidelity to programme design
- Adaptation of the programme and responsiveness to stakeholders
- What have been the facilitators and obstacles to implementation?

1.2.1 FIDELITY TO PROGRAMME DESIGN

The process evaluation starts with presentation of the standardised model of the dance4life intervention, as designed by dance4Life International, an organisation based in Holland. The dance4life International website is the main source of information, along with documents supplied by local staff.

In Barbados, the methodology and curriculum for the skills4life intervention component have been adapted in collaboration with strategic partners. The evaluators have compared the global programme documents with those produced at local level to identify and record points of divergence. Other sources of information are observation of dance4life intervention sessions and several interviews with project staff and a volunteer.

1.2.2 ADAPTATION OF THE PROGRAMME

Information on how the international blueprint has been adapted to local circumstances has been gathered from project documents, interviews with staff and key stakeholders from fourteen governmental and non-governmental organisations and observation of dance4life at work in schools, children's homes and detention centres. Numerical targets for numbers of young people and institutions reached, as set by the current main funder, The Maria Holder Memorial Trust, have been compared with the achievements of dance4life.

The interview guide for key stakeholders is provided in Appendix 1. Sixteen stakeholders representing the following organisations have been interviewed:

- Barbados Family Planning Association
- Child Care Board
- Farrs and Sterling Children's Homes

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Dance4life Barbados evaluation report
Interviewee responses have been analysed against the background of the core values and objectives of the programme as identified internationally and by the technical staff of dance4life.

1.2.3 WHAT HAVE BEEN THE FACILITATORS AND OBSTACLES TO IMPLEMENTATION?

Facilitators and obstacles to implementation have been analysed by looking at the structure and human resources of the organisation, sources of funding, institutional links and public profile and relationship with schools. The main sources of data are interviews with the two Directors of dance4life and one volunteer, the stakeholder interviews and observation of dance4life at work.

Data have been used to assess:

- Human resource constraints to the delivery of the programme as intended, in terms of number of personnel and skills sets. Human resources include current staff and volunteers. Turnover and dropout are considered.
- Logistical difficulties in delivering the programme, such as timetable clashes, scheduling and transport issues.
- Financial sustainability.
- The impact of networks and relationships on sustainability.

1.3 IMPACT EVALUATION

This part of the evaluation focuses on the impact of the intervention on the young people themselves, and, by extension, health and social development in Barbados.

1.3.1 IMPACT EVALUATION OF THE HEART CONNECTION TOUR AND SKILLS4LIFE

To see the difference that dance4life has made, focus group discussions (FGDs) were conducted with young people in schools that have had the intervention and schools that have not. The dance4life intervention is designed for third form secondary students, aged 13-14, so classes in third form were targeted for the evaluation. Three participating schools were matched with three non-participating schools. As a proxy for data on educational level and socio-economic status of the students, Barbados Secondary Schools Entrance Examination (11+) grade ranges for entrants to each school were used to
measure educational achievement, and socio-economic status, of the children in each school. Participating schools and non-participating schools were selected from the top, middle and bottom thirds of 11+ entrance marks to ensure a spread of participants by educational level and socio-economic status. A FGD was conducted in each school, resulting in a total of six FGDs in schools. The data collection instrument for these focus groups is shown as Appendix 2.

In Children's Homes and Juvenile Detention Centres, skills4life and act4life are delivered during intensive summer programmes. All the existing Children's Homes and Juvenile Detention Centres are covered by dance4life. One Children's Home and one Detention Centre was selected for the conduct of observation of one day of the camp and a FGDs with young people who participated in the summer programme 2016. The discussion followed the same format as the ones conducted in schools, with the addition of some questions about the act4life component.

From an ethical standpoint, this research is considered low risk as students were asked to appraise an intervention and were not asked to share sensitive personal information. Prior to each FGD, each educational establishment was provided with information about the evaluation and with the data collection instruments. Evaluators visited the schools and provided verbal and written information to the Guidance Counsellors and third form students. The written information is at Appendix 3; students were encouraged to share this with their parents. A random selection procedure was used to select five boys and five girls from a third form class to participate in a FGD.

On the day of the FGD, information about the study was repeated verbally and selected participants were informed of their right to withdraw from the study and that their responses would be kept confidential. They were informed that their names would not be used in reports from the research. To reinforce this point, each potential participant was provided with a piece of masking tape and asked to write the name of their favourite fruit on it and attach it to their uniform. They were told that during the discussion the participants were to be referred to by their “fruit name” rather than their real name. They were then requested to read through and fill in the assent form (Appendix 4). Refreshments (usually pizza and juice) were provided to participants and consumed before or after the discussion.

At the three schools selected to represent schools that have participated in dance4life, Guidance Counsellors were interviewed. In one of these schools, two other teachers involved in the delivery of Health and Family Life Education teaching were also interviewed. Additionally, a Guidance Counsellor in one of the schools that had not yet received the dance4life intervention was interviewed. The interview guide for these interviews is provided at Appendix 6. The interviews gathered information on the current status of HFLE provision in the school, views on the strengths and weaknesses of the current approach and the facilitators and obstacles to HFLE. In the schools where dance4life had been delivered, interviewees were invited to reflect on the contribution of dance4life.

The Principal of the Government Industrial School and a "Houseparent" at the Children's Homes were also interviewed concerning their views of the contribution made by dance4life.

dance4life conducts surveys of skills4life participants at the beginning and end of each cycle of delivery of skills4life, which takes place during the third form academic year. Data from these pre-post surveys have been analysed to assess changes in knowledge, attitudes, beliefs and practices.
1.3.2 IMPACT EVALUATION OF ACT4LIFE AND THE BIG EVENT

After youth have been inspired and educated, dance4life mobilizes and activates youth to make a positive difference within their communities. Activities can vary from fundraising actions, to advocacy, volunteer work and awareness raising actions.²

The evaluation of act4life involved observation of education/ motivation sessions by dance4life and FGDs with young people following delivery of the act4life component of the intervention. Observation and FGDs were conducted in each of the three participating schools selected for the Heart Connection/ skills4life evaluation. This longitudinal approach enabled the collection of data on the additional impact of the act4life intervention over and above what the children gained from the Heart Connection/ skills4life component. The data collection instrument is at Appendix 6.

Observation and FGDs conducted to evaluate dance4life’s work at the Children’s homes and Government Industrial Schools also included questions on ways in which dance4life mobilizes and activates youth.

The Big Event did not coincide with dates of the evaluation so it was not possible to observe it. Instead, dance4life staff and stakeholders were asked about their participation and knowledge of Big Events and their appraisal of them. Newspaper and other reports of previous events were also reviewed.

Stakeholder interviews as detailed above were also used as a source of data on the impact of the programme.

The triangulation of all these data sources enabled the achievements of dance4life Barbados to be assessed on the following dimensions: behaviour change; evidence-based intervention; pedagogic method; filling gaps in HFLE; accuracy of health information; access to health and preventive services; meeting health and other policy objectives; consistency of intervention; rapport with adolescents; mental health; social activism and volunteerism; humanitarianism; monitoring and evaluation, and international scope.

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2. **SITUATION ANALYSIS**

2.1 **YOUTH DEVELOPMENT IN BARBADOS**

Adolescence is a key stage of the life course that affects health, opportunities and development for the rest of life. It is a time of physical, mental, social and emotional change accompanied by an increasing definition of sexual identity and social status. Managing these changes to achieve optimal health and personal development is challenging and is profoundly affected by social experiences.³

Barbadian adolescents are living in a world undergoing demographic transition, globalization, environmental changes, and a growing reliance on new communication technologies. As a small island developing state, Barbados is severely affected by environmental degradation caused by climate change, and by global economic recession caused by the 2008 financial crisis. Both of these issues have restricted the employment and income-generating opportunities for Barbadian youth, while an aging population places an increasing financial burden on young people.

These challenges fall on some groups of young people disproportionately. Low-income and poorly educated youth are especially affected. Boys and young men in these groups are vulnerable to becoming involved in criminal gangs and violent activity, both which threaten social stability. There are also "troubling levels of non-criminalized forms of social violence that are typically directed at the members of


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vulnerable groups that historically have been disfavoured and discriminated against⁴, such as migrants, people living with HIV, people with disabilities and LGBTI⁵ people. Despite higher educational achievement among girls than boys, unemployment remains higher and labour force participation substantially lower among women than men.⁶ Faced with limited independent economic prospects, girls with lower levels of education and income are especially vulnerable to adolescent pregnancy and transactional sex.

The development economist and philosopher Amartya Sen has helped define human development as the enlargement of people’s freedom to lead lives they value. This revolves around expanding choices and capabilities.⁷ It is clear from the above that there are a number of restrictions on human development in the region and thus on the rights of young people to exercise choices. In this context it is especially critical to work on expanding the capabilities of adolescents. This is central to the philosophy of dance4life, as will be described in detail below. Dance4life focuses particularly on the development of capabilities with regard to sexual and reproductive health and rights (SRHR), but lately has also expanded its scope to include issues such as environmental change, violence, bullying and career preparation. Given the primary focus on SRHR, the following section outlines SRHR issues facing youth in Barbados.

2.2 ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS IN BARBADOS

Young people are key to HIV epidemiology. Globally, 50% of HIV transmission takes place in the 15-24 age group. During adolescence and youth, frequency of sexual activity and partner turnover are high. Adolescents especially lack skills to abstain, be faithful to one faithful, uninfected partner and use condoms consistently and correctly, as captured in the term “ABC of HIV prevention” (Abstinence, Be faithful, Condom use).⁸ Adolescents have limited access to health care, since in Barbados under the legal “age of majority” they do not have the legal right to health services without parental consent.⁹

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⁵ LGBTI = Lesbian, Gay, Bisexual, Transgender and Intersex


HIV prevalence is higher in the Caribbean than in any region other than sub-Saharan Africa. Figure 1 shows that HIV prevalence among youth is also higher in the non-Hispanic Caribbean than in any other American sub-region. In this sub-region, prevalence is substantially higher among young females than young males, pointing to the vulnerability of young women and girls.

Studies in Barbados have revealed troubling levels of SRH risk among Barbadian adolescents and youth.

One third (33.5%) of adolescents aged 13 to 15 have had sex, according to the 2011 Barbados Global School-based Student Health Survey (44% of boys and 23.1% of girls). Similarly, 31% of 15-29 year olds had sex by age 14 according to the National HIV/ AIDS Commission’s 2009 Youth Knowledge, Attitudes, Beliefs and Practices Survey. These sexual encounters are illegal, since the legal age of consent to sex in Barbados is 16.

Of 13-15 year olds who had sex, 64.9% used a condom at last sex, with no significant difference in condom use between boys and girls (2011 Barbados Global School-based Student Health Survey). Condom use appears to be lower among older youth, since 51.8% of unmarried, non-cohabiting 15-24 year old females used a condom at last sex according to the 2012 UNICEF Multiple Indicator Cluster Survey.

Barbados has a very high level of human development overall, according to the United Nations Human Development Index. However, adolescent fertility (teenage pregnancy) is very much higher in Barbados than in countries with similar levels of human development. In 2012 the adolescent fertility rate was 40.8, compared with an average of 18.7 among countries in the very high Human Development Index category.\(^{10}\) The 2012 Multiple Indicator Cluster Survey by the United Nations Children’s Fund (UNICEF) found that 7% of 20-24 year old women had a baby by age 18. Analysis of data from across the Americas shows that rates of adolescent pregnancy are highly correlated with level of education and wealth quintiles, with girls with more education and family income at greatly reduced risk (PAHO data provided to author).

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\(^{10}\) United Nations Development Programme, ibid.

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Many early sexual experiences are abusive\textsuperscript{11}. Age differences between adolescents and their first partners are often large, suggesting exploitation of children and older adolescents by older people. Figure 2 compares data from Barbados with other Caribbean countries and shows that more young Barbadian women aged 15-19 had sex with someone 10 or more years their senior (known as inter-generational sex) than in any other country\textsuperscript{12}. The Barbadian study showed the strongest determinants for inter-generational sex were age of sexual debut, money or gifts received from the partner and self-esteem\textsuperscript{13}. In other words, the earlier the girls first had sex, the more likely they were to have sex with a much older partner. Transactional sex is suggested by the finding that intergenerational sex was more likely if the young woman received gifts or money. The Barbadian study also showed that the development of self-esteem offers a way to protect young women from sexual exploitation by older partners.

**FIGURE 2: AGE MIXING IN SEXUAL RELATIONSHIPS IN CARIBBEAN COUNTRIES: PERCENTAGE OF FEMALES AGED 15-19 WHO HAVE HAD SEX WITH A MAN AT LEAST 10 YEARS OLDER THAN THEMSELVES IN THE LAST 12 MONTHS**

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados</td>
<td>2011</td>
<td>29</td>
</tr>
<tr>
<td>Jamaica</td>
<td>2008</td>
<td>19</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>2007</td>
<td>10</td>
</tr>
<tr>
<td>Haiti</td>
<td>2006</td>
<td>6</td>
</tr>
<tr>
<td>Antigua and Barbuda</td>
<td>2011</td>
<td>17</td>
</tr>
<tr>
<td>Dominica</td>
<td>2011</td>
<td>8</td>
</tr>
<tr>
<td>Grenada</td>
<td>2011</td>
<td>18</td>
</tr>
<tr>
<td>St Kitts and Nevis</td>
<td>2011</td>
<td>4</td>
</tr>
</tbody>
</table>

Sources: Barbados: Transactional and Inter-generational Sex (TIGSex) study (Drakes et al, 2013)
Jamaica: 2008 HIV/AIDS KABP Survey (Hope Enterprises)
DR and Haiti: HIV/AIDS Survey Indicators Database (Measure Evaluation)
OECS: Country reports from OECS KABP surveys (OECS HAPU and UWI Health Economics Unit).

An important fact, possibly related to abuse, was recounted in an interview for this project with the Principal of the Government Industrial Schools - the juvenile detention centres. He noted that for the first time this year, there were more girls than boys admitted to custody in these centres, following a rising


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trend among girls. This places Barbados among very few countries in the world where more girls than boys are detained for illegal activities. The Principal offered the view that most girls admitted to the facility are experiencing post-traumatic stress disorder following severe sexual, emotional or physical abuse. Some have been exploited by gangs and drawn into further abusive sexual relationships.

The amount and quality of information provided by family and the community to young people about sex and relationships is rarely adequate. FGDs for the current study revealed that parents generally give advice on what NOT to do, with a focus on urging them to avoid early pregnancy and concentrate on their school work. Information on reproductive biology, means of transmission of STIs and preventive technologies is generally not given by parents or other adult community members. Similar findings emerged from a study of adolescent sexual and reproductive health in Eastern Caribbean countries. Adolescents therefore rely on school for this information; in the following section we show the limitations of this. They also seek information from the internet or from friends.

Social media usage places young people at risk of misinformation and vulnerability to exploitation, humiliation and bullying. The following excerpt from one of the FGDs conducted for this study shows how some young women share their experiences and feelings online and thus expose themselves to ridicule and possibly predatory behaviour. Boys may also be vulnerable to this. Boys often become involved in online sexual harassment and bullying. The quote also shows the paucity of sources of support and information to reduce the risks involved.

G1: The girls on Facebook have too much problems. Like if a fella done wid dem the whole of Facebook goh know because dem does post 'bout everything.
B1: They post dirty pictures.
G1: And ten minutes later they post "Single"
B1: Ten minutes after, they is post, "I want a man"
[Group laughter]
B2: Some post dirty pictures and videos and of fights.
G1: Some of them send a picture to a boy and the boys post them out.
B2: Some boys.
I: So when this happens who can the young people go to for education or help?
B1: Nobody
G2: Sometimes they try settle it with fights.
G1: Their friends tell them these things happen to other people, and so get over it.

FGD with dance4life in-school participants, 12 April 2016

It is clear, then, that Barbadian youth, despite living in a high middle-income country, are at high risk of HIV/sexually transmitted infection (STI) via their sexual behaviour and social environmental inequalities. Vulnerabilities are not shared equally among all adolescents, since the high rates of adolescent pregnancy and intergenerational sex are associated with lower incomes and education and provision of

http://caribbean.unfpa.org/webdav/site/caribbean/shared/publications/2014/UNFPA%20SexRepro%20Health1ART%2072S.pdf
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money and gifts. Child abuse and exploitation are further sources of vulnerability. Sexually active adolescents do not make sufficient use of condoms to protect them from the risks they are faced with. In this context, interventions should be designed with a view to addressing risks and vulnerabilities with particular emphasis on the needs of poorer and less educated adolescents.

### 2.3 STATUS OF HEALTH AND FAMILY LIFE EDUCATION

Recognising that Caribbean adolescents need to be empowered with knowledge and skills to be able to protect themselves from poor health and social outcomes, in 2004 the Caribbean Community (CARICOM) Ministers of Education endorsed the development of the Health and Family Life Education (HFLE) Regional Curriculum Framework for children and youth aged 9-14. The four main subject areas to be covered by the Curriculum were as follows:

- Self and interpersonal relationships
- Sexuality and sexual health
- Eating and fitness
- Managing the environment

These subjects in dedicated HFLE sessions have since been incorporated into the timetables of teaching in years 1 to 3 of many Caribbean secondary schools as well as the final two years of primary school.

In 2008, at the International AIDS Conference in Mexico City, Barbados was one of the signatories to the Mexico Declaration of Ministers of Health and Education to Stop HIV and STIs in Latin America and the Caribbean, also known as the Prevention Through Education initiative led by UNESCO. This declaration committed governments to strengthen cooperation between Ministries of Health and Education and to establish:

> Comprehensive sexuality education with a broad perspective based on human rights ... to promote respect for differences, reject any form of discrimination, and foster responsible and informed decision-making among youth regarding their sexual debut

In addition to inter-Ministerial collaboration, the Declaration urged the participation of students, their families and communities to develop approaches in line with their needs and aspirations:

> Ensure that the design of health promotion programs includes ample participation by the community and families, including adolescents and youth, in order to recognize their needs and aspirations regarding sexual and reproductive health, as well as HIV/STI prevention, and to encourage their involvement in developing and implementing appropriate responses.

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This approach has been complemented by the work of UNICEF and other agencies with schools to promote healthy lifestyles, student-centred learning and parental and student involvement as a part of a Positive Behavioural Management initiative that provides alternatives to corporal punishment as forms of discipline. The approach is illustrated by the picture on this page showing a notice attached to a wall at one of the schools participating in the current evaluation. Despite such initiatives, according to an interview conducted with a key informant from the Barbados Ministry of Health, there are few examples of collaboration between government Ministries in the design of HFLE content and delivery. A recent example, according to a representative of the Ministry of Education, Science, Technology and Innovation (MoESTI), is a collaboration between the MoESTI and the Ministry of Health to deliver school sessions on Mental Health and Sexuality and Sexual Health. This initiative is at the design stage but the signing of a Memorandum of Understanding between the two Ministries was imminent at the time of data collection. It is proposed at the first stage that Community Nurses will help teachers to develop skills and know how to work with students with mental health problems.

Studies in a number of Caribbean countries, including Barbados, have shown important barriers to fulsome HFLE implementation. A study conducted by Plummer in collaboration with the University of the West Indies (UWI) School of Education showed that barriers relate to insufficient teacher training in HFLE; reluctance and lack of confidence when delivering HFLE; perceived community resistance; available time and resources; and the sensitive and taboo nature of some subject material. Since some subjects, especially concerning sexuality and sexual health, are regarded by some teachers as technically complex and taboo, the less sensitive, “easier” components of HFLE curricula are taught more fully. A further difficulty is that teaching HFLE does not tend to offer professional status for teachers delivering it. In addition, because HFLE in not an examinable subject, it tends to command lower priority in timetabling than those for which students are studying for qualifications.16 Especially in the mid- to later years of secondary school, HFLE may be squeezed out of the teaching schedule to make way for extra teaching for examinations.

In 2009, CARICOM, UNICEF, Ministries of Education and HFLE Coordinators in four countries (Antigua and Barbuda, Barbados, Grenada and St. Lucia) recognised that the Regional Curriculum Framework had not led to full delivery of HFLE as intended. They identified the need for a Common Curriculum to facilitate delivery of classroom lessons, and developed one covering Self and Interpersonal Relationships and Sexuality and Sexual Health. Training was provided in this curriculum, and it was piloted in selected schools (intervention schools) that were matched with non-participating schools (control schools) to compare results. The evaluation showed that teachers valued the extra training and guidance on how to deliver HFLE, and the fact that the lessons

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were scripted. However, there were no significant differences in impact between intervention and schools in terms of knowledge, attitudes, behaviours and skills. Difficulties in delivering the full Common Curriculum according to plan (fidelity to programme design) remained. The evaluation identified the following persistent challenges:

Only 20-35% of teachers said they had enough time to fit in the lessons (designed as 10 lessons for each of the two themes). Teachers had ongoing problems with scheduling HFLE class time, disruptions and time management. Thus HFLE lessons were not fully implemented.

Many teachers had little or no experience using the interactive pedagogic strategies recommended for teaching the Common Curriculum; training was insufficient to reach the level of skill and comfort needed for the methodology.

There was substantial teacher turnover, leading to loss of skills.

Virtually all teachers in both intervention and control schools expressed a desire for further training in HFLE.¹⁷

A potentially helpful new initiative from the MoESTI is to develop a Caribbean Vocational Qualification in Life Skills as taught in HFLE. Ministry officials are developing a methodology for training assessors to measure (via students’ production of a portfolio of work) the skills competence of students in several key areas such as getting along with peers, decision-making and problem-solving. This is designed so that all students can be assessed in Year 4 after having received HFLE in years 1 to 3. This initiative serves to transform HFLE into an examinable subject and may create pressure on schools to take HFLE education more seriously and allocate more time and resources to it.

Data collected for the current evaluation supports the findings of previous research. A Guidance Counsellor revealed that HFLE lessons had been cut in favour of examinable subjects at his school:

GC: This year they change HFLE at this school. It’s in first, second and third year. It’s no longer in fourth and fifth, because they say that they can use the periods of HFLE to extend the periods for Maths and English and other CXC subjects.

Q: What do you think about that?

GC: No, I don’t like it, I put up an argument. Because in fourth and fifth year we usually do career development. Now we have to do it in third form when the children aren’t really focused on any careers.

Guidance Counsellor, 24 April 2016

This Guidance Counsellor noted that as a result there was even less likelihood of full coverage of sexuality and sexual health in the remaining HFLE sessions. In another school, not participating in the dance4life intervention, third year students participating in a FGD reported that they only receive HFLE sessions in the first term. In the second term, that session is usually taken over by sports practice for the inter-school sports competition, and in the third term by exam revision.

In Barbados, school Guidance Counsellors have the primary responsibility for delivery of HFLE in schools. Guidance Counsellors and other teachers involved in delivering HFLE interviewed for this project pointed out that teacher workloads have increased due to the movement towards continuous student assessment and away from exclusive reliance on exams to test students. Guidance Counsellors are also responsible for responding to emergency and crisis situations befalling children at their schools. For these and other reasons shown above, some HFLE sessions timetabled do not get delivered by the teachers.

_It hard, because my responsibility is to respond to problems of the students. So sometimes I am away from the classroom dealing with a fight or someone who has brought a knife._

 Guidance Counsellor, 24 April 2016

Our interviews with Guidance Counsellors and teachers confirmed the challenges to HFLE highlighted in the academic literature, and added some of their own:

- Some teachers are asked to teach HFLE without receiving adequate training.
- Given teacher turnover, HFLE training may not keep pace with the needs of each school.
- Some teachers interested in HFLE take the initiative to seek out and undergo training for themselves.
- Some feel they are inadequately consulted or their views are not taken into account when decisions are made that affect HFLE timing, coverage and teaching.
- Some teachers, especially the older ones, find it difficult to discuss sexuality.
- Some teachers find it difficult to "bring HFLE to life" by providing real life examples and discussing interactively with adolescents, especially if they are not comfortable discussing sexual issues.
- There are resource constraints to "bringing HFLE to life". For example, many young people are interested in video presentations and visual content, but some schools lack resources to deliver these.

On top of these cross-cutting issues, there is large variation in coverage of HFLE in secondary schools in Barbados. Most cover years 1-3 (in accordance with the CARICOM HFLE Regional Curriculum Framework). A few also extend HFLE into Years 4 and 5, using some sessions to develop skills for the world of work. At the other extreme, some schools do not provide HFLE in the regular school curriculum at all, or only provide it in one or two years of secondary schooling. There is also variation in the number of HFLE sessions received within the school years in which it is supposed to take place. Thus there is patchy provision of HFLE, with unequal access depending on the school a student attends. A representative of the MoESTI noted that decisions on scheduling HFLE are made by schools' management. The national policy is that HFLE is compulsory only from first to third form of secondary school and that it may be alternated with religious or ethics teaching. Thus, religious or ethics education may be substituted for HFLE in some school years for which HFLE is recommended under the CARICOM Regional Curriculum Framework.

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Various non-governmental organisations (NGOs) support HFLE in primary and secondary schools by providing educational sessions, usually on an ad hoc basis in response to requests from the schools themselves.

The Barbados Family Planning Association (BFPA) is an organisation often called upon to provide HFLE sessions relating to SRH. Many of the educational sessions by BFPA are usually conducted by young volunteers from their Youth Advocacy Movement (YAM). There are currently approximately 25-30 YAM members, enabling a response to most requests. YAM members meet weekly to socialise, discuss plans and strategise, facilitating the development of a coherent response. A representative from MoESTI shared the view that BFPA does not have sufficient staff and that the content of volunteer training should be assessed to appraise their ability to deliver a full programme of HFLE relating to Sexuality and Sexual Health. Apart from dance4life, the other organisation mentioned as providing sessions on SRH (and other health topics) to schools was the Soroptomists.

Supreme Counselling is an organisation that visits some schools on a consistent basis, focussing their work on children with behavioural challenges. They offer a structured programme with group work and mentoring lasting from first to fifth form for each child, focussing mostly on Self and Interpersonal Relationships. Topics include conflict resolution, anger management, bullying prevention, social skills and self-esteem development. Crimestoppers also deliver anger management classes on a regular basis. Neither of these organisations covers all schools but they both serve selected schools with a consistent and regular programme of activities. Neither includes Sexuality and Sexual Health as a major focus.

Regarding NGO and volunteer coverage of HFLE in general, a MoESTI representative commented that many interventions are motivated by a genuine desire to do good, but that goodwill is not sufficient to deliver the education needed. It was noted that when staff from the Ministries of Health or Education provide health education, this is backed up by appropriate training, which is not always provided to persons offering HFLE from the non-government sector.

The situation is also patchy or tenuous for especially vulnerable adolescents. In the Government Industrial Schools (GIS) which house young offenders, there are no regularly-scheduled HFLE sessions. A variety of NGOs and technical specialists provide HFLE sessions on a basis dependent on the capacity and willingness of these organisations and individuals to do so. The Principal of the Government Industrial Schools noted:

>We don't have the optimum programme in place, and I think we recognise that. We *did* have a very specific programme with Family Planning Association. They would come in every week. The programme that is now being delivered, especially with the girls, is by the Soropomists, and is not always once a week. They have been working with us for over twenty years and they have a very comprehensive programme that includes family life education. They subcontract to the Family Planning Association, rather than deliver on their own. They get other organisations. With the boys with the Family Planning Association we do it on a, we negotiate with them, there's no charge. We are meeting with them to get a more optimal system in place.

*Representative of Government Industrial Schools, 1st July 2016*

The interviewee noted that the government has cut the budget to the detention centres with which they used to pay agencies for sessions, and this has resulted in a reduced number of HFLE sessions. Within the detention centres, staff may discuss some topics relating to HFLE on an ad hoc basis, usually in
response to a question or something that happened. Residents of Children’s Homes attend regular schools and receive HFLE there in the same way as other students. In addition, some NGOs may deliver some sessions at the homes.

Among the conclusions of a study of Caribbean HFLE provision it was noted:

To capture the imagination of young people, HIV education needs to be innovative, creative and have a vision of a better future.\(^{18}\)

It is clear from the above that HFLE in Barbados is hard pressed, under current conditions, to instill some of the basic knowledge and skills needed by young people to achieve SRHR and broader development of skills, let alone to provide the visionary education highlighted in this quote. It is against this background that the contribution of dance4life may be assessed.


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3. PROCESS EVALUATION RESULTS

Process evaluations aim to evaluate the question of whether a programme’s operational mechanisms and external factors support the achievement of the objectives of the programme\textsuperscript{19}. They start with the identification of objectives as defined in the design of the programme. They also examine planned procedures and how and why actual procedures differ from what was envisaged. A combination of desk research and stakeholder interviews have been used to answer this broad question.

In this report the following issues relating to this question are covered:

3.1 Design of dance4life globally.
3.2 Adaptation of the programme
3.3 Facilitators and obstacles to programme design.

The Process Evaluation section ends with discussion of fidelity to programme design and responsiveness to local needs.

3.1 THE GLOBAL DANCE4LIFE PROGRAMME DESIGN

Figure 3 summarises findings on the core values of dance4life as a global network of organisations placing young people at the centre of development. This is based on textual analysis of dance4life website and documents presented in section 3.1.1 - 3.1.3.

3.1.1 MISSION

It is our mission to work with young people together for a healthy future; for themselves, their environment and the rest of the world.


The mission of dance4life focuses on the health of young people and how this can contribute to a positive future for them and the rest of the world. SRHR are seen as central to the achievement of a positive future. Youth involvement in the process is seen as key.

We envision a world in which all young people can be sexually healthy. A world in which young people are able to make informed decisions. We support the building of societies that enable young people to protect themselves from disease and abuse.


Self-determination and empowerment are central to the philosophy. Young people are engaged in developing their own knowledge, skills and confidence so that they can protect their health and make safe sexual choices. Engagement is via popular culture (music, dance, video, performance) and attractive branding (with a strong logo, t-shirts, balloons, pins, pens and other branded products) (Fig. 4). Efforts are made to connect with young people as equals, employing peer educators and youthful facilitators.

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The Mission page of the dance4life website emphasises that the benefits of the programme are to extend beyond those immediately educated by means of the creation of “agents4change”.

*We mobilize hundreds of thousands of young people every year to join dance4life and take a leadership role in their societies. We call them agents4change: young leaders that shape the future of their generation through positive behavior change. dance4life has built a global community of agents4change that helps us spread our message all across the world and turn the situation around.*


According to this statement, agents4change are an important facet of the programme since they are the means to "snowball" the learning beyond the initial learning environment (usually a school). They also extend impact through advocacy for social change. Beyond national-level action, dance4life also has a Global Citizenship Programme, involving agents4change in international health issues by reaching out to their peers in other parts of the world. This programme is mostly active in the Netherlands, where dance4life was founded, and the website notes that it will be expanded into other countries over the course of 2015-2017.²⁰

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Dance4life Barbados evaluation report
In support of the programme, dance4life notes global figures and trends relating to the central problem of unprotected sex among young people: HIV, other STI and adolescent pregnancy. Figures on intimate partner violence and sexual violence are also mentioned.²¹

3.1.2 MEANS OF IMPLEMENTATION
dance4life is carried out in high schools by Implementing Partners (known as National Concept Owners) in various countries. The programmes also increasingly reach out to vulnerable groups, including out-of-school youth and young people in juvenile detention centres. The blueprint for the programme consists of four basic steps, corresponding with the intervention components listed in Box 1: Inspire (Heart Connection Tour); Educate (skills4life); Advocate (agents4change), and Celebrate (the Big Event).

FIGURE 5: THE FOUR STEPS OF DANCE4LIFE

![Four steps of Dance4Life](https://www.dance4life.com/our-approach, accessed May 11, 2016)

The actual intervention components, shown in Box 1, do not appear to be as critical to dance4life as coverage of the four basic steps, as described in Figure 5. For instance, inspiration through dance, music and personal stories may be more important than actual completion of the Heart Connection Tour, since these artforms may be used in other components of the programme. Responsiveness to local dynamics is noted as one of the critical success factors of the programme:

*Keep the local dynamics in mind*

*In each of the almost 20 countries where we work, the content of our four step concept is tailored to the local dynamics, addressing young people’s most pressing needs. According to the location, we address issues related to sexuality and life skills.*


Dance4life Barbados evaluation report
According to the website, other keys to the effectiveness of the programme are advocacy and evaluation:

**Advocate for the rights of young people**
Focusing on young people’s behavior alone is not enough. Without a supportive environment, change simply won’t last. That’s why we advocate for the rights of young people, in their direct environment and at regional, national and international level. Our aim is that the voice and reality of young people are better reflected in policies.

**Measure the impact**
We are continually working to better understand the specific factors that can prevent risky behaviors and promote safe choices. We measure the impact of these approaches to build even stronger connections with young people and make our programs as effective as possible.


Evaluation is supposed to take several different forms, including: pre-post surveys (covering factors leading to behaviour change according to the Theory of Planned Behaviour; knowledge, risk perception, attitudes, social influence and self-confidence); documentation of the youth-friendly environment, via for example research with parents and teachers and accounts of advocacy work and public campaigns; appraisal of operational efficiency and external evaluations.22

### 3.1.3 Flexibility with regard to local conditions and needs
The groundwork for implementing dance4life consists of:

1) Designing the programme based on identification of the most pressing issues affecting youth SRHR. Information is reviewed on HIV and adolescent pregnancy and their most important determinants in the local context.

2) Community engagement with leaders such as teachers, senior school staff, social workers and health care professionals to create an environment that is as supportive as possible to dance4life sustainability. Adult decision-makers or “gate keepers” are sensitized about the importance of how dance4life works to promote the sexual and reproductive health of young people.

3) Recruiting and training peer educators aged 18-28.

In these ways, dance4life is adapted to and responsive to local conditions and the needs of young people.23 Each National Concept Owner is provided with a document with advice on “developing the curriculum”, which stresses the importance of basing it on a situational analysis of youth SRHR and broad-based consultation with stakeholders and youth representatives (see Appendix 7).

While the above indicates a large degree of flexibility, each National Concept Owner is required to sign a legally binding License Agreement to become a member of the social franchise structure. This aims to

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ensure activities are reflective of the core values and quality standards of dance4life. The agreement specifies conditions for financial reporting and transparency, adherence to Monitoring & Evaluation cycles, budget and revenue forecasts. The agreement also states the guidelines and quality requirements for setting up and rolling out the Four Step Concept, what kind of advocacy efforts are expected and/or desired and how the brand of dance4life may be used in external communications and public campaigns.24

In high-middle-income countries such as Barbados, National Concept Owners independently run development and fundraising activities to sustain a dance4life programme. Each dance4life National Concept Owner is responsible for raising most of its required annual budget through philanthropic support, bilateral donors and private sector/corporate giving, fundraising undertaken by the dance4life youth agents of change and other individual donations.25 dance4life International supports these partners in designing the Four Step Concept, promoting advocacy efforts and performing impact studies. In lower income and lower middle income countries, dance4life can supply up to 75% of the funding for a local programme.26

3.2 ADAPTATION OF THE PROGRAMME

In this section we describe in detail the dance4life intervention in Barbados and consider how it has been adapted to suit local needs.

3.2.1 HISTORY OF DANCE4LIFE BARBADOS
dance4life Barbados started with the signature of the licensing agreement in July 2009 under the National Concept Owner (NCO), Associates for International Development Incorporated (AIDInc), a company specialising in health and social development interventions and strategic information for the Caribbean based in Barbados.27 It arose after members of the AIDInc team worked on a project on HFLE systems in the British Overseas Caribbean Territories and realised the gaps in this that exist in the Caribbean. AIDInc were also involved in a project to audit projects funded by the Ford Foundation, one of which was dance4life International. AIDInc staff were interested in the project, "thought it could be a good fit" and started talking with the dance4life International team who were interested in starting in the Caribbean region. Expansion and sustainability goals were determined following scoping studies to ascertain local needs and consultations with government Ministers, education and youth affairs officers and the National HIV/AIDS Commission in Barbados. These activities were conducted "in order to ascertain level of need for adapting D4L strategy to the Barbadian and ultimately Caribbean cultural context and to foster lasting partnerships." 28 The D4L international management team from the

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Netherlands visited Barbados to support the high level meetings and presentations with key stakeholders.

A MoESTI representative reported that dance4life approached the Ministry formally with a letter of introduction, proposing the intervention in schools. She gave a positive appraisal of her first contacts with dance4life.

*It was a very formal process. They applied to the Ministry of Education, had a proposal for where they wanted to go with dance4life in schools. At that time, 2009-10, as HFLE Coordinator, I was asked to view the proposal, and then develop some monitoring of what they were rolling out in schools. I had the opportunity - and it was a wonderful one - of going through the entire process with Christ Church Foundation [school]. After the first meeting, I said, “Yes. This is exactly what we would want to supplement what is happening for Sexuality and Sexual Health in schools”. The interaction was great; the students enjoyed the methodology. So they were getting the information but it was not the dry, classroom kind of interaction. There was really a lot of movement, a lot of involvement, so I gave it the thumbs up.*

MoESTI representative, 19 July 2016

She also noted that she had seen and approved every aspect of the curriculum that dance4life delivers in schools, and continues to advise dance4life on which schools they should seek to include in their work. She utilises government statistics on school dropouts, delinquency and adolescent pregnancy to inform decisions as to the schools where dance4life is most needed. An expert on behavioural change communication from the National HIV/AIDS Commission also said that she had worked with dance4life on designing their intervention in schools. dance4life consulted her during development of the skills4life manual and she linked them with the peer educators from the National HIV/AIDS Commission Youth Committee.

At the time dance4life Barbados was set up, the two current dance4life Directors were working at AidInc on projects on HFLE and youth. Through this they observed gaps in life skills education. One of the current Directors became a full-time staff member, and was supported a Communications Specialist and AidInc Management.

During the inception period until December 2010, dance4life Barbados reached over 1500 school-based youth, aged between 13 and 19 years. A dance4life Barbados youth representative was nominated as Chair for the dance4life Global Youth Council. dance4life scaled up its fund-raising drive with AidInc which remained its main funder in 2009/2010. In December 2010, the Big Event was hosted in the weekend before World AIDS Day (December 1st) dance4life Barbados connected LIVE via satellite with 28 other countries around the world to celebrate the achievements of agents4change who actively participated in the programme. Media partners CMC and Mervelle Lynch Productions coordinated the link-up and showed the event live across the Caribbean, resulting in the largest satellite connection ever in the Caribbean. Approximately 600 youth agents of change attended at the Sir Lloyd Erskine Sandiford Centre.29

In the 2011-2012 period, dance4life Barbados expanded. Other notable achievements included:

• Launched the dance4life National Youth Council (NYC) - (the dance4life youth-led decision making and advisory board).
• Involved students in a self-expression photovoice project (with a mtvU Fulbright Scholar, Katherine Cloutier);
• Produced toolkits for learning and a youth human rights4life anti-stigma handbook;
• Presented research papers and a capacity building workshop at the 2011 Caribbean HIV research conference;
• Strengthened partnerships with the Child Care Board and the Pan Caribbean Partnership Against HIV/AIDS (PANCAP)
• Secured core funding from the Maria Holder Memorial Trust (MHM) and the President's Emergency Plan for AIDS Relief (PEPFAR) to expand the reach of dance4life.\textsuperscript{30}

AidInc ceased operations towards the end of 2012 and dance4life was registered as a charity to continue to operate and expand the programme in Barbados. Funding was received from The Maria Holder Memorial Trust for the period 2012-'16. In 2013, dance4life expanded to reach three more schools, and moved to other youth establishments in order to reach other vulnerable youth sub-groups through the children’s homes and the Industrial Schools. The programme strengthened its school-based HFLE programme in partnership with the MoESTI and strengthened its volunteer-base.

A Big Event was held in March 2013 which involved a broad cross-section of Barbadian entertainers and youth empowerment organisations such as the Barbados Professional Women's shelter for abused women and children, Temple Yard drummers and the Barbados Youth Action Programme.\textsuperscript{31} In this year and for the Big Event in 2015 it was not possible to have the satellite connection to other countries for the event, mainly because of cost. The restriction to a local event however has lead to a deepening of connections with other Barbadian opinion leaders and organisations. In 2013, the National Youth Council also developed a pledge representing the values of dance4life (Fig. 6), and created a video showing students holding up placards with youth empowerment messages relating to the pledge.

Analyses of numbers of schools and students participating in the programme since 2012 is provided below in section 3.2.3.

\textsuperscript{30}http://www.dance4lifebarbados.com/dance4lifebarbados/About_Us.html, accessed 31 May, 2016
FIGURE 6: DANCE4LIFE PLEDGE, 2013

I am a young person.
I have feelings, thoughts and ideas. Involve me.
I am the expert on youth issues. Talk to me.
I can make decisions. I have the power to change things about myself, my family, my school, my community, my country, my world.
I am an agent4change.

I pledge to:
1. Stand up to peer pressure and respect everyone’s differences.
2. Speak up and speak out against bullying.
3. Recognize and reaffirm that we do not need drugs or alcohol to have fun.
4. Protect myself from STI’s by: Abstaining from sex until I am ready. Using condoms correctly and consistently. Having one faithful sexual partner
5. Stand up to violence including sexual abuse.
6. Be an example for those younger than me
7. Demand access to youth-friendly health services
8. Love and respect myself and others and recognise that no matter what I have done in my past, each day I have the power to make better choices.
3.2.2 INTERVENTION COMPONENTS AS IMPLEMENTED BY DANCE4LIFE BARBADOS

dance4life Barbados has adapted the intervention components listed in Box 1 (page 1) as follows. It has also created a useful “start-up guide” for dance4life programmes, based on their experiences of implementation in Barbados.\(^\text{32}\)

dance4life usually approaches a school via its Principal to ask whether the school would be interested in having a dance4life programme. Staff report some difficulty in gaining acceptance in a few schools, but note that approaching the Guidance Counsellors directly usually results in more rapid acceptance. Guidance Counsellors are the members of staff with responsibility for the implementation of HFLE in each school.

HEART CONNECTION TOUR

Harrison College and St. Leonard's Boys' School were early recipients of dance4life and were able to stage the Heart Connection Tour (HCT) as envisaged. However, feedback received and scheduling difficulties have led to reappraisal and reorganisation.

The HCT is a concert and tends to be noisy. It has been difficult to find a suitable time to host the event given that the event targets all students within a particular form year. The following challenges have arisen:

- There are clashes with subjects other than HFLE. HFLE is not offered across the form at the same time so only one class would have HFLE scheduled, while others in the same form have other classes.
- Teachers have expressed concern about having such a boisterous event at the beginning of the school year, when the students are expected to start focusing on their studies.
- The event lasts up to two hours and there is a challenge with requesting that much time off regular classes for students. (The usual duration is about an hour-and-a-half.)
- Most school buildings are open in construction, so the noise travels and becomes a distraction to other students.

One of the Directors noted that the open construction of schools is an issue which would not occur in the colder countries where dance4life is implemented, but that some implementers in other countries have experienced some of the other challenges. Holding a two-hour event at the beginning of the school year has proven problematic in other countries as well.

Based on these challenges and to accommodate concerns expressed by school staff, dance4life Barbados have moved away from implementing the Tour at the beginning of the school year, and have instead held it towards the end of one of the school terms. Thus:

> It tends not to be an introduction to the programme. All the elements of it remain the same except the introductory bit. We do that in our first lesson.

Since a main purpose of the HCT is to inspire the students to become involved, the staff have designed their first lesson to maximise appeal:

> We've translated that inspiration into the classroom. So we've come up with a first class that is fun, it's audiovisuals, so they start in a fun way. They learn a little bit of the drill. They have some games, win some prizes. So they get a little bit of it.

dance4life Director, 20th March 2016

Since the HCT event itself is now positioned at the end of a term, they now use it in part to do a recap of what has been learned to date, with some competition between the students to answer questions on what has been learned.

> The way it looks generally is, they do the dance4life drill, which is taught in all the dance4life countries. In between that, we've adapted the HCT to be a little more educationally based, so we do the recap games. So we start with the high energy of the dance, then the low energy of the game. And the DJ is there. And at the end the kids come up and dance. Then sometimes, we don't get to do all the things in our manual. We have a set number of core topics. So sometimes, if the Guidance Counsellor has requested one of the additional topics, such as bullying, we'll do a little education on one of those.

dance4life Director, 20th March 2016

The Directors were asked whether they thought positioning HCT at a different time from at the beginning of the school year affected the way the students reacted to dance4life. The main disadvantage they identified was lack of familiarity with the programme by the time the first lesson started. This meant less time for substantive teaching. But they did not believe buy-in by the students was substantially affected as they do bring exciting elements of HCT into the lessons. They felt there was a slight reduction in the "cool factor" of dance4life, i.e. credibility, excitement and acceptance, by not holding the full event, but that it had been possible to recoup most of this by the methods they used to integrate elements into lessons. For instance, wherever possible they try to include dance in the lessons, so that the content stays true to the name "dance4life."

> When they see the dance drill in the videos, some of them say, "Well, when are we going to dance?" So if we have a bit of time towards the end of class we have a bit of competition where we bring prizes, and students in the class will make a beat on the desk, and they'll go up and have a dance off. The girls don't do it as much, it's always easy to get the boys to come up and do it. If there's a class where we feel the energy is low, we'll do something, like we might do one move from the drill.

dance4life Director, 20th March 2016

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33 The drill is a dance which is taught in all dance4life programmes internationally. It is shown on video at https://www.youtube.com/watch?v=TJnuFlmzW4
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Staff noted that they made their own video of students from Barbados doing the dance4life drill, and this is the video they show in the introductory session when the students have not yet participated in HCT. Use of local content helped the students identify with the programme.

Staff spoke of modifications to the usual HCT content as follows.

There is supposed to be a positive voice element, from someone living with HIV who will share their stories. In Barbados we don't have anyone living with HIV that's willing to speak, so we have videos. There's a game - so, like, the education aspect. There's the drill. There's a role play. There's a bit where we bring some of the kids on stage. But we have tried to move away from just focussing on HIV, because that's a small component of our entire programme, whereas the international method of delivery was very much HIV-focused.

dance4life Director, 20th March 2016

The following sections, on the skills4life component of the intervention and the manual, show the range of topics covered in Barbados. The staff explained the expansion in scope as follows:

We just found it was a bit too narrow a scope for Barbados and the issues young people were facing here. When you look at some of the countries in the programme, like South Africa, that have high prevalence rates, we don't have such high prevalence here. There are a lot of issues here that are equally as pressing for young people. And also some of these lead youth to engage in high risk behaviour, for instance the substance abuse, we felt that was something that needed to be dealt with. There wasn't much going on in schools to address substance abuse - well, we can talk about some of the gaps in delivering HFLE. So we thought if we looked some of the things that cause people to engage in high-risk behaviour, it would be a little more comprehensive, a little more effective. So we include leadership, self-esteem, substance use. We also do reproduction and teenage pregnancy as we recognise this as a major issue in Barbados. And that's a perfect example, that session and how it came about. When we started talking about STI and HIV, we realised they had no clue! We realised we had to go back to basic reproduction - how do you get pregnant? How does it work? What are some of the myths? You know. So that session was not one that initially we had the first couple of years. So we have modified based on what's come out, the needs.

dance4life Director, 20th March 2016

SKILLS4LIFE

skills4life is currently delivered at each participating school every two weeks. Half of the participating schools receive the sessions in the first term, half in the second term and then some spill over into the third term. In previous years it was delivered every four weeks in every school. The new arrangement has advantages in terms of continuity for the students and strengthening their ability to absorb the information and become accustomed to the mode of delivery and material. A Director noted that with the new arrangement the students seem to remember more of what was taught last time and often bring their manuals to sessions.

The regular schedule for skills4life features seven sessions, as follows:

Lesson 1: Introduction and Baseline
Lesson 2: Self-Esteem Building
Lesson 3: Reproduction & Pregnancy Prevention
Some schools have additional sessions on request of the school Guidance Counsellor, in which dance4life covers issues such as non-communicable diseases, bullying and sexual violence. The full range of topics that may be covered is in the manual developed by the Directors and described below. Within sessions, the team used responses from students, including questions from an anonymous questions box, to shape the areas to be covered and the types of questions asked in the games.

The first session of the skills4life programme features the dance4life International and local introductory videos. A baseline survey is administered and games are played as a way of getting a sense of what knowledge students have. Prizes and giveaways are also introduced; students can win pens and pins with the dance4life logo or sweets at every session. The methodology involves physical movement during games, showing videos or PowerPoint presentations, asking students for their views on what they observed, providing information, fielding questions and encouraging interaction.

FIGURE 7: STUDENTS ENERGISED BY GAMES AND COMPETITIONS DURING SKILLS4LIFE SESSIONS

Audiovisual content is an integral component of the dance4life intervention in Barbados. The Directors bring their projector to each session. They take their own pictures and videos to make content for the lessons, usually using their own smartphones. The introductory video shows dance4life events, with students having fun showing posters representing core values, dancing and posing as a group. Major happenings such as the visit by Rihanna and the Big Event receive coverage in the video, to increase student excitement and acceptance of the programme.

For lessons on topics, the Directors have compiled videos or slides from around the world by theme, usually featuring testimonies by people affected by the featured health or personal issue. Reputable sources for videos and pictures are used, such as the United States Centers for Disease Control (CDC), United States Department of Health and Human Services (www.hhs.gov), AVERT (www.avert.org), The Lancet, United Nations agencies (UNAIDS, UN Women, United Nations Development Program, United Nations Children's Fund), Journal of Adolescent Health, Kaiser Family Foundation, UK Department of Health and MTV Staying Alive. For example, the session on smoking and alcohol use features testimonies from people affected by lung cancer and other illnesses as a result of smoking. In this video one person's voice is distorted by damage to the voice box, another has to breathe through a hole cut into his neck, and another has aged profoundly and lost her hair from chemotherapy to treat lung cancer. Not
all videos are this harrowing, but all include emotive footage to help young people understand the negative consequences of engaging in the risky behaviour portrayed. Occasionally, sessions will be partly facilitated by people who have had experience of a specific health problem, such as young people who have lived with addiction and are now receiving treatment at the Verdun House rehabilitation facility.

FIGURE 8: IMAGES OF DISEASE CONDITIONS USED IN SKILLS4LIFE SESSIONS

Whilst the audiovisual material may carry a primarily negative message, a teacher involved in delivering HFLE who has observed many dance4life session noted that the students are afforded the opportunity to question the presenters and challenge them. For instance, in discussing alcohol use, he recalled that a student remarked that he had consumed alcohol in his household at Christmas time along with his family, and that the student considered this to be a legitimate time for alcohol use. Another important instance where the safest behaviour is challenged during dance4life sessions concerns sexual abstinence. Students are taught about the many negative consequences that could arise from early sexual experiences, especially STIs, adolescent pregnancy and disruption of academic studies and career plans. However, they are also taught about condom use so that they are enabled to protect themselves if they are sexually active.

Competition is a feature of every lesson. While games are only played at some lessons - invariably in the first and last lessons and sometimes in between - there are always question and answer sessions where students can get prizes such as pins or pens for answering questions. There is encouragement of interaction and physical action, for example by motivating and guiding role plays by the students to illustrate particular points.

The way that condom use is taught varies from mentioning it as a prevention option to condom demonstrations using a model (dildo). dance4life staff report that only about one in ten schools allows for all the components related to education around condom use, including a demonstration. The Principal's approval is required for this. Factors that influence the extent to which condom use is covered include:

- Whether staff perceive that the parents would approve;
- Individual perspectives or religious beliefs of Guidance Counsellors or School Principals;
- Changes in Principal or Guidance Counselor.
The position of dance4life staff is that if the children ask a direct question about condom use or how to use them, staff should answer it as condom use is an important means of STI/ HIV prevention. However, occasionally dance4life has been told that condoms should not be discussed at all. Staff gave the example of one Guidance Counsellor who said she would pray for the children, so that it was not necessary to teach them about condoms. However, within the same school there was a difference of opinion, with other teachers encouraging dance4life to discuss condoms if there were questions about them in class. The general approach is to put the students' needs first, as emphasised by the following statement.

_We've made it clear to all of the Guidance Counsellors that if the students ask us a question, we will answer it. We think it's our duty to answer it, and most, well, they all agree. Even if they don't want us to talk about condoms as a topic, if it comes up in questions, then we will answer._

dance4life Director, 20th March 2016

The subject matter of dance4life sessions has evolved from being predominantly HIV to covering a broader range of topics as listed at the beginning of this section. This evolution stems from the research of the staff and concerns expressed by students. They also responded to requests from Guidance Counsellors and The Maria Holder Memorial Trust for inclusion of other topics seen as major issues for adolescents, such as bullying. Coverage of a broader range of topics relevant to SRHR is afforded by distributing the skills4life manual, which is described in the following section. In introductory sessions the facilitators provide guidance on the use of the manual.

The recap session at the end of the skills4life intervention explores students' knowledge of the key points the dance4life staff wish to impart:

_We want them to know the five fluids HIV is found in. We want them to know, you know, some of them still don't think having oral sex can pass on anything. We want them to know that yes, you can still get STIs. We want them to know that you can still get STIs if you're wearing a condom. All those things we try to reinforce in that session because those are the things we really want them to take away._

dance4life Director, 26th March 2016

The Directors noted that the content of the lessons was devised by them and "not at all scripted from Holland", i.e. not dictated by dance4life International. They stressed that dance4life International gives little guidance on content - just the document shown at Appendix 1. Dance4life International provides the basic framework of interactive, dance-and-drama based education, and branding. Dance4life Barbados has filled in the gaps while adhering to this framework.

**THE SKILLS4LIFE MANUAL**

Each intervention participant is supplied with the skills4life manual; a 120-page magazine-style book. The design of the manual is sleek and modern, making use of diagrams, photos, cartoons and text boxes on every page, with graphics making use of dance4life's signature colours; red, white and black. Pictures were contributed by the photographers Andrew Browne and Aniya Legnaro, while some were taken by the staff. Other images, such as photos of disease manifestations and diagrams of HIV life cycle were downloaded from the internet using sources such as those cited in the section above on skills4life. dance4life staff carried out the design and layout work for the manual.
Topics included in the manual are more wide-ranging and are covered in more depth than those in skills4life. It was thought that the time limits of the skills4life intervention in schools did not allow for thorough coverage of the topics and skills needed for young people to optimise their SRHR. The resource was provided for young people to keep as a reference work as they progress through adolescence. In addition to the topics of HIV/STI, pregnancy prevention, drugs, self-esteem and leadership covered in the school sessions, the manual covers: building trust; gender and HIV; stigma and discrimination; sexuality and rights; sexual violence; sexuality and gender; bullying; non-communicable diseases, and leadership and empowerment.

The manual was prompted by the perception of the Directors that dance4life International supplied very little detail about what information should be supplied to the children. It evolved from print outs, to a first edition manual and subsequently the most recent manual. The second edition has additional information and sleeker visual layout. The two manuals were developed in Barbados and have been shared with other programmes across the world. The first manual was funded by PEPFAR. The latest edition was supported by The Maria Holder Memorial Trust, PEPFAR and MAC AIDS Fund. Various technical agencies reviewed the manual produced by the Directors and made technical inputs, including UN Women, the National HIV/AIDS Commission, Supreme Counselling and the MoESTI. In addition to the review done by agencies the Directors used the CARICOM HFLE curriculum and the dance4life programme as guides and then filled gaps they identified.

Staff noted that there is no manual produced by dance4life International, but that on the other hand dance4life implementers around the world have asked for copies of the Barbados skills4life manual to use in their own work. They have been asked to put it online, but are thinking that they should “hallmark it with Barbados” to ensure that the Barbados programme's work is recognised.

During FGDs in schools it became apparent that many of the students carry their manuals to the sessions, since they were able to pull it out of their school bags during the discussion.

**ACT4LIFE AND OTHER SOCIAL ACTIVISM**

Dance4life Directors report that the potential for youth mobilisation was one of the things that attracted them to dance4life initially.

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Implementation of act4life starts as part of the intervention in schools or other institutions for youth. In schools it takes place in the third term after examinations are finished. During or after the last skills4life session, the facilitators consult students regarding the sorts of projects they wish to do. Sometimes these need scaling back because they are unrealistic, but facilitators try to ensure that what they do is in line with proposals from the students. At the back of the skills4life manual is a section on act4life that is sometimes used in sessions in order to help the students define their skills sets and the roles they want to play in the chosen activity.

All proposals should have a "positive social effect" (in the words of a dance4life Director), often involving improvements at the school or in collaboration with NGOs conducting particular projects. Sometimes field trips are arranged. However, projects to date have largely focused on activities within the school. Some students have concentrated their efforts on raising awareness among their peers about an issue. For instance, a group of students organised a survey to assess how their peers felt about the limited access of adolescents to SRH services (as described in section 2.2). They then presented the results at Assembly to sensitize other students to the issue.

To be counted as agents4change the young people have to show the action they have carried out. The team offers guidance and support and is often also involved in carrying out the action. They also plan and provide logistical support. The work may be done during school sessions or after the end of the third term. dance4life Barbados counts all young people who have participated in act4life sessions as agents4change and therefore eligible to receive tickets for The Big Event. This includes in-school youth and those at Children's Homes. In contrast, dance4life in Holland requires each agent to have raised 50 Euros for a social cause. dance4life Barbados Directors noted that such a requirement is usually not feasible given that contact with children is mainly in the institutional setting. They also want to ensure that all children who participate in action are rewarded, especially the less privileged children who may be less able to participate outside the institutional setting.

dance4life International envisages community and societal changes as a result of agents4change, but in Barbados, the actions that dance4life is involved in are generally in the school setting or during a trip from school. This is manageable given the resources of the organisation, and in the process skills and values are imparted that may lead to further social action by the students. However, there are no follow up mechanisms to find out what the participants do with the act4life skills in the medium to long term. Some become involved in campaigning and group activities or volunteering with dance4life as described below. The programme of dance4life concentrates on building successive cohorts of agents and thus follow up with particular agents is lacking.

Since adolescents in the Government Industrial School are unable to leave their correctional facility, this limits their participation in act4life activities. Adolescents in the children's home are wards of the State, and the Child Care Board has duties of protection and confidentiality which also limits their outside activities. In these settings the sessions and camps focus on skills building, fun and games to build self-confidence and values and thus increase the likelihood that the vulnerable participants will make valuable contributions to society.

This year children have expressed the willingness to do something for the environment. Each school carried out actions relating to environmental improvement, either within the school or elsewhere in Barbados. Examples from the three schools participating in the current evaluation are presented below.
School 1

The activity in this school was for third formers to paint classrooms, clean up the school premises (remove litter) and plant some flowers and trees to beautify and improve the school environment. Directors and a volunteer provided explanation of the aim of the activity, equipment, instruction and supervision.

FIGURE 11: PICTURES OF ACT4LIFE ACTIVITIES IN SCHOOL 1

School 2

In school 2, clean-up and classroom painting were also undertaken with similar support to school 1. Girls were invited to write affirmative messages around the mirror in the girls’ bathroom. This activity was suggested by one of the HFLE teachers in order to help boost self-esteem among the girls. A dance4life volunteer filmed students talking about their dreams for the future of Barbados.

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School 3

Students from School 3 were transported from the school compound to a boulevard where a representative of the NGO, Future Centre Trust, provided instruction on how to plant trees and the benefits of doing so in terms of preventing global warming and its effects on small island developing states such as Barbados. Equipment and small trees were provided by the Trust and dance4life paid a fee of US$40 per tree that was planted by students on the verge next to the road. Both Directors joined in planting, along with an intern working with dance4life.
Advocacy

In addition to activities starting in schools, dance4life involves young people in other social action initiatives, such as advocacy campaigns and the National Youth Council. The current advocacy campaign, "youth4access", concerns youth access to SRH services, noting that current legislation prevents youth under the age of majority (18) from accessing health care without parental permission. There is an inconsistency in that youth are legally permitted to consent to sex from the age of 16. dance4life has initiated an online petition, advocating for there to be a positive law written that empowers service providers to provide STI prevention and treatment and contraception without parental consent. The petition is accessible via the dance4life email tag and Facebook page. Youth Council members distribute the petition and they also take printed petitions to class and students sign them. Details are then entered online by dance4life. They have worked with lawyer Faith Marshall-Harris, who specialises in rights of children, to develop their advocacy initiative. They have also been on a task force to review children's laws. At time of writing the petition has not been presented to the government.

Directors expressed the wish to take up the cause of developing support systems for especially vulnerable youth after they leave institutional settings such as the Children's Homes and Industrial Schools. They have noted during their interventions that some of the residents have no home or family ties beyond the Schools. The wish is to establish services and funding to provide support during this transitional phase of their lives, and to lobby for provision of government housing. This may help prevent criminal activity as well as bringing psychological and economic benefits to the youth concerned.
**Youth council**

Young people exposed to act4life are encouraged to participate in the Youth Council, who are involved in a variety of advocacy initiatives and have also advised dance4life on their activities, including the contents of the skills4life manual.

The official structure of the Youth Council has two young people as members from each school and the Children's Homes. The members are elected and they sit on the Youth Council for one or two years, having monthly meetings. The idea of the Youth Council is to provide oversight and ensure that what dance4life does is relevant to young people. The Directors reflected that they have not had difficulty identifying young people to be on the Youth Council, but the challenge is for them to meet monthly in one spot, given transport difficulties and expense. They found that in one of the schools there were more than two students who wanted to be members so they set up a Youth Council for that school. They would meet monthly and dance4life would provide a small budget and bring them pizza at their meetings. At that point there were links with the International Youth Council (IYC) and the head of the Youth Council at that school was able to travel to meetings of the IYC in South Africa and London. However, the IYC meetings no longer take place so meetings are restricted to Barbados. In a couple of the other schools included in dance4life, students have also set up Youth Councils, but they are smaller.

One of the challenges is the retention of the skills built up among Youth Council members. They generally go off to University and only a few continue their activity as volunteers with dance4life. The loss of skilled Council members is unfortunate as it takes place when the young people have reached a level of sufficient maturity to make a substantial difference in terms of social activism. Existing members do however keep in touch with old members via social media. A lot of the volunteers working with dance4life are current or former Youth Council members.

**Photovoice project**

In 2013-14, dance4life received funding of US$10,000 to collaborate in a Photovoice project34 led by an American university student with the theme, "What does an AIDS-free generation look like?" Students from one of the secondary schools took photographs and videos and wrote narrative relating to the question. They were issued with cameras and met in focus groups weekly to discuss a topic and then take pictures relating to it.35 It culminated with an exhibition launch on World AIDS Day 2014 at the U.S. Embassy hosted by the Ambassador, Larry Palmer. The World AIDS Day observance also included a panel discussion in which young people who participated in the project spoke about what an AIDS-free generation meant to them.

The PEPFAR representative remarked that the project had clearly affected them deeply and that one of the young people had included her mother and grandmother in the photo and therefore had involved several generations. Inspired by the dance4life project, a Photovoice project on stigma and discrimination then went on to be implemented by a group representing people living with HIV in Antigua. In Barbuda, a

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34 See https://en.wikipedia.org/wiki/Photovoice for a definition of photovoice
35 Further details and photos are available at https://fulbright.mtvu.com/tag/dance4life/
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further Photovoice project with young people was implemented. dance4life staff provided some technical support to the projects in Antigua and Barbuda.

THE BIG EVENT
As detailed in section 3.2.1, The Big Event has been held bi-annually since 2010, the first time with a video link to dance4life organisations around the world, and since involving individuals and organisations in Barbados only.

The Event is recognised to be very popular with the main target group: young people. Older stakeholders who have been invited to speak have found it difficult to be heard in the highly youth-oriented atmosphere. A Ministry of Health representative had participated in a Big Event in 2015 and described it as follows.

*It was high energy. Something that really got the kids pumped. It was quite something to be there and to see them. dance4life asked me to talk about the face of STIs in Barbados. It was certainly not the right setting: I hardly had their attention for 30 seconds. The music was, you know it was a really vibey environment, and you felt that they really have a niche, so to speak in terms of being able to reach the youth. They know exactly how to do it. And I was able to garner that just by being there at the Big Event.*

Ministry of Health representative, 16th June 2016

Another stakeholder was concerned about the appropriateness of some of the messages being transmitted in the music played by some of the DJs at the event, given that dance4life is supposed to promote SRH and non-violence.

*I was concerned because the DJs get carried away. They've been told what they're supposed to say and what they're not supposed to say, but they do get carried away and sometime use songs that they shouldn't be using. I think it's difficult to control. I have spoken to the Directors and I think they agree with me on that. They said they would think about it for the next Event. It's difficult when you've got fifteen hundred or more 13 to 16 year olds in one space, with DJs and music and so on. Because they weren't listening to the messages. Our Chairman was trying to put across the message and a doctor from the Ministry of Health was struggling up there to try and give his message. So the kids aren't really listening to the message on that day.*

Representative of The Maria Holder Memorial Trust, 10th June 2016

IMPLEMENTATION IN NON-SCHOOL SETTINGS
dance4life is now implemented in a number of non-school settings, broadening access by vulnerable and marginalised adolescents. Summer programmes are carried out at the Boys’ and Girls’ Government Industrial Schools (juvenile detention centres for young offenders aged up to 16), the two Children’s Homes for adolescents and the Ann Hill School which caters to children with disabilities. Work in the Industrial Schools was initiated following a request from the Barbados Business and Professional Women's Organisation for the provision of HFLE at the Girls' School. Work in the Children's Homes started after an act4life activity at St. Leonard's Boy's School to donate to the Nightingale Home for young children. Having collected the donation, dance4life called the Child Care Board to ask how to deliver it. In
conversation with the Child Care Board dance4life received a request to do an intervention at the adolescent homes.

In the summer camps, the skills4life and act4life curricula are compressed into a week-long intensive course at the children's homes, and into weekly or more frequent sessions at the Government Industrial Schools. In the first year at the Children's Home the intervention lasted for several weeks over the summer. During the intervention period the facilitators are able to cover a broader range of topics than allowed for by the time available for delivery in schools. Violence, non-communicable diseases and bullying are generally covered in addition to those listed above for skills4life in schools. A carer at a children's homes described the scope of content of the camp as follows:

_They equip the children with a lot of skills. It would have taught them anger management. Then there was a whole session on anatomy and adolescence, what to look out for and the changes. They went through all that. Then they went through with them, what type of job, careers that they would like, how to develop your attitude, your deportment, your dress code to get a job, and how to structure your CV, application for jobs. That's why I take the time out to speak with you and other people about dance4life. It is a good programme for the adolescents, it equips them to go out there and face any challenges they may encounter. It is a full structured programme, but not a boring one. They make time to take the children on a safari, and camping out where they would roast mushrooms and get hot dogs and all that kind of thing. So now when we have any activities at the home we would invite dance4life. They become like part of the family._

_Representative of Children's Home/ Child Care Board, 6th July 2016_

The representative of Government Industrial Schools likewise said that dance4life have “become like family” and that dance4life are invited to School functions. The quote above shows how dance4life mixes teaching practical skills with activities focusing on emotional connection and development, to the extent that they have been accepted as an integral part of the children's home programme. The children's home representative also noted that dance4life assists in building self-esteem by discussing the importance of valuing self and generally by interacting with the children during their visits. The Principal of the Government Industrial Schools likewise noted that dance4life spends time with the residents on relaxing social activities such as a campfire and barbecue with the boys at camp.

To vary the content and delivery and expose the children to additional information the facilitators bring in external facilitators and persons who tell real-life stories, such as persons who have experienced the Verdun House programme for drug addiction. Sessions feature specialists and clients from a variety of NGOs such as the Business and Professional Women’s Organisation Crisis Centre, Supreme Counselling, the Barbados Family Planning Association and Verdun House. Facilitators from NGOs often offer their services free, but private professionals such as a counselling psychologist are generally paid.

The educational sessions, as in schools, include games and competitions. dance4life also adds games and craft sessions without an educational focus, to ensure the children have fun and keep actively engaged. A session observed at the Girls' Industrial School involved the girls in tie-dying t-shirts. One of the girls was seen moving from complete lack of confidence and refusal to participate, through engagement by looking at pictures of what to do and seeing her peers do it, to pride in the beautiful, colourful t-shirt she produced.

There is also a monthly session at the Government Industrial Schools for boys and girls. At these institutions about half of the students are committed (long term residents) and the other half are transient.

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(on remand). The monthly session enables them to reach more of the transient children than might be reached through the summer programme and schools programme. The Industrial Schools come up with a list of topics for the monthly sessions, which dance4life implement. Anger management sessions are usually done by Supreme Counselling and drug awareness by Verdun House.

Dance4life has also introduced a new element which is not a normal part of the dance4life International programme. Staff found out that several children at the Children's Homes had never, or rarely, had a birthday celebration. dance4life now has a register of all the children in each institution, with their birthday details. dance4life brings a cake and throws a small party for each child's birthday. This is viewed as contributing to the self-esteem as well as the happiness of the children. They have been commended by the Child Care Board for this intervention.

FIGURE 14: DANCE4LIFE BIRTHDAY CELEBRATION

A special treat enabled through dance4life work was for Children's Home residents, along with some school students, to meet Rihanna in 2013. Rihanna was on a mission to Barbados with MAC AIDS Fund, who were starting to provide funding to dance4life. dance4life arranged a "charity day" attended by the children, including a performance of the dance4life drill for MAC AIDS Fund representatives. The children were not told that Rihanna would attend, and were thrilled to see her.\textsuperscript{36} She spoke with several of the children and took pictures with them.

\textsuperscript{36} Photos and news articles about this event are available at: http://theybf.com/2013/11/04/charitable-gala-rihanna-does-charity-event-in-barbados-named-new-face-of-mac-viva-glam

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3.2.3 Analysis of Numbers Participating in Dance4life during The Maria Holder Memorial Fund Grant

The following diagrams show changes since 2012 in the number of schools, young people and sessions covered by dance4life, and provide comparisons with targets set under the 2012-16 grant from The Maria Holder Memorial Trust.

Figure 15 shows that there have been increases in the number of schools, sessions and students participating in dance4life. While the number of schools plateaued between 2013 and 2015 and only increased by one school in the 2015-16 school year, this was accompanied by a steady increase in the number of sessions delivered in the schools, averaging 14.5% per year from 2012 to 2016. Likewise the number of students involved in skills4life sessions increased by around 15% per year (average 15.4%). The biggest increase in numbers of students was between 2013 and 2015 and seems to reflect an increase in number sessions by dance4life while the number of schools remained the same. As a result of these increases, dance4life exceeded the target set for number of skills4life participants during the period of funding by The Maria Holder Memorial Trust by one third (32.8%).

**FIGURE 15: ANALYSIS OF NUMBERS OF SCHOOLS, SESSIONS AND STUDENTS COVERED BY SKILLS4LIFE**

https://www.facebook.com/supportdance4life/photos/a.624183860956638.1073741859.125597560815273/624183964289961/?type=3&theater
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The picture of consistent increase in numbers for skills4life is not reflected for the act4life component of the programme. Figure 16 shows that the number of agents4change created increased between the school years starting in 2012 and 2014 but decreased in the 2015-16 year. Nevertheless, overall, the number of agents4change increased by an average of 4.5% per year. This resulted in falling just short of the target number of agents4change set under The Maria Holder Memorial Trust grant by 1.9%.

FIGURE 16: ANALYSIS OF NUMBERS PARTICIPATING IN ACT4LIFE

The figures suggest that dance4life has expanded skills4life substantially but may have concentrated less on the growth of act4life. The number of agents4change depends partly on how many children attend school after the examinations period in third term, when act4life activities take place. In some schools, there is little teaching following examinations, and few children come to school.

However, it should be noted that the figures do not include the summer camp programme or birthday initiative, both of which represent outreach and coverage of especially vulnerable youth. These empower youth in difficult circumstances and contribute greatly to the social change aspect of dance4life’s work.
3.3 FACILITATORS AND OBSTACLES TO IMPLEMENTATION

Having described dance4life Barbados and its coverage it is important to understand resource and other issues that affect its ability to implement its work and achieve its objectives. The issues considered here are structure, human resources, financial resources, public profile and relationship with schools.

3.3.1 STRUCTURE AND HUMAN RESOURCES OF THE ORGANISATION

dance4life Barbados is a small organisation, comprising just two full-time members of staff, both of whom are designated as Directors. The two Directors have degree and postgraduate qualifications in Sociology, Law, International Development and Public Health. These backgrounds are suitable to running an internationally-oriented development organisation focusing on health. One of the Directors did her Master's in Public Health thesis on barriers and facilitating factors for safer sexual behaviour among youth. Either or both of the Directors attends each of the educational sessions run by the organisation and described in the skills4life and act4life sections.

Volunteers are recruited annually, with some of them being former participants in dance4life interventions in schools or other settings. Others are often University students, some of whom are from other countries. Some are heavily involved in other volunteer work and youth or health organisations, such as the Caribbean Healthy Lifestyles Programme and CARICOM Youth Ambassadors. Because MAC AIDS Fund provides some support to dance4life, some MAC make-up artists have volunteered with dance4life as part of corporate social responsibility. Two of the volunteers have been working with dance4life for several years, and on average about three more tend to be available. Volunteers have brought various skills to the organisation. A regular volunteer is a skilled photographer and film-maker and has lent these skills to the production of photos for PowerPoint presentations and the manual and the videos used in sessions or for promotional purposes.

Initially, volunteers did not receive stipends, but dance4life has now successfully applied to The Maria Holder Memorial Trust for support. Volunteers now receive BD$20 per school session, to help offset their expenses such as travel. Those who help with the summer camps get BD$500 for the whole camp. Some volunteers have been active for years, but most are only available for a limited time, for instance before they go abroad to University or get a job. Some continue to offer sessions while they are working, for instance in their lunch hour, but the Directors noted that this sometimes becomes too tiring. Therefore annual or even more frequent training sessions are necessary.

Appendix 8 provides an example of the agenda for training. The Directors noted that they have developed training materials based on peer educator training guides they worked on while employed at AID Inc. on an International Labour Organisation-funded project. An interviewee who teaches HIV Peer Education at Barbados Community College noted that she has had several students who have done the volunteer training by dance4life, and that this stimulated them to advance their skills and experience in this area.

Generally the Directors try to ensure that two volunteers attend each class, but this is not always achieved. In skills4life classes attended by the evaluator, two were attended by both Directors and one volunteer and the other was run by one of the Directors alone as the other Director was travelling. In recruiting volunteers, the Directors reportedly look for persons who can bring humour and positive interaction to the sessions. Volunteers usually become comfortable after the first few sessions and one of the Directors accompanies them to the first few sessions.

Volunteers are often recruited via social media and by making an email appeal to youth organisations and networks (such as UWI HIV/AIDS Response Programme and CARICOM Youth Ambassadors).
Sometimes dance4life staff attend meetings of these organisations to generate interest in becoming involved. General challenges dance4life has encountered with volunteers include scheduling conflicts, ability to commit long-term, and time for volunteers to get familiar with the material they are expected to teach. For The Big Event they have no challenge in recruiting volunteers as this event is so attractive to young people.

dance4life also offers internships, and enables the interns to assist with organisational and reporting work as well as attending sessions. Interns are paid BD$400 a week.

Directors reported that they have organised their schedule so that volunteers can assist but that operations do not rely on their being available. The Directors are working at full capacity, and have to fit in office duties in the evenings as they are out delivering sessions for most of each working day. They also spend a lot of time driving, and this sometimes includes transporting volunteers who have no vehicle or do not drive. Nevertheless, the Directors emphasised that they manage their schedule well and are not feeling burnt out.

*Director 1:* It sounds very crazy, but the mechanics of it all, I don't ever feel overwhelmed.

*Director 2:* No, I think we have, over the years, got it to work quite well.

*dance4life Directors, 26th March 2016*

A Director noted that to be able to devote more time to issues such as publicity and fundraising they would need to rely on more volunteers taking up sessions. Alternatively, and especially if the programme expands, additional staff will be necessary. Directors suggested that one or two extra people could be employed exclusively to focus on delivering skills4life so that they could concentrate to a greater extent on their directorial roles. Additional skills in fundraising, grant-writing and communication with the public and with corporate entities may also be needed, as may be seen in the next couple of sections.

### 3.3.2 Sources of Funding

At initiation of operations, dance4life International provided some seed funding via the Dutch Ministry of Foreign Affairs and some training for the organisation. AidInc bore the salary costs and covered printing and other administrative costs. Apart from the initial seed funding, dance4life International has not provided any financial support for dance4life Barbados. Funding has since been mainly from The Maria Holder Memorial Trust, with smaller amounts from the MAC Aids Fund and PEPFAR.

The Maria Holder Memorial Trust is a charity registered in Barbados since 2007. It operates like a Foundation in funding other charities and government initiatives working in education, health, poverty alleviation, culture, sports and arts. Almost 200 projects have been completed since 2007, ranging from as low as $500 to a large project to build and equip six nursery schools. It is now at the end of a five-year strategic plan period 2012-'16 and is in the process of reviewing strategy with the intention to develop a further five-year plan of activity. The initial funding for dance4life from 2012 was for a one-year pilot, and following this, funding was renewed for three years, expiring at the end of the strategic plan period. An interviewee from the Trust expressed concern about the sustainability of relying on one or two sources of funding, and urged them to pay more attention to fundraising and their existing funders:

*I think one of the difficulties is that we are the main funder, and they've been lucky in the sense that we are quite unstressful as a funder once the project has gone through our due diligence*

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process. We've given them free reign. They've struggled a bit I think because there is no extra funding apart from, I think, a small bit they get from MAC. I think they haven't been in touch with me as much as I would like them. If I had a little bit of criticism, I find it's me who calls them up to say, "How are you doing, come in and talk." When we started, they were going to come in and talk every quarter, and that's kind of slipped a bit. And when you're working with philanthropic donors you need to build relationships. They've been lucky that the Chairman likes the programme and The Big Event that they got the extension that they did get. When I've asked them about fundraising they have said, "Oh, no, what are we going to do?" That should be their role. I may be wrong, they may have been doing stuff and making applications to other people, but I don't think they have. But this is a small criticism, it's not a big one.

Representative of The Maria Holder Memorial Trust, 8th August, 2016

MAC AIDS Fund provides funding to projects in 60 to 70 countries around the world. Since 2013 they have provided a grant to dance4life Barbados of around US$25,000 a year and at their Board meeting in May 2016 they approved a grant of US$35,000. This is to provide general operating support. The rise in funding to $35,000 is partly in recognition that the current grant from The Maria Holder Memorial Trust has come to an end in July 2016 and to enable dance4life to continue and develop a fundraising strategy.

MAC has extended its business operations in the Caribbean and its charitable work goes hand in hand with this. Historically MAC AIDS Fund has worked mostly in Haiti, the Dominican Republic and Jamaica within the Caribbean. They work with celebrity spokespeople, and in 2013 appointed Rihanna a Viva Glam representative. MAC AIDS Fund representatives travelled with Rihanna to Barbados to discuss possibilities with local stakeholders including the dance4life team. Funding for dance4life started from this point. The interviewee expressed an interest in dance4life organisations being set up in other Caribbean countries, since she perceived that there were gaps in HFLE and few organisations able to deliver HFLE in a youth-friendly manner. However, she acknowledged that this may not be possible given limitations in human resources. MAC has a limit in the funding it can provide to any organisation of around 20% of the budget, so it is not possible to increase dance4life Barbados' funding much further - unless the overall budget of dance4life also expands. The MAC AIDS Fund representative expressed satisfaction with dance4life Director's reporting, communication and monitoring of how they use MAC resources.

PEPFAR Caribbean Regional Programme, which covers twelve Caribbean countries, provided some funding for the revision of the dance4life manual. They also provided a small grant (US$10,000) to dance4life in 2013-'14, who won this by responding to a call for proposals issued by U.S. embassies to Ministries of Health, civil society groups and United Nations agencies. The grant was for the PhotoVoice project described in the section above on "act4life and other social activism."

At the time dance4life gained the grant (2013-'14), PEPFAR's mandate was broader and was able to include work with young people. It has since changed to a focus on key populations (sex workers, men who have sex with men and people living with HIV) and linking them to HIV treatment; identified globally

37 Sales of Viva Glam lipstick and lip glass provide the budget for the MAC AIDS Fund. See: http://www.unaidscaribbean.org/node/338
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by a number of agencies as the most effective way to stem the epidemic. USAID also has more substantial grants in the area of prevention, care and treatment. With the re-focussing of PEPFAR work with youth would only receive funding if it was related to those populations. The PEPFAR representative thought this would affect dance4life's ability to attract further funding, unless they can show what they are doing is aligned with what USAID is aiming to achieve with its HIV funding.

On request of some of the NGO partners, from this year dance4life is now paying the external facilitators around BD$150 for each session they run during the summer programme. The Directors noted that they supported paying the facilitators but that this expense limits their ability to employ external facilitators in their other work, such as during school sessions.

A mixed picture emerged from the interviews conducted with representatives of the three funding agencies. All were very satisfied by their work, two were satisfied with their reporting and accountability practices, but the representative of the largest funder expressed some anxiety about the sustainability of their funding. She drew attention to the need to focus to a greater extent on fundraising and building a strong and consistent relationship with funders.

On the issue of sustainability, dance4life Directors mentioned that dance4life International has an initiative called friends4life, whereby individuals who provide substantial funding are invited to all events and have honorary status and privileges. The Directors suggested that such a programme could be implemented in Barbados, in collaboration with companies who may wish to offer gifts to the friends such as dinner at a luxury restaurant or a round of golf at a golf course.

Pursuing private companies for funding appears challenging. Directors noted that when they started out they approached a number of companies for funding, but despite considerable investment of time and effort by the Directors, local companies were generally unwilling or unable to help. They raised less than BD$10,000 from these efforts. Companies appear willing to provide some funding for The Big Event so that they can have their name on banners and t-shirts, but less willing to fund the day-to-day work. Thus the corporate climate in Barbados does not seem amenable to providing major support to dance4life.

Since discovering this, dance4life fundraising efforts have been more focussed on applying for grants from agencies such as the European Union and Commonwealth Foundation. But they noted that they are ineligible for a lot of the international funding because Barbados is considered a high income country. They are looking at applying for grants concerned with issues beyond SRH, such as youth leadership, non-communicable diseases and the environment, in order to increase their chances of success and in line with their expanded focus of work.

Asked whether the Barbados government might fund dance4life, the response was:

I honestly can't see that happening, as that would be admitting that their programme is not functioning as it should. They have a programme that is entrenched in their education system for HFLE, so to fund us would be admitting that's not working well. I can't see that happening. And I don't think they have money.

dance4life Director, 26th March 2016

The government's National HIV/ AIDS Commission has tried to provide some funding for dance4life but has been unsuccessful. dance4life Barbados proved ineligible for funding through the World Bank loans for HIV programming because they were deemed to be part of an international organisation - despite having received negligible funding from dance4life International. The possibility of giving a small grant for
Community Based Organisations (up to BD$10,000) was also explored. In this instance dance4life was ineligible because the project already existed; rules say only new projects can be funded.

It appears that dance4life Directors are very aware of sustainability challenges and are working creatively to develop solutions, including shifting the emphasis of their work in line with trends in funding. Barbadian companies have not shown willingness to provide major funding, and government funding appears not to be an option. Philanthropic donations from charities or individuals may continue as one of the best options, along with grants from aid agencies and intergovernmental organisations.

3.3.3 INSTITUTIONAL LINKS AND PUBLIC PROFILE

In the course of its existence dance4life Barbados has drawn on a wide network of agencies in Barbados to support its work. For example, the corporate sponsors, donors, implementing partners, media and entertainment partners and individual friends and champions at the end of 2013 are listed on the website at http://www.dance4lifebarbados.com/dance4lifebarbados/Our_Partners.html. The organisation has developed particularly strong links with the MoESTI and the Child Care Board, as necessary and appropriate given the nature of its work in schools and with vulnerable children. A number of non-governmental agencies support its work, particularly by providing guest lectures, occasionally in schools but more frequently as part of the summer camp programme in Government Industrial Schools and Children’s Homes. These include Supreme Counselling, the Barbados Family Planning Association and Verdun House (drug rehabilitation centre). The National HIV/AIDS Commission and the Ministry of Health also sometimes provide lectures.

It appears that the profile of dance4life is stronger among some groups and organisations than others. A dance4life volunteer shared the view that it is well known and recognised among young people aged 13 to 35; this is consistent with the youth target group of the intervention. Even among youth not exposed to the intervention, they may be known via youth networks and publicity about The Big Event. Among others, knowledge and contact varies.

A PEPFAR representative believed dance4life is well known in U.S. government circles in the Caribbean as a result of the Photovoice project PEPFAR did with them.

Q: Do you think it brought more visibility to dance4life?
A: Absolutely. And at different levels. For one, within the U.S. Embassy itself, and the Embassy comprises different U.S. government agencies. It was bringing an awareness to all of those. You know, the Political and Economic Unit, the Public Affairs folks - they were very involved in mounting the exhibition. People who wouldn't normally have been aware and engaged with HIV were able to be exposed to that, because we were able to have that exhibition mounted and it stayed there for the week, in the lobby of the Embassy main building. So everybody got the chance to stop and look and read. Because there were little excerpts they did relating to the photographs. So it was even more far-reaching for us, not only at the Embassy but externally as well.

Q: Do you do other work with them?
A: No. But I know them. They are usually good at getting press coverage, and they would usually invite me to their events, such as the Big Event. And every so often you hear dance4life mentioned and the work they do, particularly with the schools

PEPFAR representative, June 20, 2016

Dance4life Barbados evaluation report
PEPFAR also raised the profile of dance4life by supporting and sharing the skills4life manual with all its small grantee contacts, with civil society partners they work with outside the small grants arena, with Ministries of Health around the Caribbean and with PEPFAR Headquarters. PEPFAR Caribbean has to do semi-annual reports to headquarters, and one year they used dance4life in their annual report as an example of best practice.

The skills4life manual is however not available to the public online. A stockpile of copies is available at the dance4life office for distribution to participants and partners. The Directors expressed concern that putting this resource online may result in others plagiarising their material without acknowledgement.

A representative of the Ministry of Health stated that dance4life approached the National AIDS Programme in 2014 to explore how to deepen links and work with that Ministry, and to seek guidance and support. The National AIDS Programme representative noted that as well as working with them himself he referred them to the Health Promotion Unit and Primary Health Care which is responsible for SRH and adolescent health. He did this because he perceived that

> dance4life is about a new way of implementing an HFLE programme with an emphasis on sexual and reproductive health for school children. So in accordance with that I would have provided guidance as to who to liaise with in the Ministry of Health.

*Ministry of Health representative, 16 June 2016*

This statement shows that the Ministry of Health recognises that the scope of dance4life extends beyond HIV/AIDS to address other SRH conditions, and that the Ministry is willing to support them in this expanded scope. The Chief Public Health Nurse was assigned to liaise with dance4life. The Ministry also provided dance4life with statistics and information that could be used for programming and to guide its educational content. Despite this commitment, the interviewee noted that he had never seen dance4life deliver an educational session in schools but that it was possible that his colleagues had.

A number of stakeholders shared the view that the work of dance4life Barbados is not sufficiently well known. For example:

> Q: Do you think dance4life are sufficiently well known?
> A: I don't think so. I think they are a secret that is well kept, but a secret that needs to be known. I think the schools that are not quite on board need to know more.

*MoESTI representative, 19th July 2016*

This stakeholder thought that the organisation's profile in the schools could be raised by starting to work with Parent-Teachers' Associations and greater use of the media.

> I still want them to speak to a parent-teachers body, so they know and they could help their children with volunteerism. Then the PTAs can put pressure on the schools that they want the dance4life programme.
> Q: Have they done that sort of outreach to PTAs?
> A: I don't get that impression. But they can go through the national PTA, that can help them access the local PTA. And I think it is about time for dance4life to get on the national television and radio: young people talking about the programme.

Dance4life Barbados evaluation report
The MoESTI representative also suggested that dance4life should "relaunch" its work in a presentation to public officials about its work. Those attending should include representatives of the Ministries responsible for Education, Health and Youth.

An interviewee from the Community Development Department (Ministry of Social Care, Constituency Empowerment & Community Development) noted that she has been trying to establish collaboration between dance4life and colleagues from the Department working with young people. For instance, the Department hosts the annual Community Dance Fest, which around 3,000 young people attend. There is supposed to be an HIV element at the Fest, and the interviewee felt that dance4life could usefully contribute to it. On mentioning this to her colleagues at the Department, she found that most had not heard of dance4life.

We were going to have an HIV extravaganza outside [the Commuity Dance Fest venue] where we were going to engage young people in some discussions. And I was saying to the others, "dance4life can do this. Because they wouldn't just do one to one discussions, they could do some different ways of getting the message across rather than long talk which might be boring for the young people." And they were saying, "dance4life, who's dance4life?" So I had to go and show them the manual. And Dance Fest has been going on for ten years!

Representative of Community Development Department, 8th June 2016

The dance4life Barbados website is in the process of being updated and will be relaunched in 2016. The organisation maintains a facebook presence at https://www.facebook.com/dance4lifeBarbados/ The Facebook page provides photos and notification of events, and posts show campaigning issues relating to environmental conservation, women's rights and other social and global concerns. However, the absence of a consistently updated website prevents some those interested in its work, including young people and potential funders, from finding out facts about dance4life unless they are in direct contact with the organisation. This may be remedied with the advent of the relaunched website, but the limited human resources may prevent consistent updates of this and the Facebook account.

On the other hand, a representative of the Government Industrial Schools thought that many organisations that get a lot of publicity in Barbados are not consistent and lack integrity in their work. He thought that dance4life should continue focussing on the work and being less concerned with seeking recognition.

3.3.4 RELATIONSHIP WITH SCHOOLS

Teachers interviewed for the project had a very positive appraisal of dance4life. The Directors also reported that their relationship with most schools has been good. However, in one school, there were frequent changes of plan without notification, resulting in facilitators arriving to find dance4life sessions could not take place. Given that this school was also geographically difficult for volunteers to attend, dance4life pulled out of this school. The management of another school decided to work with other NGOs in delivering its full HFLE programme. This followed dance4life bringing to the attention of the Guidance Counsellor that one of the girls at the school, who was self-harming, had revealed to them that she was being sexually abused by her mother's boyfriend. Directors reported that the Counsellor wished to deal
with this through prayer and talking to the abusive man. dance4life informed her that they would notify HFLE Coordinator at the Ministry of Education who would take responsibility for handling the case. This instance of conflict with school staff shows that dance4life prioritise their responsibilities towards the children they work with.

Directors reported that a Guidance Counsellor in another school had not obstructed their work but had not facilitated or participated in any way. On speaking with the Counsellor in question, it appears that dance4life had been operating in the school prior to her appointment and no orientation to their programme had been provided when she came on board. By that time they were working with a Year Head who effectively coordinated dance4life work in the school. In this case it may have been appropriate for the school Principal to have stepped in and talked to the Counsellor and dance4life about how to work more closely together. Given the slight tension at this school about dance4life's role, a meeting with the Principal initiated by dance4life is recommended.

Things do not always go according to plan in delivering school sessions, but the staff have been able to ride these challenges through patience and diplomacy.

*Sometimes we get to a school and find out our session is cancelled and inside, and we're, like, "You couldn't have called and told us you have a staff meeting?" But we just smile and say, "Oh, that's OK, we'll wait for half an hour!"*

dance4life Directors, 26th March 2016

The Directors noted that such challenges are more difficult for volunteers who have devoted particular time slots to helping. Directors try to pre-empt such challenges by sending their schedules to the schools at the beginning of each term and making adjustments in line with the scheduled school events in each term. They also ask Guidance Counsellors to call them with any schedule changes, but note that only a few of them do so.

Outside the schools in which dance4life operates, the organisation does not appear to be well known. In the three schools included in this evaluation who are not participating in dance4life, only one of the three Guidance Counsellors had heard of dance4life, and the children had not. In the one non-participating school where it was known, dance4life had been in negotiation with the school to begin implementing its programme.

### 3.4 Conclusion: Fidelity to Programme Design and Local Needs

dance4life International's model of youth empowerment has been adapted to suit the needs of Barbadian youth and in line with the current capacity of the organisation. dance4life Barbados' programme is solidly informed by local epidemiological and social research evidence, by stakeholder consultation, by processes to attain official government approval, by its own research with adolescents and by adolescent feedback during classes. It has evolved from a focus on HIV to a broader scope of work on youth development, but which continues to address factors driving the HIV epidemic, such as self-esteem and substance abuse.

The Heart Connection Tour has generally not been implemented at the beginning of school years as in the International model, but the motif of *inspiration* associated with the Tour has been infused into Dance4life Barbados evaluation report.
skills4life lessons through the use of dance, games, interaction and audiovisual materials with local content. The educate component is very strong, with a structured skills4life curriculum delivered regularly using methods that are engaging for young people. The manual provides an excellent source of scientifically sound information for adolescents, backed up by attractive pictures and design.

The activate component of the programme has had mixed success. In contrast with some dance4life programmes, the Barbados programme has not dedicated much time to community outreach, mobilisation and fundraising for social causes. The act4life intervention is concentrated in schools at the end of third term, when some children are not at school after exams have finished. It has been difficult to implement act4life at any other time given clashes with academic curricula and the implementation of dance4life across twelve schools. Projects have engaged young people (mostly schoolchildren) in volunteering and stimulated their interest in social causes such as the environment and youth access to SRH services. However, given dance4life’s limited capacity to follow up with participants, the impact at community level and in the long term is unclear. The Youth Council has only been sustained in less than a handful of schools.

The celebratory aspect of dance4life’s work is strong. Despite the drop in funding from dance4life International, the local Concept Owner has built up national support for The Big Event so that it attracts hundreds of young people, well-known celebrities, corporate sponsors and donors. The Event boosts publicity for dance4life Barbados every couple of years. Celebrations are infused into dance4life’s work through games, competition and dance during educational sessions, and via the birthday initiative for vulnerable adolescents in Children's Homes.

The work of dance4life is facilitated by strong support from government, from the institutions in which it is implemented, from funders and from adolescents. The Directors have appropriate skills and are extremely dedicated, and have organised the programme so as to be able to deliver reliably in multiple institutions. However, there are a number of obstacles and threats. First among these is the limited human resource capacity of the organisation. The Directors work at full stretch and are unable to dedicate sufficient time to developing a public profile, communication and fundraising, all of which are necessary for the sustainability of the organisation. Relying on volunteers has proven difficult, largely because the volunteers are young people who are usually in a period of transition and do not remain with dance4life for long, and who have other demands on their time. Consequently, most of the programme is delivered by the Directors, who have little time to direct the programme.

Dedication of more time to strategic tasks is pressing given threats to the sustainability of the organisation. The funding climate is not welcoming, given lack of support from corporate bodies except for the high-profile Big Event, and lack of support from the international donor community because Barbados is deemed a high-middle-income country. The organisation has received excellent support from The Maria Holder Memorial Trust and MAC AIDS Fund, but there are concerns about the sustainability of funding from the former, and the latter can only fund one-fifth of the organisation's expenses.

Recommendations emerging from this concern the need for additional human resources for implementation so that the Directors can concentrate more on strategic tasks. The pursuit of additional funding sources through grant-writing and the friends4life initiative are also recommended. Recommendations are provided in more detail at the end of the report.
4. Impact Evaluation Results

Here we examine the changes made by dance4life, starting with knowledge, attitude and behaviour indicators and going on to analyse how dance4life achieves change by basing it on established behavioural theory and using engaging pedagogic methods. Other areas of achievement analysed relate to: filling gaps in HFLE; accuracy of information about health; enhancing access to health and preventive services; meeting health and other policy objectives; consistency of intervention; rapport with adolescents; mental health of vulnerable adolescents; promotion of social activism and volunteerism, and humanitarianism. We also examine their work on monitoring and evaluation. Chapter 5 goes on to discuss the findings and make recommendations.

In the quotes below, FGDs with adolescents are distinguished by whether they took place with participants or non-participants in the dance4life programme. When girls are cited, this is indicated by G1, G2 etc. while boys’ speech is shown by B1, B2 etc. In keeping with pledges of confidentiality, the schools and institutions attended by the children participating in the study are not named when quoting the children.

Behaviour Change

The population included in dance4life’s school intervention appear similar to the general population of this age group in that around one third (32.4%) have ever had sex; similar to levels of sexual activity recorded in national surveys with 13 to 15 year olds. Changes in behaviour between baseline and endline in the 2015-16 school year show changes in the favourable direction across most indicators (Table 1). For instance:

- The number of adolescents who had sex in the past three months decreased by 21.3%
- The number of sexually active adolescents who used a condom at last sex increased by 8.9%
- The number who tried alcohol or drugs in the past three months decreased by 16.4%
- The number who knew that mosquitoes cannot transmit HIV increased by 22.3%
- The number who knew that a girl can get pregnant if the male withdraws before he ejaculates increased by 42.3%
- The number able to name at least one STI increased by 22.1%

Stigma and discrimination decreased and knowledge increased. However, some indicators changed only very little. There was little change in the number of young people reporting they had sex or had it by age 13, probably because these are “over lifetime” indicators that are unlikely to change very fast. There was little change in the percentage that used contraception at last sex, possibly because of difficulties accessing contraception at their age. There was a worrying slight increase in the percentage forced to engage in sexual activities, and only a small decrease in those who physically hurt an intimate partner on purpose. Bullying also increased.

Dance4life should continue its advocacy for improved access to sexual and reproductive health care. Several indicators suggest they should assist young people further with negotiation skills and protection or prevention from violence.

Table 1

Changes in behaviour between baseline and endline among schoolbased participants in the skills4life programme in 2015-2016 school year

Dance4life Barbados evaluation report
(n= 2,028 for baseline, n= 2,004 for endline)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline %</th>
<th>Endline %</th>
<th>Percentage change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sexual behaviour</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ever had sex</td>
<td>32.4%</td>
<td>33.9%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Had sex for first time by age 13 (of those who had sex)</td>
<td>84.9%</td>
<td>84.6%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Had sex with more than one person</td>
<td>61.9%</td>
<td>60.3%</td>
<td>-1.6%</td>
</tr>
<tr>
<td>Had sex with more than 4 people</td>
<td>21.1%</td>
<td>20.3%</td>
<td>-0.8</td>
</tr>
<tr>
<td>Had sex in past 3 months</td>
<td>53.4%</td>
<td>32.1%</td>
<td>-21.3</td>
</tr>
<tr>
<td>Used a condom at last sex</td>
<td>52.9%</td>
<td>61.8%</td>
<td>+8.9%</td>
</tr>
<tr>
<td>Used contraception during last sex</td>
<td>62.7%</td>
<td>63.6%</td>
<td>+0.9%</td>
</tr>
<tr>
<td><strong>Violence and bullying</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forced to engage in sexual activities</td>
<td>10.6%</td>
<td>11.9%</td>
<td>+1.3%</td>
</tr>
<tr>
<td>Physically hurt by an intimate partner on purpose</td>
<td>8.0%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Physically hurt an intimate partner on purpose</td>
<td>9.8%</td>
<td>9.5%</td>
<td>-0.3%</td>
</tr>
<tr>
<td>Have been bullied at school</td>
<td>29.5%</td>
<td>31.9%</td>
<td>+2.4%</td>
</tr>
<tr>
<td>Have been cyberbullied</td>
<td>11.7%</td>
<td>15.8%</td>
<td>+4.1%</td>
</tr>
<tr>
<td><strong>Smoking and drugs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tried alcohol or drugs in the past three months</td>
<td>53.3%</td>
<td>36.9%</td>
<td>-16.4%</td>
</tr>
<tr>
<td>Ever smoked cigarettes</td>
<td>15.4%</td>
<td>16.6%</td>
<td>+1.2</td>
</tr>
<tr>
<td>Believe smoking affects judgement</td>
<td>69.2%</td>
<td>77.8%</td>
<td>+8.6%</td>
</tr>
<tr>
<td>Have tried alcohol</td>
<td>75.3%</td>
<td>74.8%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Believe alcohol affects judgement</td>
<td>71.0%</td>
<td>77.8%</td>
<td>+6.8%</td>
</tr>
<tr>
<td>Tried marijuana</td>
<td>19.5%</td>
<td>18.9%</td>
<td>-0.6%</td>
</tr>
<tr>
<td>Believe marijuana affects judgement</td>
<td>71.4%</td>
<td>74.9%</td>
<td>+3.5%</td>
</tr>
<tr>
<td>Use other substances to get high</td>
<td>15.2%</td>
<td>14.6%</td>
<td>-0.6%</td>
</tr>
</tbody>
</table>
## Stigma and discrimination

<table>
<thead>
<tr>
<th>Activity</th>
<th>2018 (%)</th>
<th>2020 (%)</th>
<th>Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would buy food from a vendor with HIV</td>
<td>25.5</td>
<td>37.6</td>
<td>+12.1</td>
</tr>
<tr>
<td>Would use the same toilet as someone living with HIV</td>
<td>26.9</td>
<td>36.4</td>
<td>+9.5</td>
</tr>
<tr>
<td>Would be comfortable in a class taught by a teacher with HIV</td>
<td>64.7</td>
<td>72.8</td>
<td>+8.1</td>
</tr>
<tr>
<td>Would hug a friend with HIV</td>
<td>66.0</td>
<td>74.3</td>
<td>+8.3</td>
</tr>
<tr>
<td>Thought that people who got HIV through sex or drug use got what they deserved</td>
<td>22.6</td>
<td>21.7</td>
<td>-0.9</td>
</tr>
<tr>
<td>Would be ashamed if a family member got HIV</td>
<td>30.0</td>
<td>26.5</td>
<td>-3.5</td>
</tr>
</tbody>
</table>

## Knowledge

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>2018 (%)</th>
<th>2020 (%)</th>
<th>Change (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knew that a healthy looking person can have HIV</td>
<td>75.9</td>
<td>86.2</td>
<td>+10.3</td>
</tr>
<tr>
<td>Knew that mosquitos cannot transmit HIV</td>
<td>56.7</td>
<td>78.0</td>
<td>+22.3</td>
</tr>
<tr>
<td>Knew that sharing a glass cannot transmit HIV</td>
<td>50.1</td>
<td>64.5</td>
<td>+14.4</td>
</tr>
<tr>
<td>Thought mainly homosexuals transmit HIV</td>
<td>31.7</td>
<td>28.6</td>
<td>-3.1</td>
</tr>
<tr>
<td>Thought you cannot get HIV the first time you have sex</td>
<td>40.9</td>
<td>18.6</td>
<td>-22.3</td>
</tr>
<tr>
<td>Thought having more than one partner makes you more likely to get HIV</td>
<td>81.9</td>
<td>86.7</td>
<td>+4.8</td>
</tr>
<tr>
<td>Able to name at least one STI</td>
<td>46.9</td>
<td>69.0</td>
<td>+22.1</td>
</tr>
<tr>
<td>Knew that using a condom reduces the risk of HIV/STI</td>
<td>71.5</td>
<td>77.3</td>
<td>+5.8</td>
</tr>
<tr>
<td>Knew that not having sex reduces the risk of HIV/STI</td>
<td>74.9</td>
<td>82.7</td>
<td>+7.8</td>
</tr>
<tr>
<td>Knew that you can get herpes from oral sex</td>
<td>46.6</td>
<td>73.5</td>
<td>+26.9</td>
</tr>
<tr>
<td>Knew that you cannot always tell if someone has an STI</td>
<td>70.1</td>
<td>82.9</td>
<td>+12.8</td>
</tr>
<tr>
<td>Thought a girl cannot get pregnant the first time she has sex</td>
<td>24.0</td>
<td>11.0</td>
<td>-13.0</td>
</tr>
<tr>
<td>Knew that a girl can get pregnant while on her period</td>
<td>28.7</td>
<td>71.3</td>
<td>+42.6</td>
</tr>
<tr>
<td>Knew that a girl can get pregnant if the male</td>
<td>20.8</td>
<td>63.1</td>
<td>+42.3</td>
</tr>
</tbody>
</table>

Dance4life Barbados evaluation report
withdraws before he ejaculates

Adolescents explained that dance4life achieves changes in knowledge, attitudes and behaviours by helping them understand the consequences of their actions for themselves and others and by letting them know that it is within their power to choose.

> I think it affects how you know your responsibilities. You understand what you can get if you are not responsible.

*FGD with dance4life in-school participants, 25 March 2016*

They thought that changes in behaviour were made possible by the way the programme affected their confidence in how to protect themselves.

> I: Does what you learn with dance4life affect your self esteem?
> G1: Yes. If we are out and someone asks us about health things we can stand up and not be frighten because we know de facts
> B1: We less afraid to speak up
> I: What about in relationships?
> G1: Yeah. We know we doh let no one force you to do what you don’t wanna do.
> I: Has it helped you say no?
> Group: yeah

*FGD with dance4life in-school participants, 12 April 2016*

Adolescents participating in dance4life thought the programme was effective in achieving positive health outcomes. This was achieved not just by sharing information but by providing sympathetic support for young people.

> I: In what ways would young people in Barbados be worse off if it wasn't for dance4life?
> B1: They woulda got more pregnancies in school, more young people with HIV and AIDS, more young people with STDs.
> B2: There'd be more violence.
> I: How do you think it helps you with violence though?
> B2: Well at least you would have someone to talk to.
> I: So, actually, then, you would talk to them if you feel you are going to be involved in violence?
> B2: Yeah.
> I: So do you ask them for help?
> Group: Yes.

*FGD on act4life with dance4life in-school participants, 13 June 2016*

> I: Can you give some examples of how dance4life has made things better for you?
> B2: Keep me away from drugs
B3: You learn from an early age how to protect yourself, how to avoid getting STDs. It's already protecting me.

FGD on act4life with dance4life in-school participants, 13 June 2016

B1: If dance4life wasn't around, young people would be having babies all the time, and more violence

FGD on act4life with dance4life in-school participants, 14 June 2016

The impact on HIV stigma and discrimination was mentioned as well as health outcomes.

B1: It would stop all the violence and the discrimination against people living with AIDS. It would stop people having sex at a young age and prevent them from getting the diseases.

FGD on act4life with dance4life in-school participants, 14 June 2016

Beyond immediate health outcomes, adolescents emphasised the developmental benefits of dance4life and how it would empower them in future. Participants were asked to take turns in describing the benefits.

G1: It helps people realise what they done wrong.
B1: It helps people doing some wrong things to come back and go on a clean path.
B2: If you smoking or taking drugs it helps you to know what to do and what not to do.
B3: Learn from your mistakes. They help us to do the right things.
G2: Young people will know what to do and how to do it right
B4: People will think about what they did in the past and be respectful in the future
G3: It would make people open their eyes and understand what is going on in the real world, that this eh no fairytale and everything has consequences to it. If you doh know what going on, you could talk to somebody that does so you don't regret what happen.
G4: To stop people doing what they should not be doing and to encourage people to speak up and be themselves.

FGD with dance4life in-school participants, 12 April 2016

I: How does dance4life help young people in Barbados?
B1: It would help avoid pregnancies.
B2: Stop them from using drugs.
B3: Help them to think before they act.
B4: Help them know right from wrong.
B5: Help you decide on your friends in life.
B6: Show them the right way.
B7: Helps you on your journey through life.
B8: Helps you go further in life.

FGD with dance4life in-school participants, 3 April 2016

Participants stressed that benefits extended beyond themselves, in that they shared the information provided by dance4life with their family and peers.
G1: There's this girl and she smokes, and I told her not to smoke as it has really bad effects. I think she's kind of stopped or at least she's cut down, which is really good.

FGD with dance4life in-school participants, 25 March 2016

G1: I talk to my brother, help him to see things from a different point of view, so he don't make so much mistakes.

FGD on act4life with dance4life in-school participants, 14 June 2016

Several participants had shared information from dance4life with their mothers, with one noting that he told her things she did not know about the range of bodily fluids that can transmit HIV. Another had shared information about the dangers of marijuana with out-of-school youth "on the block." A girl had told sexually active peers that it was possible to catch some STIs via the mouth and anus. A boy had showed his uncle the part of the skills4life manual about smoking, and since then the uncle no longer smoked.

Nevertheless, the young people gave a number of reasons why behaviour change is not always as great as it could be:

B1: I guess some people listen and it affects their behaviour but for some, the only way they are going to learn is by experiencing it first hand.
B2: I would say most in the class do listen and it affects their behaviour but a few ignore it and continue to do what they are doing.
B3: I think those who had sex before might find it difficult
B1: The community they are in
G1: Their parents might say go ahead and do it, just be safe
G2. It got some that just want attention too and would do anything to get that attention

FGD with dance4life in-school participants, 25 March 2016

Reasons given include adolescents’ desire to learn through experience, desire for attention, enjoyment of sex and lack of community and parental controls. None of the young people cited deficiencies in dance4life work that might lead to negative behavioural outcomes or lack of effectiveness.

**Evidence-informed intervention**

dance4life's intervention in Barbados is well-informed by Caribbean and international evidence and behavioural theory on factors driving the HIV epidemic, STI, pregnancy and chronic, non-communicable diseases. The following diagram is based on the Ecological Framework, a widely accepted framework for understanding determinants of health.\(^\text{38}\) Concentric circles show issues covered in dance4life's work with


Dance4life Barbados evaluation report
adolescents. The middle circle shows behavioural and psychological factors that affect the likelihood of the health conditions in the smallest circle. The largest circle shows factors in the social environment that affect young people's psychological status and behaviour and thus their vulnerability. There is a large body of evidence showing that the issues covered in the dance4life programme are critical to prevention of these conditions among youth.39

**FIGURE 17: ECOLOGICAL FRAMEWORK OF FACTORS AFFECTING ADOLESCENT HEALTH INCLUDED IN DANCE4LIFE WORK IN BARBADOS**

DANCE4LIFE PEDAGOGIC METHOD


Dance4life Barbados evaluation report
The elements that make up dance4life pedagogic method, as detailed above, are illustrated in the diagram below. The combination of these elements creates excitement and interest among the adolescent target group and keeps them engaged.

**FIGURE 18: ELEMENTS OF DANCE4LIFE PEDAGOGIC METHOD**

The highly interactive methodology used by dance4life has proven very popular among stakeholders, teachers and students alike.

Adolescents are the primary beneficiaries and thus their views on dance4life's methods are paramount. They expressed support for all the elements illustrated in Figure 18. Often the competitions, prizes and audiovisual methods (photos, videos and diagrams) were among the first things mentioned by the schoolchildren as things they liked about dance4life. They thought these helped them retain information and they enjoyed them.

*B1. I like their method. They do rewards. If you get a question right you get a reward.*

Dance4life Barbados evaluation report
B2. You remember it better.
B3. You have more fun too.
B4. They do videos and slideshows about people who had past experiences and stuff. They taught us about condoms and ways to avoid STDs, STIs.

*FGD with dance4life in-school participants, 25 March 2016*

Participants in a Children's Home also felt that the games helped them speak up with answers to the questions and retain the information, as opposed to HFLE where many of them felt "too shy to answer."

Adolescents found some of the content sensational and this helped them retain the information.

G1. They showed us the slides with the STIs and it was disgusting. Seeing the crabs and the festering. And they said it is more common than before. So you go have sex and then forever you got this thing growing on you.

*FGD with dance4life in-school participants, 25 March 2016*

I: What do you enjoy most?
Group: Videos and prizes.
B1: The videos show how things like smoking affect people.
I: Do you find the videos frightening?
Group: yeah!
B2: The one that frighten me was the person with the hole in his throat, the smoker.
G3: Then I look on the internet and see other people who smoke that happen to.
G4: I think the bit that affect me was seeing how the brain look of someone who use alcohol and someone who don’t.

*FGD with dance4life in-school participants, 12 April 2016*

G2: When I see the pictures of the diseases on the private parts, and all nasty, I knew I did not want that to happen to me. And when the time come for me to do it, I will use condoms.

*FGD on act4life with dance4life in-school participants, 14 June 2016*

The pictures greatly enhanced understanding of risk, and some had furthered their understanding by going on to do their own research on the internet. When asked, the young people did not object to the emotive images and testimonials from patients presented and said that these helped protect them. They also noted that they were encouraged to debate the pictures and present their own views on the extent to which the pictures reflected the real risks they faced.

Adolescents liked the skills4life manual, with a number saying they keep it at home and refer to it when they have questions about sex and health. Some brought their manuals to dance4life sessions and showed them to the evaluators. They liked the pictures relating to health and reproduction and also enjoyed seeing pictures of their peers in schools and other settings participating in dance4life. Boys in one group noted that the manual was helpful in understanding teenage pregnancy, by "breaking it down" to different elements and explaining it (FGD with dance4life in-school participants, 3 April 2016).

Dance4life Barbados evaluation report
The Director of the Government Industrial School noted that dance4life's programme works in the Detention Centres because it is activity-based. Some of the children are disruptive and dance4life are able to reduce such behaviour and tensions by drawing them into activities such as games and competitions. He also values dance4life in bringing diversity in teaching methodology to the detention centres, catering to different learning styles. A representative of Supreme Counselling valued the creativity the Directors bring to the teaching, saying it engaged the children and reminding us that “if you bring something dry and boring, they will shut you down.”

**FILLING GAPS IN HFLE**

Interviewees and FGD participants thought dance4life supplemented existing HFLE provision, in terms of their methodology, the frequency of delivery and the content of their intervention.

Young people contrasted dance4life's interactive methods with the conventional teaching methods usually employed in HFLE classes.

\begin{quote}
G1: dance4life explain things better. More people would participate than when the teacher leads the lesson.
B1: They ask us questions
G2: Some teachers try to make the class fun, but some don't and it's really boring.
I: Do you have games to do with the HFLE teacher?
G3: No. All they give you is paper, paper, paper.
B2: dance4life explain it better. They interact more.
G2: The others give you paper and you're sitting there quiet with it.
\end{quote}

*FGD with dance4life in-school participants, 12 April 2016*

\begin{quote}
G3. With HFLE before we would talk with the teacher and she might write some things on the board. But with dance4life it's more interactive and it's something we can relate to.
\end{quote}

*FGD with dance4life in-school participants, 25 March 2016*

In two of the three schools covered by dance4life where FGDs were conducted, the students noted that regular HFLE classes sometimes do not take place because the teacher is away or dealing with another matter. Those HFLE sessions that took place did not follow a set pattern or structure, unlike the set lesson plans of dance4life. The teachers would present a topic and invite questions on it. In one of the schools, students agreed with each other that less than half of HFLE classes had actually been taught throughout their secondary school career. One boy noted:

\begin{quote}
B1: I have only filled in about three pages in my HFLE exercise book. And the stuff didn't really relate to HFLE. Like, we had to write a composition on ourselves.
\end{quote}

*FGD with dance4life in-school participants, 25 March 2016*
In one of the schools, HFLE classes were usually dedicated to job- and job-seeking skills, with very little coverage of sex and sexuality (FGD with dance4life in-school participants, 3 April 2016). FGD participants thus confirmed findings of research on HFLE in the Caribbean cited in previous sections, contrasting it with dance4life's intensive, structured programme. They also emphasised that they enjoyed the teaching methods of dance4life more than those used in most HFLE classes.

G1. Before, HFLE was just something between other classes or where would do some homework, but now we actually get into HFLE, and it's actually fun. Like, we learn more here than we did in the whole of second form.
G2. HFLE was just something we went to. Now we are into it. We want to go. We learn a lot and we want to learn more.

FGD with dance4life in-school participants, 25 March 2016

As noted in section 2.3.1, the national HFLE Coordinator from the MoESTI was impressed with the methodology from the time of her first encounter with dance4life. She noted that dance4life bring classes to life by talking about real-life experiences.

The gap I think that they filled is that they bring real-life experiences, which some teachers tend to miss. You're speaking about gender, you're speaking about real life issues that schools tends to make very formal in their teaching. Let me admit, Sexuality and Sexual Health is one of the hardest areas of HFLE to teach. So dance4life fills that gap that exists in our schools. The real language, the real issues, they come to the fore in dance4life and how they deliver their programme. That's what I'm suggesting is the power of dance4life.

MoESTI Representative, 19 July 2016

The MoESTI representative noted that the discomfort felt by some teachers in speaking about sexuality meant that some did not move on from teaching the self-awareness components of the Sexuality and Sexual Health HFLE module, or did not spend sufficient time on HIV and STI.

A Ministry of Health representative also felt that dance4life made a unique contribution to HFLE nationally.

I think their approach is different, it's unique and I think it has the potential for having a lot of added value to what the Ministry of Health and the Ministry of Education are doing..... What they [dance4life] were able to do - the little bit that I saw - could not have conceivably been done by government on its own. No Guidance Counsellor, no HFLE programme could have had, em, you wanna call it penetration - I'd like to find a better term. But in terms of the health promotion and messaging each kid, I don't think anyone else could have done what dance4life did.

Ministry of Health representative, 16 June 2016

There was general support for expanding dance4life because there are still gaps to be filled. Representatives of the MoESTI, Ministry of Health, Community Development Department and MAC AIDS Fund mentioned, mostly unprompted, that they would like to see dance4life in all secondary schools.
I think the programme needs to be broader and more people need to be aware of it. There’s not enough visibility. In terms of the HFLE Curriculum, maybe their work could have dovetailed more effectively with the HFLE curriculum. Or maybe part of the HFLE could be executed by dance4life. They may have liaised with the Ministry of Education about this but dance4life only goes to a limited number of schools and there is a need for HFLE across all the schools.

Ministry of Health representative, 16th June 2016

I think that they fill an important niche first of all in providing education at an important time. They work with children at an important transition period in their lives, and it seems not all the youth would otherwise receive that information. Given the way the education system works, it seems like there is often a gap in SRH education. I think the idea of dance4life covering all schools in Barbados is really great, as it means that every year another group is going through the programme, and everyone has a common understanding. I think they also have a role in reducing stigma and addressing stereotypes. One example is that condom use is low in the country, and condoms are used mostly for pregnancy prevention, and not necessarily to address HIV and STI prevention. Also if a young woman wants to use a condom she is seen as promiscuous. I think they break that down, and shift people’s behaviours so that they’re more kind of health seeking.

MAC AIDS Fund representative, 13th July 2016

Q: If dance4life were to get additional staff of equal calibre, would you support rollout to all the secondary schools?
A: I would say yes! From feedback from the Guidance Counsellors - we had a meeting in March looking at what was happening. And I said, “If you were to rank the persons coming the schools, how would you ranks dance4life?” And they did rank them very highly... They did think dance4life was the most effective in this environment.

MoESTI Representative, 19 July 2016

There was a general perception that dance4life fills gaps in HFLE as it is practiced in Barbados. The following statement is an example.

The family life education that is given in secondary schools is poor, even if it exists... Because I think some teachers are uncomfortable, even if they’re HFLE teachers, with talking about difficult subjects, you know, HIV and just sexual and reproductive health generally. There are so many taboos and things around the Christian society in Barbados that our teachers find it difficult to address, I think.

Representative of The Maria Holder Memorial Trust, 10th June 2016

A representative from the Community Development Department added that many of the HFLE lessons are not taught at all. There was also the view that dance4life addresses some of the youth cultural issues that affect SRH.

The culture that we’re in at the moment, I call it the minibus culture, the music, I think it’s a real problem. And it’s a problem especially for girls and the ways girls are treated. It perpetuates the
stereotypes, the gender-based violence. And it’s about boys as well, because they are following a stereotype that is being put out there in the whole music industry. So I think working at that level is definitely needed.

Representative of The Maria Holder Memorial Trust, 8th August 2016

Another stakeholder noted a cultural norm that “You do the sex, but you don’t talk about it.” She commended dance4life for developing abilities to talk about sex, understand sexuality and negotiate for pleasurable and safe sex, noting that these abilities are not developed in regular HFLE lessons or by parents. She recommended extending dance4life work on youth issues outside the schools.

I think there needs to be more integration with other things that are going on for young people, and school is not the only place where you're going to reach young people. Because you do have young people who are into their churches, so that's another avenue, and because they go to church it doesn't mean they don't have the same issues. I think, the groups we are working with at Community Development that are into dancing, we are working with them so that it's not just about the dancing and choreography, it's about learning about yourself, about how you negotiate. That's why I'm saying I think there needs to be a lot more linkages. I can see them doing more things, but then it would mean getting more resources to do all of that!... There are a lot of young people who are being missed because they are not in the school setting, and we need to get to those young people as well.

Representative of the Community Development Department, 8th June 2016

ACCURACY OF INFORMATION ABOUT HEALTH

A representative of the Government Industrial Schools noted that many adolescents have dangerous beliefs and misconceptions. He gave the following example:

With the boys, we were talking about how they might rendez-vous with a girl. One of them said he was prepared for the event [sex] from the night before. He said he had his iced water prepared. I said, "Tell me about it." He said, "You put water in a container, like an ice cream container, and when it freezes over, there's water inside that is really really cold - that's the water you have to use." I said, "Use for what?" He said, "Sir, you don't know?" What I found quite poignant, the others there didn't laugh. They were serious. The boy explained that you can have sex and ejaculate and nothing will happen once you drink this cold, cold water. And I saw the others looking and saying, "Well, sir, how come you ain't know that?"

Representative of the Government Industrial Schools, 1 July 2016

The interviewee noted that dance4life helped to address such misconceptions by "speaking to the children at a different level" and through non-traditional methods. dance4life ask children, for instance, how they think pregnancy is prevented and talk through why certain beliefs are incorrect.

Students noted that dance4life provides information which is impactful because it is simply presented while making them aware of the consequences of actions.
B1: They say alcohol, smoking or drugs can increase your risk of having an STI because your judgement would be impaired and you could get someone pregnant.

FGD with dance4life in-school participants, 25 March 2016

FGDs conducted in schools not included in the dance4life programme revealed that HFLE teachers sometimes provide inaccurate information. In two of the three schools, they noted that teachers had told them that condoms were ineffective in preventing HIV because they have small holes in them. In contrast, dance4life provides information on consistent and correct use of condoms and, when permitted by authorities, provides condom demonstrations.

The research team observed a condom demonstration at the girls’ industrial school. The session lasted around an hour, and involved the girls in showing what they knew by using a real condom and a model (dildo). They were corrected, with explanation of why what they were doing was unsafe, when mistakes were made in tearing the packet, pinching the condom and rolling it onto the model. A very striking example of multisensory teaching was when dance4life was discussing why oil based lubricants should not be used with condoms. dance4life facilitators put baby oil on one of the arms of a participant, and water-based lubricant on the other arm. Two condoms were inflated. The first was rubbed back and forth on the arm with the baby oil. It burst within about 3 seconds. The second was rubbed on the arm with the water based lubricant (KY Jelly). It did not burst. The girls were invited to try this themselves. The session also involved demonstration of a female condom using a model of the female reproductive organs.

A boy in a Children's Home had experienced the dance4life condom demonstration and also emphasised that the effectiveness of education was enhanced by the non-judgemental ethos of the facilitators:

They teach us not to be ashamed. They helped us to be protected. And they showed us never to use grease on condoms, because the grease would make the condom burst faster than water would.

FGD participant from Children's Home, 16 July 2016

Condom demonstrations are not permitted in all schools, but dance4life try, when permitted, to use anatomical models and physical demonstrations involving the children. Videos showing disease conditions with advice on how to protect yourself are shown, and the facilitators pause the videos to ask the children what they think and to receive questions, which receive explanation. The use of credible academic sources and the development of the curriculum in partnership with MoESTI and the National HIV/AIDS Commission strengthens the accuracy of information imparted. It is the combination of accurate information and interactive and multisensory teaching that enhances learning.

ACCESS TO HEALTH AND PREVENTIVE SERVICES

Dance4life’s youth4access campaign has raised awareness among young people about their right to health care. Focus group participants also noted that some young people come to dance4life staff for advice about problems and they refer them to services. However, providing instruction on the range of services available to young people for SRH and other health issues, including advice on where to obtain contraception if necessary, has not been included in the curriculum of skills4life. FGD participants in one Dance4life Barbados evaluation report
school receiving dance4life's programme noted that they were more likely to receive information in regular HFLE classes on where to go if they were experiencing abuse or were involved in drugs.

dance4life staff do not systematically talk to young people about the sorts of risks and vulnerabilities that may be faced by sharing sensitive information on social media. This is an area that young people participating in FGDs indicated was important to them. In at least one of the schools that were not in the dance4life programme, Guidance Counsellors taught about the risks of social media and engaged in substantial discussion with the children about them. On the other hand, adolescents in schools covered by the dance4life programme reported that the skills they learned and confidence they gained from participating helped them indirectly in avoiding some of the most risky behaviour associated with social media participation.

**MEETING HEALTH AND OTHER POLICY OBJECTIVES**

A Ministry of Health representative noted that dance4life is a valuable partner in delivering "a significant portion" of HFLE and that this is consistent with the Prevention Through Education initiative committed to by Barbados and other Latin American and Caribbean governments through the Mexico Declaration in 2008 (see Section 2.3). He felt that the support to dance4life provided by the Ministry of Health was consistent with the idea of Ministries of Health and Education working together to establish effective HIV prevention programmes for young people. As noted in section 2.3, joint initiatives of the two Ministries to date had been somewhat limited.

The Maria Holder Memorial Trust representative stated that dance4life's work is quite consistent with the objectives of that organisation.

> One of our target groups is youth and obviously this is a key youth group that they work with. Education is one of our areas and they are delivering family life and sexual and reproductive health education. So they fit very well with the type of thing we're trying to do.

*Representative of The Maria Holder Memorial Trust, 8th August 2016*

**CONSISTENCY OF INTERVENTION**

A number of stakeholders remarked that something that is distinctive about dance4life is their degree of consistency, reliability and commitment to what they do.

> One thing about dance4life is that it has been consistently there. Most of the other programmes will do a one-off and disappear. I don't think one off and disappear will keep you engaged. dance4life has always kept students engaged and involved and I want to commend them for that. I am very passionate about programmes that have sustainability. This is one that has sustainability.

*MoESTI Representative, 19 July 2016*

Stakeholders noted that many charitable organisations and church groups do one-off activities for children in the children's homes and Government Industrial Schools, but these have little impact on the children and they may be resistant since they are unable to trust these groups in such a short time. But, in the words of a stakeholder:

Dance4life Barbados evaluation report
With these children, respect has to be earned.

Representative of the Government Industrial School, 1 July 2016

In contrast with most other groups, dance4life return year after year to each setting, and in the detention centres and children's homes, they encounter many of the children repeatedly. In the case of the Government Industrial Schools, the minimum sentence for juvenile offenders is three years and the maximum is five, and therefore the children in detention generally experience more than one summer camp. According to a Child Care Board representative, the only other agency that visits the children's homes regularly (every third Sunday) is the Optimists. This is a group of professional people who deliver sessions relating to personal development of the children.

The vulnerable adolescents and the children's homes and detention centres form bonds with dance4life and look forward to their return. dance4life Directors show awareness of the responsibility this places upon them and ensure that they do indeed return as scheduled and that when they do, they know and speak to each child individually. This position of trust is enhanced by the birthday initiative and Christmas celebrations in these settings by dance4life, especially against the background of the neglect and abuse experienced by many of these adolescents earlier in their lives. A houseparent at one of the homes stated that dance4life has been important in repairing emotional damage from experiences the children have gone through. She notes that behaviour has improved among the children in terms of things like doing chores and time management. She summarised the impact on the children as follows:

When you get those programmes, and they're consistent like dance4life, the impact it would have made on the kids in terms of me as a houseparent observing, and see when the kids came in, and they were so broken, and see where they're at now. Where you see communication, where you get motivation and you see the self-esteem has built. So it is a well-rounded programme, and I would hope they would continue, and as children transition and we see more children coming in that we would see the programme still maintained at the homes.

Representative of children's home/ Child Care Board, 6th July 2016

A carer from one of the children's homes described the process by which trust was built as follows:

When they started working here they took the children out on a safari, to the Wildlife Reserve and so on. When they got home the children ran upstairs and I said to them, "Why you haven't thanked them?" But I guessed it was because they felt it was just another group taking them out. Then one boy thanked them and he drew a picture for them and gave it to them out of appreciation. I saw they start to realise that Shakira and Leila [the Directors] had their interest at heart. Then they would come back to the home and interact with them, and when there was any outdoor activity Shakira would bring her own children along. And the thing is that her children fit in, they were not stand-offish of anything, and they join in the activity and so on.

Representative of children's home/ Child Care Board, 6th July 2016

The inclusion of the Director's children in dance4life activities at the home showed the residents that they were trusted and treated as equals. The residents also came to appreciate that the dance4life facilitators were not like other charitable organisations providing sporadic or one-off visits, since dance4life would...
return outside the dates of the camp, to celebrate birthdays and Christmas and to offer treats and activities such as campfires, games and outings. Volunteers would sometimes attend along with one or both Directors. The children's home representative noted that the residents have enough confidence in the dance4life personnel that they would talk to them if they have personal problems, knowing that the information would be kept confidential or referred to the appropriate authority if appropriate.

In schools, teachers remarked that dance4life is extremely reliable in terms of attendance at the lessons they are scheduled to deliver, and that the children look forward to the sessions, often preparing by bringing along their manual.

Thus dance4life has earned the trust, respect and admiration of adolescents and the professionals they work with, through their integrity, reliability and giving of themselves, often “beyond the call of duty.” However, the intensity of their involvement in certain areas and the limitations in human resource capacity have not been without cost. For instance, the social activism component of dance4life work has not been implemented consistently across all schools. The Youth Council was supposed to include membership from across all participating schools but in practice it only functioned fully within one school and on a smaller scale in a couple of others. The Photovoice project was implemented in the same school that had a fully functioning Youth Council. This is a government school at the higher end of the spectrum of Barbados Secondary Schools Entrance Examination marks, where students might be expected to be able to access many other opportunities, in contrast to students in schools with lower entrance marks. It is recommended that dance4life make more effort to extend its social activism work further across all the schools with which it works. Two stakeholders remarked that it may be easier to involve middle class adolescents than less privileged ones in social activism. Thus achieving greater equity in involvement in social activism will require time and effort.

A further difficulty has been with geographical coverage. dance4life pulled out of one school because it was too far and none of the volunteers were able to go, as well as the school reportedly being disorganised so that when dance4life arrived the lesson was often cancelled or not feasible. Six of the twelve secondary schools in dance4life’s programme are in St. Michael (50%), whereas only 40% of all secondary schools are in this parish. dance4life does reach schools in parishes far from St. Michael, such as St. Andrew and St. Joseph, and is just about to start working with a school in St. Lucy, but schools in St. Philip or St. George are not included. A Director noted that within each school term, they try to manage travel time by working with schools that are reasonably close to each other.

It is understood that with such a small staff it is difficult to reach all schools. However, if dance4life expands, greater and more even geographical coverage of schools should be attempted.

**Rapport with Adolescents**

As noted above, reasons that dance4life has good rapport with adolescents include their teaching methodology and the conduct of their staff and volunteers, who are perceived to be trustworthy and to operate with integrity and commitment. dance4life also actively attempts to build a youth-friendly programme by employing volunteers who have a good rapport with young people and can deal with them with humour and patience.

*Director 1: If you go into some of the schools where some of the kids can be rude, they could be boistrous, they could be chatting, we don’t want someone who will be shouting, “Stop it right*
now!” You know there is a way you can still speak to them, still interact with them which is still fun, in which you’re not putting a whole damper on the class.

Director 2: And just being able to react with humour. The kids really like when you can do things in a way that’s different from their typical lessons. Interactive style they’re not used to, games they’re not used to.

Director 1: We understand there’s going to be a little bit of laughing, that's fine. Like we had a guy a couple of years ago that, any time they weren't sitting up straight and staring it him he was reprimanding them. I think it was fortunate that he had something else to do and we weren't chasing him down!

Director 2: We want to make sure that delivery is of a standard we feel comfortable with

Director 1: That's in keeping with our dance4life philosophy - it's fun learning, it's interactive, it's youth friendly. And you shouldn’t go in and do it any other way. We want kids to enjoy our classes, to look forward to us coming.

dance4life Directors, 20th March 2016

This quote also illustrates the positive and mutually supportive relationship between the two Directors, who work together harmoniously in building and delivering the programme.

The youthfulness of the facilitators is an important factor in engagement with students:

What we were thrilled about, myself and the HIV Coordinator in the Ministry at the time, was the age level of the persons delivering. People don’t believe how critical that is for young people to identify with young people. And I've got feedback from the schools saying, “We like this programme. It touches every child. In terms of how it is rolled out, we like it.”

MoESTI Representative, 19 July 2016

The work incorporates games and movement, either formally during competition in skills4life sessions, or informally as part of interaction with adolescents in the children's homes and detention centres. Observation by the research team confirmed that, when visiting the homes, the dance4life team play and dance with the youngsters, with activities including ball games, conjuring tricks and dance offs.

We really enjoy finding out what is happening with the kids. Like when we bring the birthday cake, we hang out for a few hours, we play games, sometimes games that we taught them that are in the manual, we talk to them, find out what is going on. Sometimes we use the games to gauge what is going on, so, “They’re at this stage, they’re at that stage” in terms of their knowledge [of SRHR]

dance4life volunteer, 20th June 2016

A dance4life volunteer noted the effect of dance4life on one of the residents of the children's homes as follows:

When we first met him, he was having challenges with his weight, and some of the other residents used to tease him. We spoke to them and said that's not cool. We do not encourage bullying, when we see that we stamp it out quickly. Even the aunties [carers] at the children's

Dance4life Barbados evaluation report
home got on board with us on that. He started exercising, he started eating better. He's made a
lot of progress, and it's always good to see him, and he's always very happy to see us.

dance4life volunteer, 20th June 2016

The PEPFAR representative had not attended any regular skills4life sessions but had attended a Heart
Connection Tour session in the auditorium of one of the participating schools.

You could tell the young people were really having a good time. You know, adolescents often roll
their eyes and get bored. But they were enjoying it, as were the teachers.

PEPFAR representative, June 20, 2016

A further dimension of the rapport dance4life has built with young people is the development of a sense of
community and shared interests among volunteers as well as the adolescents they work with. This helps
build volunteerism and mutual support.

I've worked with several youth organisations, including on HIV issues, and I think dance4life is the
only one that truly feels like family. The programme seems, not seems, the programme is one
found to be very effective. On a consistent basis people recognise me as an individual outside
dance4life. They say, “Sir, how you doing?”. You know people stop me on the street, people I do
not recognise and they say, “Oh yeah, dance4life.” To me that's very heartwarming because it
means that outside of me they're recognising dance4life and dance4life is making an impact. I've
been in a few organisations where I wear the t-shirt and people say, “What's that?” dance4life
feels a lot more practical, a lot more involved, and not a one-off thing. I have never been with
people with so much passion for what they do. It's really touching and I want to be able to
reciprocate that.

dance4life volunteer, 20th June 2016

DEVELOPMENT OF SELF-ESTEEM AND MENTAL HEALTH

From the clear demonstration of caring through the birthday programme to the way they speak to
adolescents on a daily basis, the dance4life show that they respect and value the young people they work
with. This respect is reciprocated and young people begin to believe they can aspire and achieve.
Especially vulnerable youth in the Detention Centres and the Children's Home are often from poor or
abusive backgrounds and the reliability and adolescent-friendly approach of dance4life has helped them
develop a sense of purpose and order.

dance4life works with young people to let them know that you are special, you are important, you
are someone of worth. They know every child by name at the Government Industrial School. And
there is a level of respect for these young people which means that when the dance4life people
say, “It's time to begin the session,” they tend to comply. I think the children benefit from having
that closeness with people who are not judgemental, who are genuine about what they do, and
who are confidential.

Representative of Supreme Counselling Services, 9 June 2016
A boy from the Children's Home spoke about the variety of activities, celebrations and excursions run by dance4life and how they lifted his spirits:

Every time dance4life is gonna come I get a joy because I know something fun is going to happen. I thank God for dance4life as it be a joyful and a blessed time every time they come.

Focus group discussion at Children's Home, 19 July 2016

Participants from the Girls’ Industrial School, when asked about the changes dance4life had made to each of their lives, focussed mostly on mental health benefits:

Interviewer: How do you think dance4life has changed things for you?
G1: I was hard-ears, I had anger issues, and when dance4life start to come, I used to get talked to separate sometimes. And they used to talk to me then tell me that I gotta keep smiling, and now I smiling! I don't give that much trouble no more. I is one of the jolliest children in here!
G2: It helped me to be more kind to people, even those who do bad things to you.
G3: They inspire me to be myself and not be sad and have low self-esteem. Teach me how to control myself and get to my goals.
G4: Before, I had low self-esteem, everything I used to do I didn't like people to judge me because I didn't think the things I did were good enough. I used to draw myself away. Since dance4life, they taught me about self-esteem and to understand that you can't keep yourself like that all the time, and you could have friends in here.
G5: It helped me be the lady that everybody want me to me and that I want to be. I was a person that use to judge people a lot. dance4life let me thing I gonna stop the judging and being negative. They taught me about different drugs and how they affect different parts of your body. They helped me know that when I'm talking to a person I should always look in their eyes. So, be confident, don't let anybody tell you, and take positivity not negativity.
G6: They helped me get through my past, and learn about teenage pregnancy, STDs and thing.
G7: I now know how to calm myself, not be agressive all the time.

Focus group discussion at Girls’ Industrial School, 12 July 2015

PROMOTION OF SOCIAL ACTIVISM AND VOLUNTEERISM

dance4life Directors reported that the promotion of social activism was one of the things that initially attracted them to dance4life.

I think that was something we really liked about the programme initially, that kids were going to be activated to make a change and do something for their community and make some sort of difference.

dance4life Director, 20th March 2016

The MoESTI representative stated that she has observed young people who have emerged from the dance4life intervention doing outreach with the dance4life crew, raising money for youth and children's charities while wearing dance4life t-shirts. She shared the view that many agencies looking for volunteers may go to conventional organisations such as the Rotary, Kiwanis or Scouting movement, not realising that there is a cadre of young people mentored by dance4life to conduct work for social improvement in Barbados.

Dance4life Barbados evaluation report
Another stakeholder noted that dance4life plays an important role in guiding young people on how to become involved in social causes.

*Without agents4change, although kids will still come out of the system who want to join organisations and clubs and things, they won't be guided, there won't be dance4life there to guide them towards this SRH angle, which is still a huge issue for teenagers here.*

Representative of The Maria Holder Memorial Trust, 10th June 2016

The young people themselves demonstrated awareness of how what they were learning through the act4life component of the intervention would assist in Barbados’ development. Following is a quote from a FGD with students who had participated in tree-planting.

*I: What were you doing this morning?*
*B1: We were planting to give back to the community, so we can help back the community, like help the poor with the foods. Like the breadfruits: the community people might be poor so they could get the breadfruits to eat. Like the palm trees, they make the island look better for the tourists when they come.*
*I: What about the environment?*
*B2: Yes, the trees help to bring oxygen.*

FGD on act4life with dance4life in-school participants, 13 June 2016

They also noted additional skills they had learned.

*B1: We learn not to put the tree too far in the ground or the tree go rotten.*
*B2: And the wood chips would keep it moist.*

FGD on act4life with dance4life in-school participants, 13 June 2016

Participants who had participated in school clean-up and painting believed they had learned both practical and life skills, citing cleaning up, learning how to paint, working together, being creative, and building self-esteem (FGD on act4life with dance4life in-school participants, 14 June 2016). Generally, participants thought that the experience of act4life would encourage their volunteerism in future, and also act to attain further personal development. One girl believed dance4life had strengthened her resolve to work with homeless people, providing shelter and supplies, saying “dance4life give me more self-confidence that I can do it” (FGD on act4life with dance4life in-school participants, 14 June 2016). Some were interested in working with dance4life itself.

*I: How do you think dance4life will affect your life going forward?*
*B2: It inspired me, like, to do more stuff in the programme. I'd like to work with them.*
*B1: We could have a club in school, and when I am in the fifth form I would come back and still inspire the young children.*
*B3: I think it keeps you off the drugs. Because you know drugs could give you brain damage or lung cancer.*
*B4: It help me to further my studies, and do better things in my life and not go on the block and get myself in trouble.*
Many of the young people had been involved in volunteerism before, with most previous activity centring on church fundraising and activities with the Scouting/ Girl Guides movement or the cadets. A few were in youth organisations which focussed on charitable donations and outreach to the disabled. dance4life had opened their awareness of broader social issues and concerns and ways to address them through individual and collective action. However, most had not been involved in social activism in the form of campaigns. In their discourse, the young people focussed on how dance4life had expanded their ability to increase their charitable action in Barbados. They showed very little interest or understanding of campaigning, beyond some signing dance4life's youth4access petition. For instance, in discussing how to tackle violence, FGD participants suggested calling Crime Stoppers rather than any sort of policy measure. This may reflect the focus on charity rather than reform and structural change embodied in most of Barbados' social institutions, which are generally regarded as socially conservative. It is also important to note that participants are still children and may not be aware of their abilities and skills to execute change and reform.

Participants noted that they had not been provided with information to enable them to become involved with dance4life in future:

- B1: _It would be good to follow in their footsteps and do what they're doing in schools as well._
  - I: _Would any of you like to actually volunteer with dance4life in future?_
  - Group: yes
  - I: _Would you like to go around the schools and do what they're doing?_
  - Group: yes please
  - I: _Did they tell you how you could get involved, how to volunteer with them?_
  - Boys: No

**HUMANITARIANISM**

Through their work in the Children's Homes and detention centres, dance4life reaches especially vulnerable children, some of whom have experienced neglect and abuse. This is not a standard component of dance4life International's programme and shows a strong spirit of volunteerism to advance the opportunities of those in need, as remarked by one stakeholder:

_I congratulate them, because that [work in the Children's Homes and Industrial Schools] was not something they had to do. They could have kept to the schools. But they stepped out to try and reach the children's homes, Sterling and Farris in particular...dance4life helped there by coming along and doing parties and education with the kids._

_Representative of The Maria Holder Memorial Trust, 10th June 2016_

**MONITORING AND EVALUATION**

dance4life conducts pre- and post- surveys with each new cohort of students included in the programme. The MAC AIDS Fund representative expressed a wish for more long-term follow up research with the Dance4life Barbados evaluation report.
participants to see how participation affects them along several dimensions, including behaviour change, relationship dynamics and empowerment. As previously noted, it would also be helpful to establish a system to track the work of former volunteers and participants in the programme, looking at their contribution to health and social causes.

INTERNATIONAL SCOPE

dance4life Barbados is part of an international organisation, and each year the Directors visit dance4life International in Holland to share experiences and build their skills. In the course of act4life, the facilitators bring awareness of global issues, such as environmental degradation. However, funding for the international dimensions of their work, such as the global link-up during The Big Event, and the International Youth Council, has not been sustained. Despite initial intentions, dance4life has not been able to extend its work into other countries, except for short trips to other Caribbean islands to showcase their work, and a trip to Belize to advise on how to set up dance4life there. One stakeholder remarked:

_They could have been models, role models for other countries and perhaps got funding for doing things in other countries._

_Representative of The Maria Holder Memorial Trust, 10th June 2016_

A volunteer with dance4life attends many Caribbean youth meetings and noted that there is potential for dance4life being implemented in several countries. He notes that in the larger countries, Jamaica and Trinidad and Tobago, there are many young people involved in volunteering and thinks dance4life would take off easily in these countries.

DISCUSSION AND RECOMMENDATIONS

Amartya Sen defined human development as expanding choice and capabilities. Existing HFLE in Barbados does not meet its human development potential. It is not delivered with the frequency envisaged; it does not include enough sessions or content on sexuality and sexual health to adolescents at a highly vulnerable stage in their development; teaching styles are limited in their capacity to engage and involve students in learning; inaccurate information is sometimes relayed. dance4life responds positively to all these deficiencies and is unique in Barbados in its highly youth-oriented pedagogic methods to promote sexual and reproductive health. Above all else, participating students emphasised that their options had expanded as a result of interacting with the dance4life team. A girl expressed her feelings about dance4life by saying:

_Thank you for opportunities, because we get a lot more._

_Focus group discussion at Government Industrial School, 12 July 2016_

Emerging from this evaluation is a picture of an organisation that is effective in achieving improved health and development outcomes for the adolescents with which it works. It is universally respected and young people like it. However, its potential is constrained, principally by human resource limitations.
The following recommendations are made.

**HUMAN RESOURCE CAPACITY, COMMUNICATION AND SUSTAINABILITY**

Additional human resources are essential to meet adolescent needs and to enable Directors to fulfil strategic obligations, especially to raise the public profile of the organisation.

At least two additional members of staff should be provided, to concentrate on delivering the intervention in secondary schools and in summer camps using the existing model. The employment of existing volunteers to these positions should be prioritised, to build on the volunteers’ existing skills and engagement.

skills4life participants should be provided with information on how to get involved with dance4life as volunteers or professionals. Such information should also be available on the dance4life Barbados website.

Employing more staff for day-to-day operations will free the Directors to carry out more strategic work, such as communications and fundraising, which are necessary for sustainability. Additional training for these functions should be supplied. Alternatively, personnel with communications, marketing and fundraising skills should be employed. dance4life should also strengthen relationships with organisations with marketing and communications skills, such as the Caribbean Broadcast Media Partnership on HIV, Be the Change Barbados and the Barbados Family Planning Association. Individuals in these organisations may help raise the profile and sustainability of dance4life.

Enhancing the communication of dance4life with a variety of audiences will enhance impact while enabling more people to support the programme. School participants recommended a TV show on with young people expressing how they feel and how dance4life worked for them. They also suggested putting adverts in newspapers and online about what dance4life could offer to protect young people. They would like more community events such as concerts, sports tournaments, tours, sponsored walks/runs, puppet shows and Fun Days through which dance4life could mobilise people in support of young people and their health. They suggested tours of medical and penal institutions where young people would talk to medical personnel and inmates and learn from their expertise and experiences.

The pursuit of additional funding sources through grant-writing and the friends4life initiative is recommended.

A mapping of stakeholders and potential resources should be completed and updated as dance4life heads into its next phase of development.

**CONTRIBUTION TO HFLE AND YOUTH DEVELOPMENT**

Given the success of dance4life in addressing shortcomings in existing HFLE provision, the dance4life programme should be expanded across secondary schools in Barbados, employing the new and existing members of staff and volunteers.
The MoESTI should support this expansion by communicating with schools about the benefits of the dance4life programme to staff as well as students. School administrations should be urged to communicate with dance4life, especially to alert them to changes in schedule.

dance4life should strengthen links with agencies working with young people such as the Ministry responsible for youth, the Department of Community Development, the Girl Guides and Scouts in order to build further work with youth. The MoESTI representative suggested partnership with the Ministry of Youth and Sports, and their Youth Commissioners that have been trained by MoESTI to do outreach to communities in non-school environments. CARICOM sponsored their training as HIV facilitators and in life skills. The Commissioners then conducted sessions reaching over 2,000 children during summer camps, on a model of youth-to-youth involvement. This initiative was not continued by the Ministry as it focussed its efforts more on crime prevention. Collaboration with dance4life would help sustain the use of the skills gained.

dance4life should build links with other youth empowerment organisations across the Caribbean who could benefit from their methodology. This depends on human resources being expanded.

**CONTENT OF INTERVENTION**

dance4life should continue with its model of intervention as regards the Heart Connection Tour, skills4life and Big Event components. A module on the media should be added to skills4life. dance4life should research the dangers of social media, the Internet and other media for young people and explore what exists in terms of interventions (nationally and internationally) to address these dangers. Technical support may be necessary to develop such a module. dance4life should draw on existing research and evaluations to ensure development of a module that is evidence-informed.

Changes in behavioural indicators from baseline to endline in 2015-16 also suggest the need for dance4life to boost its work on access to sexual and reproductive health care – specifically contraception – and on violence and bullying. It appears that young people are being exposed to increasing levels of violence in their relationships as well as online.

As part of skills4life and to assist with access to services, dance4life should systematically provide information on which services are available to young people to address health issues.

The act4life component should be strengthened. Mechanisms should be established so that dance4life can track the activism of the agents4change after they leave school or institutional settings. Human resource expansion should enable dance4life to become involved in more youth events and mobilisation outside institutional settings, thus raising the profile of dance4life while also contributing to youth development. The youth4access petition should be delivered to the government, accompanied by a public communication campaign.

In the course of their work with adolescents, dance4life staff have discovered some troubling social vulnerabilities and deficiencies in services for youth. To enhance the social development aspects of dance4life work, the Directors should link with the University of the West Indies Department of Public Health and Social Science to conduct research on issues identified. Research evidence may be used as the basis of advocacy and mobilisation with strategic partners.
Appendix 1: Interview Guide for Stakeholders

Evaluation of D4L Barbados

Interview guide for Stakeholders

1. Describe your role and that of your organisation
2. Describe your involvement with dance4life.
3. Would you say you have influenced its work? How have you contributed?
4. How has dance4life contributed to your work? Has it helped you achieve your objectives?
5. Do you think it is tailored to the challenges faced by youth in Barbados?
6. How would you describe dance4life and its overall contribution?
7. Can you give examples of how it has affected young people?
8. One of the objectives of dance4life is to create "agents of change". Do you think it has done this?
   • Give examples.
9. Do you think dance4life Barbados is sufficiently well-known as an organisation?
10. Are there weaknesses in the dance4life programme?
    • How it is designed
    • How it is organised/ delivered
    • Any negative effects on participants
    • Any negative effects on other stakeholders, e.g. organisations, teachers, parents
11. In what ways do you think the youth of Barbados would be worse off if not for dance4life?
    What gaps do they address?
12. What difference has dance4life made?
APPENDIX 2: FOCUS GROUP DISCUSSION TOPIC GUIDE FOR EVALUATION OF HEART CONNECTION TOUR AND SKILLS4LIFE

EVALUATION OF DANCE4LIFE IN BARBADOS

Focus Group Discussion Topic Guide

Note to facilitator.

The following questions are not designed to be read word-for-word or in the exact order listed. Please ensure nevertheless that the topics highlighted in bold type are covered in the discussion.

Background

1. What are youth around your age in Barbados taught by their parents and families about sex and relationships? Do you think this is adequate?

Sex and relationship education in schools

2. How is education about sex carried out at your school?
   PROBE about the methods: lecture, video, pictures, dance, music, drama
   PROBE about the process and frequency
   PROBE about level of interaction, their involvement and participation

3. How is education about relationships carried out at your school?
   relationships with partners (boyfriends, girlfriends)
   relationships with friends and peers

4. Who conducts the education on sex and relationships in your school?
   PROMPT: teacher, peer educator, dance4life personnel, other

IF NOT IN A D4L SCHOOL, GO TO Q9

THIS SECTION FOR SCHOOLS RECEIVING D4L ONLY

Dance4life Barbados evaluation report
dance4life methodology

5. Can you tell me about the first time you met the facilitators of dance4life? How did they present what they were aiming to do? What did you think about this? Did you like their approach?[Heart Connection event]

6. Tell me about the other times that dance4life has done sessions in your school. What did they teach you? How did they teach you?

7. How does the approach of dance4life compare with the sort of health and family life education you got before? What was different about dance4life?

    PROBE - Prizes, incentives


Issues covered

9. What component or activity of the education you've received in school about sex and relationships do you enjoy or appreciate most?

    PROMPT for examples and incidents

10. What knowledge have young people gained through this education?

    PROMPT: Knowledge about HIV, STIs, pregnancy and prevention methods

    PROMPT: How were these taught?

11. In what way has the education you received on sex and relationships affected self-esteem and confidence of young people your age (if at all)?

12. How has this education shaped their ability to solve personal problems?

13. How has this education helped young people to make informed decisions in their relationships?

    PROMPT: Such as the qualities they look for in a partner and when they are ready to have sex?

14. How has this education helped them to communicate and negotiate in their relationships?

15. Has this education helped them understand gender roles and how they affect sexual and reproductive health?

16. Does this education help young people to avoid or respond to violence, including bullying, sexual violence and violence in their relationships?

17. Does this education help young people to recognise and reduce stigma and discrimination?

18. Has this education affected the ability of young people to access sexual and reproductive health services?

19. Has anyone at school spoken to you about sexual rights? By this I mean things like the right to protect yourself from pregnancy and to express your sexuality? [If applicable] Do you think what you learnt about rights was helpful?

Dance4life Barbados evaluation report
20. Has the education you received in school helped young people to learn about alcohol and drug use and how to prevent them?

21. Does this education help young people to prevent chronic, non-communicable diseases?

_Influence on society_

22. What are your views on how health education is conducted at your school?

   PROBE. Do you feel you learn enough to help you make informed decisions?

   PROBE. Are there things you think you need to know, but are not taught in the current approach

   PROBE: Are the facilitators knowledgeable about youth culture?

23. What role are you as young people playing among your peers and the community with the knowledge and skills you have gained?

   PROMPT for examples and stories

24. Can you sum up by telling me how you think this type of education affects the health of young people in Barbados?

   PROBE: impact on opportunities as well as health
APPENDIX 3: INFORMATION DOCUMENT FOR RESEARCH PARTICIPANTS

EVALUATION OF DANCE4LIFE IN BARBADOS

Dance4life is an internationally recognised structured behavioural intervention delivered in schools to promote health and prevent HIV among young people. Barbados is currently the only Caribbean country where Dance4Life has been implemented.

The current period of funding for the organisation by the Maria Holder Memorial Foundation finishes in July 2016. A proposal for the evaluation of dance4life Barbados has been requested to take stock of the status, achievements and remaining gaps and as an information source for agencies interested in its work.

The current evaluation offers the potential for a comprehensive assessment of the organisation, examining processes as well as outcomes of the intervention. The evaluation will seek to answer two main questions:

- Is Dance4Life Barbados implemented according to plan?
- What has been the impact of dance4life Barbados?

Focus Group Discussions in schools

As part of the impact evaluation, to see the difference that dance4life has made, focus group discussions are being conducted with young people in schools that have had the intervention and schools that have not. Three participating schools have been matched with three non-participating schools according to the range of 11+ grades for entrance to each school. A focus group discussion will be conducted in each school, resulting in a total of six focus group discussions in schools. Five boys and five boys will be randomly selected for participation, from a Year 3 Class in each school. The discussions along with introductions and refreshments will last one to two hours and will be facilitated by Dr. Caroline Allen and Ms. Juliette Maughan: researchers with a track record of working on youth health issues.

The subject matter of the discussions will include:

- Experience of health and family life education in school and from other sources (e.g. parents, the media);
- What young people think of the quality, scope and adequacy of information, education and communication (IEC) sources on sexual and reproductive health;
- In what ways dance4life supplements and builds on existing IEC. What have the young people learnt from dance4life that they didn't already know?
- How did the mode of delivery, through dance, drama and interaction, affect how and how much they learnt?
- How has this affected the behaviour of people their age?
• What do they think the effects on their behaviour and opportunities will be in the long term?

The focus will be on the impact of the education and participants will not be asked to share personal information or stories. Rather, they will be asked about how the intervention has affected young people of their age group. The slight risk of the research is that a participant will share personal information which another participant shares outside the group. Prior to the discussion, participants will be made aware of this risk and urged to protect the confidentiality of information shared.

The focus group discussions will be digitally recorded and transcribed. Following transcription, the digital recordings of the discussions will be destroyed. To maintain confidentiality and protect participants, no information about the identities of the individual participants in the focus group discussions will be included in any reports from the research.

How to get further information

If you have any questions or concerns about the project, please get in touch as follows:

Dr. Caroline Allen, Lead Researcher

T: 246-228 0852/ 245 4554        Email: allen.carolinef@gmail.com
APPENDIX 4: ASSENT FORM FOR ADOLESCENTS PARTICIPATING IN FOCUS GROUP DISCUSSIONS

EVALUATION OF DANCE4LIFE IN BARBADOS

Focus group participants’ assent form

I understand the information given about the reasons for the study, and the procedures I am being asked to participate in.
The questions I had about this study have been answered.
I clearly understand what I will be required to do if I agree to be part of the study.
I know that I have the right to stop my participation in the focus group discussion at any time if I do not want to continue.
I know that I have the right to refuse to answer questions in the focus group discussion.
I am aware that the information that I give will be kept confidential.
I agree to take part in this study.

Name (Block letters please) ____________________________________

Signature ___________________________________________________

Date  ____________________________________

Please provide the following basic information about you.

Age in years       ___  ___

Sex  (Tick one)            Male [   ]
                              Female [   ]

For office use only:

Date: ___________   FGD ID :_________

Dance4life Barbados evaluation report
APPENDIX 5: INTERVIEW GUIDE FOR TEACHERS AND GUIDANCE COUNSELLORS RESPONSIBLE FOR HEALTH AND FAMILY LIFE EDUCATION

EVALUATION OF D4L BARBADOS

Interview guide for Guidance Counsellors/ school staff

1. Describe your role in the school
   • Involvement in HFLE

2. How is HFLE organised in the school?
   • Any timetabling challenges?
   • Do you do all lessons yourself? Do other staff participate? Are there any difficulties with more than one member of staff teaching?
   • What are qualifications of people who teach HFLE in the school?
   • Do the children experience missed periods?

3. What style of teaching do you use?
   • PROBE: Chalk and talk, audiovisual, interactive

4. List topics covered
   • Probe: HIV, STI, condoms, gender, sexuality, violence, drugs, bullying, CNCDs
   • Are there any restrictions on topics covered? Parental resistance?

5. How did dance4life introduce itself to the school and its staff? Were staff sufficiently involved?

6. What has dance4life brought to the school that wasn't here before?
   • teaching style
   • topics covered - sensitive topics?
   • youth involvement and engagement?

7. Has dance4life addressed issues around social media?

8. What do you think HFLE in this school brings to children that they don't already get from parents and society?

9. What changes in the children are there as a result of dance4life?
   • Self esteem, communication, community spirit, youth leadership

10. Impact on Barbados: advocacy, policy change

11. Areas for improvement
APPENDIX 6: ACT4LIFE EVALUATION FOCUS GROUP DISCUSSION GUIDE

EVALUATION OF D4L BARBADOS

Guide for act4l evaluation

1. Please describe the activity you have been involved in with dance4life.
   - Was your whole year group involved? Was anyone left out/ not able to come?
     What sorts of people were involved?

2. What sorts of actions were you encouraged to take by dance4life? Do you feel you have the skills to do this? Did dance4life help build your skills in this area?

3. Have you ever done an activity like this before? What do you think you're gaining from it/ getting out of it?

4. Have you become involved in any of the following as a result of dance4life:
   - Fundraising for a social cause
   - Advocacy or awareness raising actions
   - Voluntary work
   - Please describe these in terms of what you are trying to achieve and how dance4life helped you.

5. Do you think what dance4life is doing in act4life is relevant to addressing some of the challenges faced by youth in Barbados?

6. How do you think dance4life will affect your contribution to Barbados and the world in terms of action to make things better? Has it motivated you to get more involved in activism?

7. Do you think dance4life could do more to get young people involved as agents of change in Barbados? What could they do?

8. Do you have any criticisms of dance4life? Are there things they could do better or differently? Any changes you'd like to see in the future?

9. In what ways do you think the youth of Barbados would be worse off if not for dance4life? What gaps do they address? What difference has dance4life made?

10. Overall, can you give examples of how dance4life has affected young people and make things better for them?

11. Do you intend to keep in touch and do work with dance4life after this school year? [If yes] How will you do this? Have dance4life told you about ways to continue your association with them?
**APPENDIX 7: GUIDANCE FROM GLOBAL DANCE4LIFE TO NATIONAL CONCEPT OWNERS ON HOW TO SET UP A LOCAL DANCE4LIFE PROGRAMME**

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<tbody>
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<td>If you are developing a new life skills programme for the schools project or if you are adopting an existing one, please take the following points (A - D) into account:</td>
</tr>
</tbody>
</table>

A. Developing the curriculum:

1. Involve multiple stakeholders and experts with backgrounds such as policy (education, health and youth), research, sex/HIV education and project implementation, including young people of both gender from different backgrounds. Consider placing them in a guiding Advisory Board.
2. Assess relevant needs, rights which are not met and assets of relevant target groups (e.g. youth including both genders, teachers, parents). Start from what mobilises young people, what kind of information they already have and still want, noting specific needs related to age, gender, education level, ethnicity and culture.
3. Assess existing Information (e.g. policies, research studies, curriculum, IEC materials, training programs, ‘teachers/paste educators’) in collaboration with the targeted youth and explore how this information can be used in a (more) rights-based way and made attractive and more easily available to youth.
4. Use a logic model approach* to develop the curriculum, specifying the (sexual and drug-avoiding) health goals, behaviours affecting these health goals and the risk and protective factors affecting these behaviours. Design interactive activities, which re-count risks and reinforce protective factors.
5. Involve young people and related stakeholders in a meaningful manner in all levels of decision-making of programme/policy development and implementation. Consider establishing an Advisory Board (see 1.) and a panel of different youth of mixed gender as think tank and as platform to comment on all proposals and drafts.
6. Design interactive and participatory activities as much as possible to be consistent with community values and available resources, such as staff time, staff skills, facility space and supplies.
7. Sensitise school administration, school staff and parents, train pilot teachers (and peer educators) and pilot-test the draft program, while monitoring and evaluating process and outcomes. Ensure access to counseling and health services for students with individual problems.
8. Accept the draft programme at the beginning of the pilot, making it feasible to implement, meaningful, user-friendly for teachers and for students, attractive, convincing, comprehensive and easy to identify with.

B. Please make use of the following guidelines when implementing the programme:

1. Each NOC has a detailed manual for the programme in place. Preferably cancel/fill branded.
2. Secure support from appropriate authorities, such as for example ministries of education/health, school districts, community leaders or community organisations and keep them informed on significant developments. Encourage them to give advice and support the programme.
3. Select educators with desired characteristics, train them and provide monitoring, supervision and support.
4. If needed, implement activities to recruit and hold on to youth and to overcome barriers to their involvement (for example, publicise the programme, offer food or where you feel appropriate involve parents, teachers, youth and community members).
5. Ensure support from school administration and school staff. Preferably implement the programme within the existing school curriculum or if not possible within the school structure.
6. Establish monitoring and assessment systems to improve programme effectiveness on a continuing basis.
7. Implement activities as designed and periodically monitor the activities to gauge relevance to the youth, effectiveness of the activities, whether issues or topics are missing and whether the program is implemented as intended.
8. Establish links with counsellors and youth friendly referral services, including VCT as well as with advocacy oriented organisations that can support curriculum development, and entry points for youth to get into action.
9. Your existing and/or developed life skills programme should use the following approach and teaching method:

| 1. | Approach sexuality from a positive angle and avoid exclusively problem-based and fear-based approaches. |
| 2. | Consider young people as social actors and decision makers in their own right. The rights of young people, to voice their opinions, to make their own (sexuality) choices, are acknowledged in a participatory teaching style. |
| 3. | Approaches have to be gender based (in content, language, illustrations and other visuals) and conscious of different sexual behaviours, orientation and HIV status. Challenge sexism, stigma and discrimination of people living with HIV and AIDS and of those who are lesbian, gay, bisexual or transgendered. |
| 4. | Create a safe environment in which youth can participate feeling comfortable, and guarantee their confidentiality. Define “rules of the game”, based on mutual respect and human rights. Be clear on what facts are and what opinions are and do not tolerate disrespect for different opinions. |
| 5. | Participation of young people is key. Use an interactive teaching style, that is attractive to young people. Provide information for young people in an attractive way (learning by doing), to realise goals and objectives. This approach has to guarantee young people’s input in lessons, facilitates the internalisation of lessons learned and should encourage them to share lessons learned with peers and community. |
| 6. | Use activities, messages, language and didactic methods that are appropriate to the culture, developmental stage, age, gender, sexual experiences and orientation and HIV status of the participants. |
| 7. | Stimulate the involvement of young people into ActLife (HIV and AIDS initiatives by youth); fundraising to volunteer in AIDS prevention projects, advocacy initiatives, joining existing or setting up own initiatives. Offer information on what kind of ActLife activity the students can do and possibly some kind of training in resource mobilization activities. Offer tangible goals/projects. |

Sources:
- Dance4Life NGO’s and Dance4Life International Foundation
# APPENDIX 8: DANCE4LIFE BARBADOS TRAINING AGENDA

## skills4life Barbados: Volunteer Training
October 19th & 20th, 2015

### Day 1
- Getting Started: Warm up exercise
- Introduction of participants and facilitators: expectations and experiences
- dance4life Introduction: Showing of films- Int’l moodclip; local videos; what we have done so far & where we are going.
- Our mission & vision
- Why dance4life is needed
- Intention setting
- Activity: Developing Core Skills of skills4life Peer Educators
- Skills4life manual distribution & overview
- Activity: Self-esteem

**BREAK**

- Reproduction & pregnancy prevention
- HIV Basics & STIs

**LUNCH**

- Activity: HIV & STIs
- ABC’s & Condom use
- Activity: Condom relay
- Evaluation of day 1
- Reflection
- Closing exercise
Day 2

- Warm up exercise
- Recap of day 1 & overview of day 2
- Intention setting
- Baseline/endline survey delivery
- Gender: GBV, Gender & HIV

BREAK

- Bullying, Stigma & discrimination
- Substance use & abuse

LUNCH

- Recap balloon activity
- Role Play: Developing Core Skills of skills4life Peer Educators (what you can expect)
- Skills4life scheduling & logistics
- Evaluation of day 2
- Reflection
- Closing exercise