An evaluation of Dance4Life’s social franchising and empowerment models

Ben Baruch, Yulia Shenderovich, Tom Ling
Preface

RAND Europe has in recent years been developing ways of delivering evaluations that are collaborative and focused on meeting the specific needs of clients. At the same time, RAND Europe has been especially interested in the issues around how best to scale up activities that have been seen to work in one setting. Therefore, we were very pleased to have the opportunity to work with Dance4Life to support their decision making on their social franchising and empowerment models. With this in mind, this work is intended to cast light on two fundamentally important issues: how best to support young people to make safe sexual choices in a variety of settings; and how efforts might be scaled up using a social franchise model. The evaluation aim is to foster understanding on what works well and what could work better to support the further development of the social franchising model.
Executive summary

Background to the evaluation

Dance4Life is an international initiative working with 15 partner organisations in 13 countries to provide young people with knowledge, skills and confidence to protect their health and promote safe sexual choices, with a particular focus on mobilising young people against the spread of HIV/AIDS. In 2017, Dance4Life developed both a new programme and a new approach to implementing the programme. Dance4Life piloted the new curriculum and organisational set-up from September 2017 to June 2018 in four countries: Ghana, Nepal, Russia and Tanzania.

- **The new programme: Journey4Life**
  The new programme is called Journey4Life and we outline the organisational framework used to deliver it in Figure 1. The Journey4Life programme targets young people aged 10–24 who are referred to as Agents4Change. The programme curriculum is delivered through weekly sessions facilitated by young adults, known as Champions4Life. Champions4Life are primarily 18–25 year-old young people who are interested in and, where possible, knowledgeable about HIV/AIDS and sexual and reproductive health and rights (SRHR). They deliver the Journey4Life sessions to the Agents4Change in settings such as schools.

- **The new implementation model: social franchising**
  Dance4Life has introduced social franchising as a new approach to working with partner organisations. This organisational framework has changed the roles of Dance4Life and local partners. Whereas in the past local partners would often be funded via Dance4Life, now they become franchisees, responsible for raising funds to operate the programme, as well as contributing to the costs of setting up the programme and ongoing implementation support. The social franchising model aims to promote sustainability and local ownership.
To develop their understanding of the pilots testing the new programme and its implementation, Dance4Life commissioned RAND Europe to carry out a process evaluation. The process evaluation headline questions were:

1. How effective is Dance4Life at supporting its franchisees in the aims of the programme?
2. How effective are the franchisees at supporting Champions4Life in the aims of the programme?

These evaluation questions and related sub-questions were addressed through the following data collection methods: (i) data collection with Dance4Life (ongoing calls, meetings, briefings and a document review); (ii) data collection with franchisee organisations (interviews and ecological momentary assessments); and (iii) data collection with Champions4Life (focus groups and surveys).

Summary of findings

Following the successful collection of data, its analysis and synthesis, we arrived at the following broad findings on the two headline evaluation questions. Findings related to each sub-question are outlined in the table below.

**Evaluation question 1: How effective is Dance4Life at supporting its franchisees in the aims of the programme?**

On the whole, franchisees perceived Dance4Life support as effective. A key limitation in answering this question stemmed from the fact that the financial relationship between Dance4Life and the pilot franchisees was not a ‘fully-fledged’ social franchise, as Dance4Life was providing financial support to franchisees. That said, franchisees still tried to engage potential funders, but found a key barrier was convincing potential funders about the model and its value for money.

While bearing that in mind, the start-up package and support for implementation appear to be sufficient for the franchisees to implement the model. Contextualisation of the programme was seen as successful overall. Finally, areas for improvement suggested by franchisee and Champion4Life responses include more extensive translation and piloting of the curriculum.
Evaluation question 2: How effective are the franchisees at supporting Champions4Life in the aims of the programme

Champions4Life reported that they were effectively supported by franchisees. They had positive feedback about the training and ongoing support, saying it helped them become effective facilitators. In terms of motivation, Champions4Life reported a number of factors, including the stipend they received.

There were a number of areas for improvements to different aspects of the programme that Champion4Life pointed to. For instance, training was not always seen as sufficiently long enough to cover content on SRHR, and did not include specific guidance on managing large groups. In addition, the majority of Champions4Life described challenges with finding sufficient time to deliver sessions and challenges in referring Agents4Life to health services.

Cross-cutting findings

We identified a number of cross-cutting findings and recommendations. For instance, it was identified that recruiting schools can be a challenge.

Summary of findings and recommendations

The table below summarises the findings and recommendations grouped by evaluation sub-questions. In addition, further recommendations are provided in the report regarding cross-cutting findings on the Journey4Life programme’s content and implementation.

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<thead>
<tr>
<th>Evaluation question</th>
<th>Summary of findings</th>
<th>Recommendation</th>
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<tbody>
<tr>
<td>EQ1a. Do the start-up package and support provide the franchisees with the information and skills they need to implement the empowerment model?</td>
<td>- The start-up package and ongoing support appear to be sufficient for the franchisees to implement the model. - Contextualisation went well but areas for improvement include translation and piloting of materials.</td>
<td>1. Consider more extensive piloting of course materials with relevant age groups once contextualised and translated. 2. Review training to address challenges faced by Champions4Life. 3. Clarify the ‘franchisee plus’ model and when it is appropriate (including examining capacity requirements).</td>
</tr>
<tr>
<td>EQ1b. To what extent do franchisees buy into the empowerment model as an alternative to conventional education?</td>
<td>- Franchisees are on the whole supportive of the empowerment model (Journey4Life curriculum) but point to several areas for improvement.</td>
<td>As above.</td>
</tr>
<tr>
<td>EQ1c. Are franchisees adequately supported during the implementation of the model?</td>
<td>- Dance4Life were accessible, and provided valuable training and feedback following field visits. - Dance4Life provided financial support to varying degrees in all countries.</td>
<td>4. Consider sustainability of continuing support of franchisees by Dance4Life, reviewing whether the proposed annual fee would cover the level of ongoing support required.</td>
</tr>
<tr>
<td>EQ1d. What are the key enablers and barriers to supporting the implementation of the model?</td>
<td>- Key enablers/strengths were identified around ongoing support from Dance4Life and model design. - Key barriers were identified around funding (engaging, explaining and convincing potential funders) and aspects of the Journey4Life curriculum</td>
<td>5. See below on recommendations related to financial relationship and curriculum.</td>
</tr>
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</table>
and its implementation, such as coordinating with schools.

**EQ1e. How has the financial relationship between Dance4Life and franchisees changed, and how appropriate for franchisees is the new financial model?**

- Financial relationship has changed to a social franchise model, and franchisees appear to understand the principles of that.
- The new financial model can present challenges in engaging funders.
- Dance4Life supports franchisees to identify potential funders.

6. Clarify whether in the longer term the social franchising model would entail an ongoing subsidy (by Dance4Life to its franchisees) or not, and if so, the level of that subsidy (i.e. define the ‘fully-fledged model’). Once the definition of the ‘fully-fledged model’ has been clarified, run a further pilot following that. This may result in greater difficulties for franchisees but will be more likely to reveal how the social franchising model works in different environments.

**EQ1f. To what extent do franchisees see the start-up package and support as providing value for money, and to what extent do they think their donors would agree?**

- Some evidence that the start-up package and support are perceived to provide value for money.
- There are a number of challenges franchisees perceive in making a value for money case to donors.
- At the end of the pilot, franchisees expressed increased confidence in convincing funders of the value for money of the programme, but no specific instances of successfully engaging a funder were identified.

7. Provide greater support and training to franchisees on how to identify funders and effectively market the programme (e.g. pitching both the empowerment and social franchising models to potential funders).

8. Generate further evidence to convince potential funders about the empowerment model’s effectiveness (e.g. rigorous impact evaluations of health outcomes).

**EQ2a. How effectively are Champions4Life trained to deliver the model?**

- Champions4Life and franchisees had positive feedback about the initial training. They made some suggestions for areas that should be added.
- In addition, some franchisees offered Champions4Life ongoing training.

9. Consider expanding Champions4Life training regarding referrals, SRHR issues, teamwork among Champions4Life, and managing large or challenging groups.

**EQ2b. How effective is the ongoing support for Champions4Life during delivery of the model, including the stipend?**

- The majority of Champions4Life felt they had enough guidance and support on how to deliver the Journey4Life sessions.
- Franchisees support Champions4Life with training, ongoing meetings, discussions, online forums, supervision in the field and mentoring.
- All franchisees found the stipend to be important or very important. Champions4Life also mentioned the stipend among the motivators, but only in one focus group.

10. Ensure that guidance for franchisees incorporates advice on providing Champions4Life with ongoing support, such as online groups.

11. Review support systems for Champions4Life to ensure immediate support is provided in case of emergencies, e.g. a hotline number.

12. Provide franchisees with guidance on engaging school leadership, staff and parents to gain support for Journey4Life. Approaches may include building new personal contacts and leveraging existing ones, as well as obtaining letters of support from local authorities.

13. Ensure that the stipend is paid on time to Champions4Life.

**EQ2c. How confident and capable are Champions4Life in delivering the model?**

- Champions4Life reported increased confidence following the training and implementation experience.
- There are issues surrounding

See recommendation 9 above.
Champions4Life’s understanding of SRHR content and their capabilities in managing large groups and challenging individuals.

<table>
<thead>
<tr>
<th>EQ2d. What are the key enablers and barriers to the successful delivery of the model, including the time available to the Champions4Life?</th>
<th>14. Consider allowing Champions4Life to continue serving as Champions4Life beyond the current maximum age (i.e. not retiring at age 25).</th>
</tr>
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<tbody>
<tr>
<td>- Key enablers of Champions4Life work include support from franchisees, e.g. regarding working with schools and the stipend.</td>
<td>15. Provide support to Champions4Life on coordinating with schools regarding scheduling sessions.</td>
</tr>
<tr>
<td>- Key barriers include ‘finding enough time to deliver sessions’ and ‘practicalities of referring to services’.</td>
<td>16. Recruiting additional Champions4Life beyond the minimum number needed can be helpful to reduce the burden on Champions4Life.</td>
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Glossary

The following terms associated with the Dance4Life models as revised in 2017 may be helpful to consider when reading the report:

Agents4Change  Young people participating in the Journey4Life programme.
Champions4Life  Young people delivering the Journey4Life programme.
Dance4Life  Netherlands-based organisation developing the programme and managing the franchise.
Franchisee  Local organisation leading programme implementation.
Journey4Life  A programme targeting young people’s confidence and attitudes to sexual and reproductive health and rights and gender norms, to ultimately support healthier sexual behaviours.
## Abbreviations

<table>
<thead>
<tr>
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<th>Description</th>
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<tr>
<td>EMA</td>
<td>Ecological Momentary Assessment</td>
</tr>
<tr>
<td>LGBT</td>
<td>Lesbian, gay, bisexual and transgender</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and evaluation</td>
</tr>
<tr>
<td>SRHR</td>
<td>Sexual and reproductive health and rights</td>
</tr>
<tr>
<td>VfM</td>
<td>Value for money</td>
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In conducting this evaluation, we are grateful to the many people who have provided their time and support. The team is grateful to the Dance4Life team, as well as the franchisees in the four countries and all Champions4Life who took part in data collection activities, from focus groups to completing the survey.

Within RAND Europe, we are grateful to our quality assurance reviewers Sarah Ball and Christian van Stolk for their constructive feedback.
1. Introduction and background

Dance4Life is an international initiative that works with 15 partner organisations in 13 countries to provide young people with the knowledge, skills and confidence they need to protect their health and promote safe sexual choices, with a particular focus on mobilising and uniting young people (13–19 years old) against the spread of HIV/AIDS.¹ In 2017, it developed both a new programme curriculum model and a social franchising model. It piloted these models from September 2017 to June 2018 in four countries: Ghana, Nepal, Russia and Tanzania. Dance4Life wanted to develop their understanding about the pilots, and commissioned RAND Europe to carry out a process evaluation of the pilots, looking first at how Dance4Life supports organisations and second at how organisations support the in-country group of individual implementers.

1.1. New models

Programme curriculum
The Dance4Life model was revised in 2017 to emphasise youth empowerment and is now referred to as the Empowerment Model (Dance4Life 2017a). This model is based on a curriculum called Journey4Life and is delivered by Champions4Life, who are young people (generally 18–22 years old) interested in and, where possible, knowledgeable about HIV/AIDS and Sexual and Reproductive Health Rights (SRHR) (Dance4Life, 2017b). The revised model built on work Dance4Life has done in this field, in which it has used to varying degrees the ‘universal language of dance and the positive energy of music’.² Throughout the Journey4Life, dance and music are used not only to energise and inspire young people, but also to relate these to the topics that are being discussed.³

The Journey4Life curriculum targets young people’s confidence and attitudes to SRSH and gender norms, to ultimately support healthier sexual behaviours. The curriculum is modified in each country based on a contextualisation workshop (see below). Journey4Life is made up of weekly sessions (called ‘encounters’, although we primarily refer to these as ‘sessions’ in this report), delivered by Champions4Life (Dance4Life n.d.). The specific number of sessions and their length in the pilot has

³ Consultation with Dance4Life, September 2018.
varied based on what is feasible in school settings in different countries.\textsuperscript{4} Participants in the Journey4Life programme are called Agents4Change. This framework is outlined in Figure 2, and a glossary set out in Annex E.

**Figure 2: Organisational framework for the Empowerment Model**

The sessions in the Journey4Life programme for young people are grouped into five consecutive stages (*note: the number of weeks and sessions in each stage varies between countries*) (Dance4Life n.d.):

1. ‘Invitation to Transformation’: the first stage focuses on setting the foundation of the group culture to create an atmosphere in which participants feel safe to share and learn.
2. ‘ME’: the second stage of Journey4Life is focused on building personal confidence and self-esteem among the participants.
3. ‘ME and YOU’: the third stage of Journey4Life is focused on exploring the relationships in participants’ lives, assessing their gender attitudes and moving towards more gender equal attitudes.
4. ‘ME and SOCIETY’: the fourth stage is focused on critically assessing and challenging social norms.
5. ‘Celebration of Transformation’: the final stage of the curriculum is centred on recognising and celebrating the changes participants have experienced.

**Social franchising model**

Alongside a revised programme curriculum, Dance4Life also updated their social franchising model based on their experience over the previous 12 years (Dance4Life 2017c). As part of the social franchising model, local partners become social franchisees, responsible for ‘raising their own fund to operate the model, co-invest in the start-up package and pay Dance4Life a symbolic annual contribution for on-going support’ (Dance4Life 2017c, 4). This approach has been designed to give local NGOs ownership of the project and ensure sustainability.

\textsuperscript{4} Based on Dance4Life team clarification. For instance, among the pilot countries, Nepal had 18 sessions of 45 minutes, Russia had 10 sessions of 90 minutes, and Tanzania had 12 sessions of 60 minutes, with these fitting into the school timetable.
When referring to social franchising we rely on a broad definition of social franchising as ‘the use of a commercial franchising approach to replicate and share proven organisational models for greater social impact’, seeing it as ‘part of a spectrum of replication strategies’ (Social Enterprise UK 2011). A social franchise ‘can be applied to any activity directed towards a social goal that maintains an independent coordinating network to support the individual activities of network members. Thus many business relationships that would scarcely be recognizable as strict “franchises” can fall under the rubric “social franchise” as long as they use a coordinating network and work towards improving social welfare’ (Bishai et al. 2008, 190). We consider that there is a wider need for a fidelity system that outlines the different possible variations of a social franchise.

Given the somewhat loose definition in the literature, we find it helpful to clarify in what way Dance4Life is a ‘social franchise’. In its ‘Pilots 2017–2018’ strategy document (Dance4Life 2017c), this is summarised as follows: ‘to ensure local programmes support themselves and limit the dependency on Dance4Life, all partners are responsible for raising their own funds to operate the model, co-invest in the start-up package and pay Dance4Life a symbolic annual contribution for on-going support’ (Dance4Life 2017c, 4).

As part of the new social franchising model, during the start-up phase there are three key workshops that Dance4Life helps the franchisees conduct:

- Workshop 1 is a three- to five-day kick-off (KO) meeting that introduces the model to the partner organisation. Franchisees also receive five days of remote support as part of this stage.
- Workshop 2 is a four-day contextualisation event where the franchisees adapt the curriculum to their local and national context. Franchisees also receive five days of remote support as part of this stage.
- Workshop 3 is a seven-day training of the Champions4Life (i.e. training them to deliver the Journey4Life). Franchisees also receive three days of remote support as part of this stage, as well as access to the Dance4Life Operations Manual and online dashboard.

Once these workshops have taken place, the Champions4Life can begin preparing to deliver the Journey4Life programme.

The above-described social franchising process is graphically illustrated in Figure 3.
Spring Impact (formerly the International Centre for Social Franchising) has supported Dance4Life in developing its social franchising model through a five-stage process to social replication, as shown in Figure 4.

Figure 4: Five stages to social replication (International Centre for Social Franchising 2016, 3)

1.2. The pilots

Pilot projects in four countries have been conducted in partnership with local NGOs to test the new models. Given the role of the pilots in developing the programme, Dance4Life has offered to invest up to €50,000 plus staff time in each pilot, while the total pilot cost was estimated to be around €75,000–
An evaluation of Dance4Life’s social franchising and empowerment models

100,000 per pilot (Dance4Life 2017c). We return to the impact this payment had on the nature of the social franchising relationships in Chapter 3.

In practice, the models were implemented in slightly different ways. For instance, in Russia, the franchisee worked with two local partner organisations for delivery, whereas in the other three pilot countries the franchisees implemented the models entirely themselves.

Knowledge developed about the pilots was anticipated to provide Dance4Life with the insights needed for enhancement or modification of the new model and social franchise offer. The principal way in which Dance4Life approached developing knowledge about the pilots was through two evaluations.

1.3. Evaluations of the pilots

Dance4Life wanted to develop their understanding about the pilots, and commissioned two evaluations to contribute to this: a process evaluation and an outcomes evaluation.

Dance4Life commissioned RAND Europe to carry out the process evaluation, focusing on the processes through which they support their franchisees in the four pilot countries, and how in turn the franchisees support the delivery of the model by the Champions4Life. The evaluation aim was to develop understanding on what works well and what could work better to support the further development of the social franchising model.

More specifically, the objectives of the process evaluation were to develop understanding on:

- The experiences of those involved in implementation of the franchise processes.
- How to improve and strengthen the franchise model, to include what works well and what could work better in the model.
- How Dance4Life supports its franchisees in Tanzania, Ghana, Russia and Nepal.
- The franchisees’ relationships with the Champions4Life, including how they support the delivery of the model by Champions4Life.

Based on these, the overarching evaluation question for both the current process evaluation and the related outcome evaluation is: What lessons can be learned from the four pilots for Dance4Life to take forward to future franchisees?

In addition to the process evaluation’s operational focus, Dance4Life also ran an internal outcome evaluation, focusing on assessing whether Agents4Change are empowered after finishing the Journey4Life (Dance4Life 2017c).

1.4. Evaluation questions

The process evaluation sought to answer the overarching evaluation question on lesson learning by exploring the following questions:

1. How effective is Dance4Life at supporting its franchisees in the aims of the programme?
   a. Do the start-up package and support provide the franchisees with the information and skills they need to implement the empowerment model?
b. To what extent do franchisees buy into the empowerment model as an alternative to conventional education?

c. Are franchisees adequately supported during the implementation of the model?

d. What are the key enablers and barriers to supporting the implementation of the model?

e. How has the financial relationship between Dance4Life and franchisees changed, and how appropriate for franchisees is the new financial model?

f. To what extent do franchisees see the start-up package and support as providing value for money, and to what extent do they think their donors would agree?

2. How effective are the franchisees at supporting Champions4Life in the aims of the programme?

a. How effectively are Champions4Life trained to deliver the model?

b. How effective is the ongoing support for Champions4Life during delivery of the model, including the stipend?

c. How confident and capable are Champions4Life in delivering the model?

d. What are the key enablers and barriers to the successful delivery of the model, including the time available to the Champions4Life?

We note that prior to the current evaluation commencing there was an additional question 1(g): ‘How do the answers to these questions vary between existing partners and new partners?’ In fact this question was not relevant in practice given the nature of the pilot countries, who were all existing partners.

1.5. Limitations

This evaluation was conducted within particular practical parameters. Arguably, of greatest significance among these is the fact that none of the financial set-ups in the four countries reviewed was what might be described as a fully-fledged social franchising model, given that Dance4Life continued to pay towards the programme (although other aspects of the new model were in place). Specifically, Dance4Life is contributing up to €50,000 plus staff hours.5 This point is returned to below.

A further limitation associated with the pre-existing financial set-ups in all four countries related to the fact that only countries that had a pre-existing Dance4Life programme participated in the pilot. As such, we were not able to explore evaluation question 1(g), as explained above.

It should also be noted that the focus on barriers and enablers has been somewhat restricted by the scope of the evaluation questions and protocols developed with Dance4Life. For instance, when exploring ‘barriers’ we primarily asked about challenges, but we did not examine organisational characteristics that may affect franchisees’ capacities to support Champions4Life. We would summarise that the focus on enablers and barriers was principally on what went well and where things could be improved respectively.

5 Clarification points with Dance4Life; document review of material sent to pilot franchisees.
We would also comment that for a true assessment of the social franchising model, one would have to examine ongoing implementation rather than a one-off pilot. Therefore, further longitudinal analysis should ideally be conducted.

Another aspect relating to the nature of the results concerns the data subjects. By collecting data from stakeholders who are in part dependent on the success of a programme and related additional funding, there is a possible risk of social desirability bias. Furthermore, there may be cultural differences in the extent to which individuals are affected by this. We are conscious of the risk of social desirability bias and designed the data collection protocols with it in mind, but clearly it could not be entirely eliminated within the scope of the current evaluation.

Finally, while a significant amount of relevant data was collected, including a full set of planned interviews and a 97 per cent response rate to the Champions4Life survey, the extent of analysis that could be conducted within the time and budget available for the evaluation was limited. As such, further analysis could be carried out to compare differences between countries, and differences between first and second interviews.

1.6. How to read this report

The rest of this report is structured as follows. Chapter 2 outlines the methodology. Findings are outlined in Chapters 3–5, based on results and data that are set out in detail in Annex D. Finally, Chapter 6 concludes first with a summary of findings and how they address the evaluation questions, and second with a set of recommendations.
2. Methodology

The evaluation methodology comprised the following stages, agreed and finalised during proposal and inception meetings:

- Stage 1: Data collection from Dance4Life
- Stage 2: Data collection from franchisees (interviews and ecological momentary assessment)
- Stage 3: Data collection from Champions4Life (survey and focus groups)
- Stage 4: Synthesis and reporting.

These stages are further detailed in this Chapter.

We would note that all participants provided informed consent to participate in data collection. For interviews and focus groups, written consent was obtained. Since the burdens of participating in the survey were not significant and personal information was not involved, the completion of the survey was regarded as adequate evidence of consent (implicit consent). In addition, at the conclusion of data collection, franchisee country representatives confirmed that they agree with their country being identified in the current report as the source of different data points (while keeping individuals’ identities anonymised).

2.1. Stage 1: Data collection from Dance4Life

Data collection from Dance4Life took the form first of ongoing calls, meetings and briefings (approximately monthly), and then document review. In this section we focus on the latter.

We conducted a review of key programme documents. These were obtained by request from the Dance4Life team. We asked the Dance4Life team to describe the documents and suggest their level of relevance for the current research questions. Based on this, we selected documents for inclusion or exclusion from the document review. Table 1 describes the documents Dance4Life shared with us and the decisions on inclusion or exclusion. The included documents were read closely by one researcher, focusing on their content and relevance to the evaluation questions. It should be noted that all the documents we reviewed relate to the programme set-up and design rather than its ongoing implementation.
Table 1: Overview of Dance4Life programme documents

<table>
<thead>
<tr>
<th>Document</th>
<th>Description</th>
<th>Rationale for inclusion or exclusion in the review</th>
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<tbody>
<tr>
<td>Dance4Life Implementation plan 2016.</td>
<td>Strategic documents drafted with the International Centre of Social Franchising.</td>
<td>Excluded – not closely related to the current study.</td>
</tr>
<tr>
<td>Dance4Life Strategy Write Up.</td>
<td>Strategic documents drafted with the International Centre of Social Franchising.</td>
<td>Excluded – not closely related to the current study.</td>
</tr>
<tr>
<td>PowerPoint presentations from a meeting with potential franchisees (Accra, Ghana), 2017.</td>
<td>Presentations for potential franchisees describing the franchise relationship, Dance4Life curriculum and the social franchising model.</td>
<td>Included – closely related to the current study.</td>
</tr>
<tr>
<td>Partner profile.</td>
<td>Description of the expectations of Dance4Life partners.</td>
<td>Included – closely related to the current study.</td>
</tr>
<tr>
<td>Franchise offer.</td>
<td>Description of the pilot franchise offer.</td>
<td>Included – closely related to the current study.</td>
</tr>
<tr>
<td>Template pilot.</td>
<td>Budget template.</td>
<td>Included – closely related to the current study.</td>
</tr>
<tr>
<td>Journey4Life.</td>
<td>The curriculum (adapted in each country).</td>
<td>Included – closely related to the current study (for a summary, see Chapter 1: Information and Background).</td>
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Based on the review described above, the evaluation team concluded that in addition to contributing a background understanding of the Dance4Life model (described above in Chapter 1), the content of these documents was also relevant for addressing a number of evaluation questions. This is shown in Table 2.

Table 2: Mapping the document review to the evaluation questions

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<th>Evaluation question</th>
<th>Insights from the documents</th>
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<tbody>
<tr>
<td>1. How effective is Dance4Life at supporting its franchisees in the aims of the programme?</td>
<td>N/A</td>
</tr>
<tr>
<td>a. Do the start-up package and support provide the franchisees with the information and skills they need to implement the empowerment model?</td>
<td>N/A</td>
</tr>
<tr>
<td>b. To what extent do franchisees buy into the empowerment model as an alternative to conventional education?</td>
<td>N/A</td>
</tr>
<tr>
<td>c. Are franchisees adequately supported during the implementation of the model?</td>
<td>As illustrated in the documents, the franchisees receive three workshops at the start of the implementation as well as ongoing support.</td>
</tr>
<tr>
<td>d. What are the key enablers and barriers to supporting the</td>
<td>N/A</td>
</tr>
</tbody>
</table>
An evaluation of Dance4Life’s social franchising and empowerment models

<table>
<thead>
<tr>
<th>Evaluation question</th>
<th>Insights from the documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. How has the financial relationship between Dance4Life and franchisees changed, and how appropriate for franchisees is the new financial model?</td>
<td>The documents clarify that the pilot franchisees continue to receive financial support from Dance4Life international, although the franchisees are also expected to make a contribution.</td>
</tr>
<tr>
<td>f. To what extent do franchisees see the start-up package and support as providing value for money, and to what extent do they think their donors would agree?</td>
<td>N/A</td>
</tr>
<tr>
<td>g. How do the answers to these questions vary between existing partners and new partners?</td>
<td>N/A</td>
</tr>
<tr>
<td>2. How effective are the franchisees at supporting Champions4Life in the aims of the programme?</td>
<td>N/A</td>
</tr>
<tr>
<td>a. How effectively are Champions4Life trained to deliver the model?</td>
<td>N/A</td>
</tr>
<tr>
<td>b. How effective is the ongoing support for Champions4Life during delivery of the model, including the stipend?</td>
<td>N/A</td>
</tr>
<tr>
<td>c. How confident and capable are Champions4Life in delivering the model?</td>
<td>N/A</td>
</tr>
<tr>
<td>d. What are the key enablers and barriers to the successful delivery of the model, including the time available to the Champions4Life?</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2.2. Stage 2: Data collection from franchisees

2.2.1. Interviews

We conducted interviews with franchisees to explore their experience of implementing the programme, in particular the package and support from Dance4Life, and their ability to deliver the Empowerment Model and support the Champions4Life to do so. There were two telephone-based semi-structured interviews per franchisee: one during the delivery of the pilot and one after it ended. Interview protocols were used to conduct both sets of interviews (see Annex C). These guidance documents were designed to help interviewers cover all the evaluation questions while allowing scope for flexibility. It was intended that all topics of discussion were, as far as possible, covered with all participants.

Four country interviews were conducted in both rounds of interviews, with most being conducted with more than one interviewee (see Table 3).

Table 3: Interview details

<table>
<thead>
<tr>
<th>Country</th>
<th>First interview</th>
<th>Second interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepal</td>
<td>With 3 interviewees (8 February 2018)</td>
<td>With 3 interviewees (20 March 2018)</td>
</tr>
<tr>
<td>Russia</td>
<td>With 1 interviewee (26 February 2018)</td>
<td>With 2 interviewees (5 July 2018)</td>
</tr>
<tr>
<td>Tanzania</td>
<td>With 2 interviewees (8 March 2018)</td>
<td>With 1 interviewee (5 July 2018)</td>
</tr>
<tr>
<td>Ghana</td>
<td>With 2 interviewees (10 April 2018)</td>
<td>With 2 interviewees (29 June 2018)</td>
</tr>
</tbody>
</table>
We analysed interview data by taking the following steps:

1) Initial coding: Identifying key points from responses.
2) Categorising codes: Assigning a descriptive category to each key point and summarising these.
3) Organising the summarised data according to their relevance for addressing the evaluation questions.

2.2.2. Ecological Momentary Assessment

We carried out an Ecological Momentary Assessment (EMA) (Shiffman et al. 2008). This represented a short online survey to provide a ‘temperature check’ of franchisees within their programme environments, taken at multiple time points during the implementation of the programme. We conducted this using WhatsApp as a platform.

The EMA protocol comprised asking the following questions approximately every two weeks:

1) How satisfied are you with the Dance4Life social franchising model?
2) Do you feel that the support you are receiving from Dance4Life is sufficient?
3) To what extent do you feel that the young people you engage with like the Dance4Life style of delivery?
4) In your opinion, to what extent do the start-up package and support from Dance4Life provide value for money?
5) In your opinion, to what extent do your donors think that the start-up package and support from Dance4Life provide value for money?

The full protocol is outlined in Annex C.

EMA results are shown in Annex D. We note that in practice, the Nepal pilot period had elapsed before the EMA protocol and practical arrangements had been put in place, and Russia provided only one week’s responses. As such, only data for Ghana and Tanzania have been collected for the full pilot period.

2.3. Stage 3: Data collection from Champions4Life

2.3.1. Focus groups

The evaluation team oversaw focus groups with Champions4Life to investigate their experience of the training and delivery of the Journey4Life, as well as the support they received from the franchisees to do so. As such, these focused on evaluation question 2, with some implications for evaluation question 1.

In order to mitigate concerns over language and to increase participation levels, local representatives facilitated the focus group discussions and provided their notes to the evaluation team for analysis.6 We provided a clear focus group protocol with guidance, and five overarching questions and prompts (translated by franchisees where necessary). Champions4Life discussed these questions within their

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6 In the case of Tanzania and Ghana these were Champions4Life, while in Nepal it was the franchisee monitoring and evaluation team. In Russia, it was researchers working on the separate outcomes evaluation.
An evaluation of Dance4Life’s social franchising and empowerment models

respective focus groups. Discussions, views and areas of agreement and disagreement were recorded in writing and shared with us.

2.3.2. Survey

We conducted a survey of Champions4Life to provide complementary data for the focus group detail and help with representativeness. This survey was online, translated by franchisees where necessary, distributed with the support of Dance4Life and its franchisees, and analysed by us.

We developed a survey instrument designed to elicit data from Champions4Life on evaluation questions 2(a)–(d). We shared drafts with Dance4Life and addressed their feedback. Annex C sets out the final survey instrument. This was deployed online in Ghana, Nepal and Tanzania, and for pragmatic reasons in hard copy for all respondents in Russia and some of the respondents in Ghana. Annex D provides details of the data obtained, how we cleaned the data and how we analysed it, before setting out the results in both tables and graphical illustrations. Only questions that specifically addressed the evaluation questions were presented graphically using bar charts.

Finally, open text responses were analysed to identify common themes regarding each question. Then, using a spreadsheet, we coded all responses according to these themes. For responses that did not have common themes with any other responses, or that did not directly address the question asked, we coded as ‘other’. Some responses contained multiple themes, and we coded these accordingly. For example, ‘positivity’ and ‘confidence’ were important themes in response to the question asking for advice for Champions4Life, and several answers contained both of these themes.

2.4. Stage 4: Synthesis and reporting

We conducted a synthesis based on our findings. We did this in two internal workshops, one prior to an interim findings briefing to Dance4Life, and the other at the end of data collection. Following the workshops, we wrote up cross-cutting findings. The second internal workshop also focused on eliciting recommendations based on our findings.

In Annex D, we outline overviews of the data collected by method (with the exception of focus group notes as many remain in handwritten note form). The next chapter analyses the data vis-à-vis the evaluation questions.
3. Findings on Dance4Life support for franchisees

This chapter presents a summary of the evaluation findings regarding Dance4Life support for franchisees, which focus on evaluation questions 1(a) to 1(f). Table 4 presents these evaluation questions, the themes they relate to, and the section in which they are discussed below. The rest of the chapter is organised according to the themes identified in the penultimate column. The evidence used to address each evaluation question and corroborate each finding is based on the full set of data available in Annex D.

Table 4: Evaluation questions related to Dance4Life support for franchisees, related themes and corresponding sections

<table>
<thead>
<tr>
<th>Overarching evaluation questions</th>
<th>Specific evaluation questions</th>
<th>Theme</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) How effective is Dance4Life at supporting its franchisees in the aims of the programme?</td>
<td>1a) Do the start-up package and support provide the franchisees with the information and skills they need to implement the empowerment model?</td>
<td>Effectiveness of support for franchisees at outset of implementation.</td>
<td>3.1.</td>
</tr>
<tr>
<td></td>
<td>1b) To what extent do franchisees buy into the empowerment model as an alternative to conventional education?</td>
<td>Franchisee buy-in.</td>
<td>3.2.</td>
</tr>
<tr>
<td></td>
<td>1c) Are franchisees adequately supported during the implementation of the model?</td>
<td>Effectiveness of support for franchisees during implementation.</td>
<td>3.1.</td>
</tr>
<tr>
<td></td>
<td>1d) What are the key enablers and barriers to supporting the implementation of the model?</td>
<td>Enablers and barriers for support to franchisees.</td>
<td>3.3 (on enablers) and 3.4 (on barriers).</td>
</tr>
<tr>
<td></td>
<td>1e) How has the financial relationship between Dance4Life and franchisees changed, and how appropriate for franchisees is the new financial model?</td>
<td>Appropriateness of the new social franchising model.</td>
<td>3.5.</td>
</tr>
<tr>
<td></td>
<td>1f) To what extent do franchisees see the start-up package and support as providing value for money, and to what extent do they think their donors would agree?</td>
<td>Value for money of the social franchising model.</td>
<td>3.6.</td>
</tr>
</tbody>
</table>

3.1. Effectiveness of support for franchisees

This section outlines evidence and findings relevant for answering the following evaluation questions:
1(a): Do the start-up package and support provide the franchisees with the information and skills they need to implement the empowerment model?

1(c): Are franchisees adequately supported during the implementation of the model?

These are addressed in turn in the two sub-sections below.

### 3.1.1. Support at outset of implementation

We identified the following findings on support during implementation:

- The start-up package and support to implementation appear to be sufficient for the franchisees to implement the model.
- Contextualisation went well but areas for improvement include translation and piloting of materials, as well as support with contextualising the online dashboard.

We outline the evidence supporting these findings below.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Franchisees receive documentation, which includes information about start-up and implementation (document review).</td>
</tr>
<tr>
<td>- Franchisees are positive about the start-up package and ongoing support, saying it is sufficient (all countries, 1st and 2nd franchisee interviews).</td>
</tr>
<tr>
<td>- Dance4Life accept criticisms and suggestions, which the franchisees found helpful in implementing the programme together with Dance4Life (Ghana 1st franchisee interview).</td>
</tr>
<tr>
<td>- Dance4Life supported training of Champions4Life and provided comprehensive documentation (Nepal 2nd franchisee interview).</td>
</tr>
<tr>
<td>- Contextualisation was on the whole well received:</td>
</tr>
<tr>
<td>o The introductory workshop and contextualisation workshop were particularly important (Ghana 2nd franchisee interview).</td>
</tr>
<tr>
<td>o Franchisees worked smoothly with Dance4Life (Nepal 2nd franchisee interview).</td>
</tr>
<tr>
<td>o Contextualisation was ‘more than 90% successful’ (Tanzania 2nd franchisee interview).</td>
</tr>
<tr>
<td>o Dance4Life supported contextualisation according to country (e.g. making evaluation questionnaires easier to understand, increasing number of sessions and reducing their duration) (Nepal 2nd franchisee interview).</td>
</tr>
<tr>
<td>o Although contextualisation took place, one of the topics – family planning – was a challenge for delivery, as the local authorities have banned the promotion of family planning (Tanzania Champions4Life’s focus groups).</td>
</tr>
<tr>
<td>- However, contextualisation entailed the following challenges:</td>
</tr>
<tr>
<td>o Did not work well in specific cases, in part due to some partners lacking capacity and understanding of the programme… ‘had to close the project in one region, because one of the partners was not coping’. Suggestion that the process of contextualising ‘involve assessing partners’ capacity’ (Russia 2nd franchisee interview). We note that when considering this point, Dance4Life commented that assessing partners’ capacity may be appropriate to do at the selection and kick-off stages.</td>
</tr>
<tr>
<td>o Lack of knowledge on what are the key SRHR issues relevant for young people and reasons for the HIV problem in the country – ‘we didn’t really know what issues young people find most problematic, we didn’t find relevant research’ (Russia 2nd franchisee interview).</td>
</tr>
<tr>
<td>o Difficulty of contextualising the online dashboard and associated linguistic challenges (Nepal 2nd franchisee interview).</td>
</tr>
<tr>
<td>o Some of the materials, such as diagrams on reproductive systems, were not fully translated in the local languages or not very clear to Agents4Change (Tanzania Champions4Life’s focus group; survey open text data).</td>
</tr>
</tbody>
</table>
3.1.2. Support during implementation

We identified the following findings on support during implementation:

- Dance4Life were accessible, provided valuable training, as well as feedback following field visits.
- Dance4Life provided financial support to varying degrees in all countries. As such, the financial set-up in the four countries reviewed is not a fully-fledged social franchising model, given that Dance4Life continue to pay towards the programme (although other aspects of the new model are in place).

We outline the evidence supporting these findings below.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance4Life were accessible (Nepal 2nd franchisee interview).</td>
</tr>
<tr>
<td>Throughout the pilot period, Ghana and Tanzania franchisees consistently indicated their perception that the support from Dance4Life they received was sufficient (rated 9 out of 10 in the EMA responses). Similarly, support was rated 9 out of 10 by the Russian EMA respondent in the last month of the pilot.</td>
</tr>
<tr>
<td>Dance4Life provided money even though no funders were found (Ghana 2nd franchisee interview).</td>
</tr>
<tr>
<td>Dance4Life continued to pay towards the programme, contributing up to €50,000 plus staff hours (clarification points with Dance4Life; document review of material sent to pilot franchisees).</td>
</tr>
<tr>
<td>‘We can always ask them questions’ (Russia 2nd franchisee interview).</td>
</tr>
<tr>
<td>Good communication, always in contact with the Dance4Life country manager (Russia 2nd franchisee interview).</td>
</tr>
<tr>
<td>‘Support was really good’ (Tanzania 2nd franchisee interview).</td>
</tr>
<tr>
<td>Both franchisee and Champions4Life appreciated visits from Dance4Life staff (Tanzania 2nd franchisee interview).</td>
</tr>
<tr>
<td>Support in training Champions4Life, providing feedback following a monitoring visit (Ghana 2nd franchisee interview).</td>
</tr>
<tr>
<td>Good communication with country manager (Ghana 2nd franchisee interview).</td>
</tr>
</tbody>
</table>

3.2. Franchisee buy-in

This section outlines evidence and findings relevant for answering the following evaluation question:

1(b): To what extent do franchisees buy into the empowerment model as an alternative to conventional education?

We identified one finding on franchisee buy-in:

- Franchisees are on the whole supportive of the empowerment model (Journey4Life) but point to several areas for improvement (for improvements to address barriers, see section 3.4 and Chapter 5).

We outline the evidence supporting this finding below.
3.3. Enablers for support to franchisees

This section outlines evidence and findings relevant for answering the first part of evaluation question 1(d), which focuses on enablers:

1(d): What are the key enablers [and barriers] to supporting the implementation of the model?

We identified the following findings on enablers for support to franchisees:

- Key enablers/strengths were identified around ongoing support and model design.
- The latter is particularly helpful due to its emphasis on joint training of Champions4Life, and the way in which franchisees feel ownership as partners.

We outline the evidence supporting these findings below.
Evidence

**Ongoing support:**
- Technical support from Dance4Life (Nepal 1st franchisee interview).
- Training for Champions4Life delivered directly by Dance4Life (Tanzania 1st franchisee interview).
- Ongoing monitoring and evaluation (M&E) data collection (Tanzania 1st franchisee interview).
- Support by Dance4Life is a strength (Russia 2nd franchisee interview).

**Model design:**
- Ownership by the franchisee (Russia 1st franchisee interview; Tanzania 2nd franchisee interview).
- Guided by the principle of partnership (Nepal 2nd franchisee interview).
- The Journey4Life curriculum is a strength (Tanzania 2nd franchisee interview).
- Engaging content (Russia 1st franchisee interview).
- Easier to reach young people within an institution such as a school (Nepal 1st franchisee interview; Tanzania 1st franchisee interview).
- ‘Programme very well thought through… based on theoretical foundations that have experimental basis that it works’ (Russia 2nd franchisee interview).
- ‘We can have innovation in this programme’ (Nepal 2nd franchisee interview).
- Training is a strength (Ghana 2nd franchisee interview).
- A number of other enablers of the implementation of Journey4Life were identified in relation to the curriculum and its implementation, listed as cross-cutting findings in Chapter 5.

3.4. Barriers for support to franchisees

This section outlines evidence and findings relevant for answering the second part of evaluation question 1(d), which focuses on barriers:

1(d): What are the key [enablers and] barriers to supporting the implementation of the model?

We identified the following key barriers for support to franchisees:

- Funding – in engaging, explaining and convincing potential funders.
- See barriers identified in the Journey4Life curriculum and its implementation in Chapter 5.

We outline the evidence supporting this.

**Evidence**

**Funding:**
- Challenges in engaging in-country funders due to a lack of evidence that the new model works (Nepal 1st franchisee interview).
- Concerns about how to present the new model (Russia 1st franchisee interview).
- Limited funding opportunities (Nepal, Russia, Tanzania 2nd franchisee interviews).
- Difficulties in explaining the social franchising model (Nepal 2nd franchisee interview).
- National regulations may prohibit transferring funds to an international organisation outside the country, although this needs clarifying (Nepal 2nd franchisee interview).
- Difficulties with convincing donors (Ghana 2nd franchisee interview).

**Curriculum and implementation:**
- A number of barriers and enablers to the implementation of Journey4Life were identified in relation to the curriculum and its implementation, listed as cross-cutting findings in Chapter 5.
3.5. Financial model & relationships

This section outlines evidence and findings relevant for answering the following evaluation question:

1(e): How has the financial relationship between Dance4Life and franchisees changed, and how appropriate for franchisees is the new financial model?

We identified the following findings on the financial model and relationships:

- Financial relationship has changed to a social franchise model, and franchisees appear to understand the principles of that.
- Dance4Life supports franchisees to identify potential funders.
- Both Dance4Life and franchisees acknowledge that the pilot relationships do not fully represent the eventual model.
- The new financial model can present challenges in engaging funders.

We outline the evidence supporting these findings below.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial relationship:</td>
</tr>
<tr>
<td>• Changed from funder-grantee to social franchising relationship (clarification points with Dance4Life; document review). Note: see above points on Funding (section 3.4) and also Limitations section (section 1.5) on representativeness point.</td>
</tr>
<tr>
<td>• Franchisees understand the principles of this new funding relationship as follows:</td>
</tr>
<tr>
<td>o Similar to commercial franchising, but on non-commercial basis (Russia 2nd franchisee interview).</td>
</tr>
<tr>
<td>o No profit but the recipient pays for the cost (Russia 2nd franchisee interview).</td>
</tr>
<tr>
<td>o The owner of the concept gives it to partner organisations, namely franchisees (Russia 2nd franchisee interview).</td>
</tr>
<tr>
<td>o Working with Dance4Life, not as a donor but as a partner. Have to raise funds for this model (Tanzania 2nd franchisee interview).</td>
</tr>
<tr>
<td>• Franchisees reported high satisfaction levels with the social franchising model (average 8.1 for Tanzania, 9 for Ghana and 8 for Russia in the EMA responses).</td>
</tr>
<tr>
<td>• Dance4Life have provided advice on potential donors (Ghana 1st franchisee interview).</td>
</tr>
</tbody>
</table>

Appropriateness for franchisees (Note: responses primarily focused on issues related to in-country funders):

- Difficulties convincing in-country funders why they should pay an organisation abroad when benefit is in-country [Nepal & Russia 1st franchisee interviews].
- Difficulties in engaging in-country funders with a convincing value for money case – compare with point in section 3.1 on barriers [Nepal & Russia 1st franchisee interviews].
- Small organisations might find it particularly challenging to raise comparatively high amounts, e.g. €20,000 for the initial package [Russia 1st franchisee interview].
- See also section 3.1 on barriers associated with funding.

3.6. Value for money

This section outlines evidence and findings relevant for answering the following evaluation question:

1(f): To what extent do franchisees see the start-up package and support as providing value for money, and to what extent do they think their donors would agree?
We identified the following findings on value for money (VfM):

- There is some evidence that the start-up package and support are perceived to provide VfM.
- There are a number of challenges franchisees perceive in making a VfM case to donors.
- At the end of the pilot, franchisees expressed increased confidence in convincing funders of the VfM of the programme, but no specific instances of successfully engaging a funder were identified.
- There may be ways to reduce the cost of the programme by having capable franchisees take over some of the Dance4Life functions (this may already be under consideration as a ‘franchisee plus’ option).

We outline the evidence supporting these findings below.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Franchisee perception:</strong></td>
</tr>
<tr>
<td>Half of franchisees find the programme provides VfM from their perspective (Nepal &amp; Russia 1st franchisee interviews).</td>
</tr>
<tr>
<td>The perception of VfM by franchisees seemed to improve over time. The Tanzanian franchisee gradually increased their rating of the VfM provided by the start-up package and support from Dance4Life from 5 to 9 out of 10 during the pilot period, with Ghana providing a higher rating throughout the period at 8–9. In contrast, the Russian franchisee team member still had reservations about VfM in the last week of the pilot, providing a rating of 6 out of 10 (EMA).</td>
</tr>
<tr>
<td>According to one country interview, the project was designed together with Dance4Life to ensure cost-effectiveness and VfM (Nepal 1st franchisee interview).</td>
</tr>
<tr>
<td>Price is ‘adequate’ but could be cheaper if franchisee takes over some of the functions of Dance4Life (Russia 2nd franchisee interview).</td>
</tr>
<tr>
<td>There is VfM, and it is further strengthened by the impact of the approach (Ghana 2nd franchisee interview).</td>
</tr>
</tbody>
</table>

**Franchisee opinion of donor perceptions:**

- At the outset of the pilot, franchisees did not yet have a clear sense of the model’s VfM as seen by donors (Ghana, Russia & Tanzania 1st franchisee interviews).
- Similarly to the franchisees’ differing perceptions of VfM, there were also differences between franchisees in whether they thought donors perceived good VfM in the start-up package and support from Dance4Life. While in Ghana the ratings were high at 8–9, both Russia and Tanzania rated the perceived VfM by donors at 6 out of 10 (EMA).
- Donors are focused on the numbers of young people to be reached, rather than how many sessions they receive (Ghana 1st franchisee interview).
- As mentioned above, there are challenges engaging in-country funders due to a lack of evidence that the new model works (Nepal 1st interview), and due to concerns about how to present the new model (Russia 1st franchisee interview).
- However, by the end of pilot implementation, franchisees reported greater confidence in possibilities of convincing funders:
  - Donors can be convinced if presented well (Russia 2nd franchisee interview).
  - If it is explained well, with evidence of work and feedback, that can make it attractive to funders (Tanzania 2nd franchisee interview).
  - The fact that they have done the pilot makes the programme more attractive to funders (Tanzania 2nd franchisee interview).
  - Explain to donors in proposals how the programme delivers VfM (Ghana 2nd franchisee interview).

- So far, there are no reported instances of successful engagement of a funder to specifically fund the Dance4Life programme in any of the pilot countries (albeit Dance4Life have confirmed they have identified funding for implementation in Kenya).
- See also aforementioned barriers associated with funding issues (section 3.4).
4. Findings on franchisee support for Champions4Life

This chapter presents a summary of the evaluation findings on franchisee support for Champions4Life, which focus on evaluation questions 2(a) to 2(d). Table 5 presents these evaluation questions, the themes they relate to, and the section in which they are discussed. The rest of the chapter is organised into the themes identified in the penultimate column. The evidence used to address each interview question and back each finding is based on the full set of data shown in Annex D.

Each of these sections is organised into evidence from Champions4Life (collected via the survey and focus groups) and evidence from franchisees (collected in interviews and via the EMA).

Table 5: Evaluation questions related to franchisee support for Champions4Life, related themes and corresponding sections

<table>
<thead>
<tr>
<th>Overarching evaluation questions</th>
<th>Specific evaluation questions</th>
<th>Theme</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) How effective are the franchisees at supporting Champions4Life in the aims of the programme?</td>
<td>2a) How effectively are Champions4Life trained to deliver the model?</td>
<td>Effectiveness of training by franchisees.</td>
<td>4.1.</td>
</tr>
<tr>
<td></td>
<td>2b) How effective is the ongoing support for Champions4Life during delivery of the model, including the stipend?</td>
<td>Effectiveness of ongoing support by franchisees.</td>
<td>4.2.</td>
</tr>
<tr>
<td></td>
<td>2c) How confident and capable are Champions4Life in delivering the model?</td>
<td>Confidence and capabilities of Champions4Life.</td>
<td>4.3.</td>
</tr>
<tr>
<td></td>
<td>2d) What are the key enablers and barriers to the successful delivery of the model, including the time available to the Champions4Life</td>
<td>Enablers and barriers for franchisee support of Champions4Life.</td>
<td>4.4 (on barriers) and 4.5 (on enablers).</td>
</tr>
</tbody>
</table>

4.1. Effectiveness of initial training

This section outlines evidence and findings relevant for answering evaluation question 2(a), namely ‘How effectively are Champions4Life trained to deliver the model?’ This relates to training that is delivered by Dance4Life, with franchisee involvement. It first presents evidence and findings from Champions4Life data and then franchisee data.

Based on Champions4Life data, we identified the following findings on effectiveness of initial training:

- Champions4Life gave positive feedback about the training, saying it helped them become an effective Champion4Life. They also liked the content and style of the Champions4Life training.
Some Champions4Life recommended expanding training to cover HIV/AIDS testing and referrals more broadly, and focus more on teamwork between Champions4Life.

The length of the Champions4Life training is appropriate, although it could be increased slightly.

We outline the evidence supporting these findings below.

Evidence from Champions4Life

- The training was viewed positively by Champions4Life (all focus groups). Champions4Life highlighted activity-based and interactive learning, bonding through dance and fun (Nepal Champions4Life’s focus group).
- The training was effective because trainers were very active, confident, and the training used simple language and was practical. The training environment was perceived as a safe space (Ghana Champions4Life’s focus group).
- The training gave skills in co-facilitation (Ghana Champions4Life’s focus group). Champions4Life also appreciated content on personal development and development of leadership skills (Russia Champions4Life’s focus group).
- It was not immediately clear at the training what the role of the Champions4Life will be (Nepal Champions4Life’s focus group).
- Seven days of training was seen as too brief by some Champions4Life as there was not enough time to cover all sessions (Nepal Champions4Life’s focus group; survey open text data). In particular, several Champions4Life commented on the need for additional training in referrals, teamwork (survey open text data) and accessing HIV/AIDS testing (Russia Champions4Life focus group). However, some Champions4Life said the length of training was optimal (Russia Champions4Life focus group).
- The majority of survey respondents indicated that the training helped them to become an effective Champion4Life (survey quantitative data), as shown in the figure below:

![Graph: The training has helped me to become an effective Champion4Life](image)

- The majority of Champions4Life found the length of Champions4Life training to be either a little short or just right (survey quantitative data), as shown in the figure below.

![Graph: I thought the length of Champions4Life training was...](image)

- There was a high level of agreement by Champions4Life with the statement ‘I liked the content of the
An evaluation of Dance4Life’s social franchising and empowerment models

Champions4Life training’, as shown in the figure below (survey quantitative data).

- There was a high level of agreement by Champions4Life with the statement ‘I liked the style of the Champions4Life training’, as shown in the figure below (survey quantitative data).

In addition, based on franchisee data, we identified the following findings on the effectiveness of initial training:

- Franchisees find the Champions4Life’s training to be effective.
- In addition to the initial in-person training, some franchisees offered Champions4Life ongoing training, such as through webinars. This helps Champions4Life deliver the model.
- Franchisees find the Trainers4Life to be accessible.
- Franchisees’ experience was that while training seeks to address different levels of confidence, a further session was necessary to address limited capacities surrounding SRHR content and group management skills.
- For challenges associated with training, see section 4.4 on barriers.

We outline the evidence supporting these findings below.
Evidence from franchisees

- In Russia, training and implementation was done by implementing partners rather than the franchisee. In one instance, the limited capacity of the partner meant their contract had to be terminated (Russia 2nd franchisee interview).
- There were different levels of ability among the Champions4Life to grasp material, necessitating follow-ups in some cases (Nepal 2nd franchisee interview).
- Seek to address different levels of confidence (Nepal 1st franchisee interview).
- Trainers4Life are accessible (Nepal 1st franchisee interview).
- ‘Trainers are skilful and training was very good’ (Russia 1st franchisee interview).
- Training lasted five days and was delivered by both Dance4Life and the franchisee (Russia 1st franchisee interview).
- Champions4Life were happy with the training and its interactive nature (Ghana 1st franchisee interview).
- Training for Champions4Life was very good, including webinars and support over six months. One of the areas that Champions4Life found challenging was managing large groups, so the training is planned to be adapted for future delivery to include guidance on how to handle difficult groups (Russia 2nd franchisee interview).
- The training and support given to Champions4Life ensures they deliver the model (Tanzania 2nd franchisee interview).
- Both training and support for Champions4Life was done very well. However, an extra session on SRHR had to be organised for those who had not worked with the franchisee before (Ghana 2nd franchisee interview).
- See section 4.4. on barriers regarding challenges associated with training.

4.2. Effectiveness of ongoing support by franchisees

This section outlines evidence and findings relevant for answering evaluation question 2(b), namely ‘How effective is the ongoing support for Champions4Life during delivery of the model, including the stipend?’ It first presents evidence and findings from Champions4Life data and then franchisee data.

Based on Champions4Life data, we identified the following findings on the effectiveness of ongoing support by franchisees:

- The majority of Champions4Life felt they have enough guidance on how to deliver the Journey4Life sessions.
- The majority of Champions4Life felt they were supported in their work by the franchisees.
- Ongoing support took place through in-person meetings and online groups.
- Champions4Life suggested further support could be provided on several issues, such as managing large groups.
- In some cases, Champions4Life did not receive support immediately.
- Some head teachers and partner organisations also provided support to Champions4Life.
- Some parents of Agents4Change were opposed to programme participation.

We outline the evidence supporting these findings below.
An evaluation of Dance4Life’s social franchising and empowerment models

### Evidence from Champions4Life

- The majority of Champions4Life felt they have enough guidance on how to deliver the Journey4Life sessions, as shown in the figure below (survey quantitative data).

![I feel I have enough guidance on how to deliver the Journey4Life sessions](image)

- The majority of Champions4Life felt they were supported in their work by the franchisees, as shown in the figure below (survey quantitative data).

![I feel supported in my work by the implementing organisation](image)

- Champions4Life acknowledged the support from franchisees as accessible to them throughout the programme, and in some cases it was also complemented by support from head teachers and partner NGOs (Ghana and Nepal Champions4Life’s focus groups).
- Champions4Life reported they still lacked consultation and opportunity to discuss sufficiently the problems relating to managing group dynamics, introducing sensitive topics, and establishing their authority as group leaders given the small age difference with Agents4Change (Russia Champions4Life’s focus groups).
- Some ‘emergency problems’ were not addressed quickly because the contact person was not available immediately (Ghana Champions4Life’s focus group).
- Some of the parents did not support the programme (Ghana Champions4Life’s focus group).
- Having more trained Champions4Life (as back-up) was useful for delivering sessions and providing support for other tasks, such as M&E (Nepal Champions4Life’s focus groups).
- One of the Ghana focus groups suggested that unscheduled visits by programme officials from Dance4Life can be discouraging (Ghana Champions4Life’s focus group), although we understand from Dance4Life that this appears to refer to an exceptional chance visit and is not standard procedure or part of the normal way they work with franchisees (conversation with Dance4Life).

In addition, based on franchisee data, we identified the following findings on the effectiveness of ongoing support by franchisees:

- Franchisees support Champions4Life with training, ongoing meetings, discussions, online forums, supervision in the field and mentoring. These include opportunities to address challenges and issues.
They also provide materials, logistics support and financial support that include the stipend and travel expenses (at least in some of the countries).

All franchisees found the stipend to be important or very important.

Franchisees say they take on board suggestions from Champions4Life.

We outline the evidence supporting these findings below.

### Evidence from franchisees

**General comments on support for Champions4Life:**

- Three countries said they do support the Champions4Life (Russia, Tanzania and Ghana), with the other not providing a response to this question. One expanded that they support them in various ways, from providing materials and logistics to providing a stipend and ongoing communication through an online forum on WhatsApp (Ghana 2nd franchisee interview).

- There is a balance to strike between overloading the Champions4Life and not giving enough information. The franchisee in Russia makes themselves available through VKontakte (Russian social network), on which they respond to queries from the Champions4Life. In addition, in Russia there is a local coordinator who supports the Champions4Life, attending sessions they deliver and discussing approaches for engaging the Agents4Change (Russia 2nd franchisee interview).

- All of the Champions4Life have been through training, and are regularly supported with ongoing discussions and conversations with Trainers4Life (Nepal 1st franchisee interview).

- ‘We support them very much. Two people supervise them (one in the field, one in the office), with ongoing meetings. Also support them financially. Take on board their suggestions’ (Russia 1st franchisee interview).

- In Tanzania, the franchisee mentors Champions4Life in facilitation and reporting. They also provide field support, delivered by interns, for instance to help Champions4Life deliver sessions in an interesting manner (Tanzania 1st franchisee interview).

- Training is followed by ongoing online training through a WhatsApp forum (Ghana 1st franchisee interview).

- There is ongoing planning for a project to support Champions4Life with the thematic content of SRHR (Ghana 1st franchisee interview).

- Providing materials and financial support (Ghana 1st franchisee interview).

**How effective is the ongoing support for Champions4Life during delivery of the model, including the stipend?:**

The following were raised as contributing to effectiveness of support for Champions4Life:

- Providing day-to-day support with planning and delivering of the programme (e.g. reimbursing transport costs) (Tanzania 2nd franchisee interview).

- Providing materials and financial support (stipend) (Nepal 1st franchisee interview).

- Providing stipend, travel expenses, food, and meetings with the coordinator. In addition, a supervisor goes out to provide field support such as coaching (Russia 1st franchisee interview).

- Support is provided, but will be asking Champions4Life the extent to which it is effective (Russia, Tanzania 1st franchisee interviews).

- Did enough to support the Champions4Life (Russia 2nd franchisee interview).

- Setting up a social network group where Champions4Life can ask questions (Russia 2nd franchisee interview).

- Holding a meeting with Champions4Life to reflect on questions (Russia 2nd franchisee interview).

- Making available a local coordinator to support Champions4Life, including visiting sessions and working with Champions4Life to understand issues with responsiveness (Russia 2nd franchisee interview).

**Role of the stipend for Champions:**

- Champions4Life reported receiving support from franchisees, including money for transport and monthly allowance among their motivations to join (Ghana Champions4Life’s focus group).

- Important but there is not enough. Need more to cover transport, communications with schools and team bonding (Nepal 2nd franchisee interview).
An evaluation of Dance4Life’s social franchising and empowerment models

• Important, although many said they would work without it. In addition, as current levels of the stipend may not be sustainable, looking for other opportunities to motivate Champions4Life, for instance qualifications (Russia 2nd franchisee interview).
• Important in terms of support during the programme, but not seen as something that is the focus of attracting Champions4Life to the programme (Tanzania 2nd franchisee interview).
• Very important, although Champions4Life do ‘need to have a volunteering spirit’ (Ghana 2nd franchisee interview).

4.3. Confidence and capabilities of Champions4Life

This section outlines evidence and findings relevant for answering the following evaluation question:

2(c): How confident and capable are Champions4Life in delivering the model? It first presents evidence and findings from Champions4Life data and then franchisee data.

Based on Champions4Life data, we identified the following findings on confidence and capabilities of Champions4Life:

- Champions4Life felt confident in delivering the Dance4Life model.
- Champions4Life reported increased confidence following the training and implementation experience.

We outline the evidence supporting these findings below.

**Evidence**

• The majority of Champions4Life indicated they feel confident as a Champion4Life in delivering the Dance4Life model, as shown in the figure below (survey quantitative data).

![I feel confident as a Champion4Life in delivering the model](image)

• The Champions4Life reported feeling confident (all focus groups), and mentioned that the training helped increase confidence (Nepal and Ghana Champions4Life’s focus groups).
• Champions4Life also referred to natural confidence some of them possess aside from the training (Russia, Nepal and Ghana Champions4Life’s focus group).
• Champions4Life also identified confidence as one of the key characteristics required for their work (survey open text responses).

In addition, based on franchisee data, we identified the following findings on confidence and capabilities of Champions4Life:

- Training helps to ensure Champions4Life’s confidence.
There are issues surrounding Champions4Life’s understanding of SRHR content and associated confidence in covering certain topics. There are issues surrounding Champions4Life’s capabilities in managing groups and challenging individuals.

We outline the evidence supporting these findings below.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Confidence of Champions4Life has improved (Ghana 2nd franchisee interview).</td>
</tr>
<tr>
<td>• Good training ensures Champions4Life’s confidence – this is when compared to previous issues with training that this organisation had encountered, albeit unclear if that was under Dance4Life training (Tanzania 2nd franchisee interview).</td>
</tr>
<tr>
<td>• However, there are challenges surrounding:</td>
</tr>
<tr>
<td>o Issues with knowledge of SRHR content, for instance insufficient knowledge to answer some questions from Agents4Change (Nepal 2nd franchisee interview).</td>
</tr>
<tr>
<td>o Issues with confidence in covering particular topics, such as lesbian, gay, bisexual and transgender (LGBT) (Nepal 2nd franchisee interview).</td>
</tr>
<tr>
<td>o Issues with managing groups and working with challenging groups and difficult teenagers. Further compounding this is the fact that the Champions4Life are mostly girls and this can be an issue where – as was the case in one group – the Agents4Change are all boys (Russia 2nd franchisee interview).</td>
</tr>
</tbody>
</table>

4.4. Barriers for franchisee support for Champions4Life

This section outlines evidence and findings relevant for answering the second part of evaluation question 2(d), namely a focus on barriers (in full, question 2(d) is: ‘What are the key enablers and barriers to the successful delivery of the model, including the time available to the Champions4Life?’).

We identified the following findings on barriers for franchisee support for Champions4Life:

- Champions4Life experienced a variety of different types of challenges. Two specific challenges experienced by the majority of Champions4Life were ‘finding enough time to deliver sessions’ and ‘practicalities of referring to services’.
- There were some challenges associated with training, such as limited SRHR content.
- There are a number of considerations around recruitment and retention of Champions4Life, such as their motivations, incentives and recruitment channels.
- Over-recruiting Champions4Life can be helpful to provide additional support.

We outline the evidence supporting these findings below.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Champions4Life experienced different types of challenges, as shown in the figure below (survey quantitative data). Each of the challenges was experienced by at least 36% of the respondents. However, for each of these challenges except two, most Champions4Life indicated they had not experienced that challenge.</td>
</tr>
<tr>
<td>The two challenges that the majority of Champions4Life indicated they had experienced were ‘finding enough time to deliver sessions’ (63% of respondents) and ‘practicalities of referring to services’ (57% of respondents).</td>
</tr>
</tbody>
</table>
Further data on the different types of challenges the Champions4Life encountered was described in qualitative data collection, as outlined below.

**Identifying and recruiting schools for delivery of the programme:**
- A challenge is to convince teachers and school administration that the programme is useful. This is easier when there is already a relationship with a school (Russia 1st franchise interview).
- Convincing schools to participate (Russia 1st franchise interview).
- Finding suitable location within schools for sessions (Nepal 1st franchise interview).
- Hampering of the school regular curriculum timing (Nepal 2nd franchise interview; Russia 2nd franchise interview).
- Lack of availability of space in schools to run sessions (Ghana 2nd franchise interview).
- Educational establishments prefer fast and wide-reaching programmes, so the group of 25 people is not big enough for them (Russia 2nd franchise interview).
- Training partners to convince schools, e.g. on how to engage with local education committees (Russia 2nd interview).

**Training challenges:**
- It was challenging to arrange a time when the Champions4Life could all attend the training (Ghana 1st franchise interview).
- An extra session on SRHR had to be organised for those who have not worked with the franchisee before and did not have previous experience with the topic of SRHR (Ghana 2nd franchise interview).

**Challenges around recruitment and retention of Champions4Life:**
- There may be retention issues if the programme was longer than the three months of the pilot. The organisation mitigated against this by recruiting back-up Champions4Life (Nepal 2nd franchise interview).
- After training, 1–2 people dropped out (Russia 2nd franchise interview).
- Recruitment was a challenge and the implementing organisation has found a need to recruit via relevant universities, not just on the street or with advertisements (Russia 2nd franchise interview).
- It is key to recruit people who are genuinely interested, to avoid retention issues (Tanzania 2nd franchise interview).
- Retention issues surrounding people leaving when they are 25 (i.e. the upper age limit for Champions4Life in Ghana). Therefore, aim for younger recruits, with the aim of retaining Champions4Life for 2–3 years. Finding younger recruits with the skills of reading and writing and ability to deliver the programme is difficult (Ghana 2nd franchisee interview).
- Online recruitment of Champions4Life is problematic due to Internet connectivity and favours people in cities compared to disadvantaged communities. It is therefore seen as not equitable (Ghana 2nd franchise interview).
4.5. Enablers for franchisee support of Champions4Life

This section outlines evidence and findings relevant for answering the first part of evaluation question 2(d), namely a focus on enablers (in full, question 2(d) is: ‘What are the key enablers and barriers to the successful delivery of the model, including the time available to the Champions4Life?’).

We identified the following findings on enablers to franchisee support for Champions4Life:

- The stipend is a motivating factor for some Champions4Life for continuing to work (but less so for others).
- Franchisees can help with convincing schools to participate in Dance4Life though different tactics, such as use of existing contacts, use of personal contact, and letters of support.
- Champions4Life are motivated to participate in order to help and empower young people, address SRHR issues in their communities, as well as personal development considerations.

We outline the evidence supporting these findings below.

Evidence

Stipend as a motivating factor:
- Some Champions4Life found the stipend to be a motivating factor for continuing, although there was a wide distribution of the responses to the survey question about this, as shown in the figure below.

```
<table>
<thead>
<tr>
<th>Number of responses</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>
```

What works well to convince schools to participate in the programme?:
- Use of a partner’s contact with local schools (Russia 2nd interview).
- Personal contact (Russia 2nd interview).
- Drawing on Dance4Life’s reputation – already known to government agencies (Russia 2nd interview).
- Sending letters of support from prominent organisations, both regional and local, e.g. Ministry of Education or local education committee (Russia 2nd interview).
- Effectively introducing the model and what has been achieved already (Tanzania 2nd interview).
- Ongoing work with schools helps to avoid the need to convince the schools (Ghana 2nd interview).

Champions4Life’s motivations for participation:
As motivations to participate, Champions4Life listed wanting to help and empower young people, address SRHR and drug abuse issues in the community (Ghana Champions4Life’s focus group). Champions4Life reported that the project was an opportunity to be engaged in community work (Nepal Champions4Life’s focus group) and make a contribution to society (survey open text data).

Champions4Life were motivated by personal development and skills (survey open text data) as well as professional skills for Champions4Life studying to be teachers or doctors (Russia Champions4Life’s focus group; Russia 2nd franchisee interview).

Champions4Life also identified key personal characteristics that they saw as important for their work, such as confidence, flexibility, positive attitude and passion (survey open text data).

See also above points on training (sections 3.1, 3.3, 4.1, 4.2 and 4.3) and the importance of the stipend (4.2).

Curriculum and implementation
- A number of barriers and enablers to the implementation of Journey4Life were identified in relation to the curriculum and its implementation, listed as cross-cutting findings in Chapter 5.
5. Cross-cutting findings on Journey4Life curriculum and its implementation

In addition to addressing the evaluation questions, we identified a number of cross-cutting findings of relevance to the Journey4Life curriculum and its implementation that we know to be of interest to Dance4Life. To clarify, by ‘curriculum’ we refer to what Champions4Life teach Agents4Change. These final findings are presented in this chapter.

5.1. Journey4Life curriculum

We identified the following findings on the Journey4Life curriculum:

- Franchisees and Champions4Life commented on the considerations around an optimal number and length of sessions.
- They also made several suggestions to help refine the content, such as the use of dancing as a key identifier of the programme has the potential to help attract youth.
- Champions4Life in several countries reported difficulties connecting the SRHR topics and the Journey4Life modules.
- The Journey4Life content can be difficult to understand.

We outline the evidence supporting these findings below.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Optimal number and length of sessions:</strong></td>
</tr>
<tr>
<td>- Some sessions stated as being too short (Nepal 1st franchisee interview; Nepal 2nd franchisee interview).</td>
</tr>
<tr>
<td>- Not sufficiently long sessions with Agents4Change: 45 minute training is not enough, and so when overrun this creates problems for the schools (Nepal 1st franchisee interview).</td>
</tr>
<tr>
<td>- Lack of time for delivering sessions and agreeing specific times with schools (Tanzania 2nd franchisee interview).</td>
</tr>
<tr>
<td>- Overly brief sessions (Nepal, Tanzania and Ghana Champions4Life’s focus groups); had to add time especially for sessions 9 and 11 (Ghana Champions4Life’s focus group), and there was no time allocated for SRHR topics (Tanzania Champions4Life focus group).</td>
</tr>
<tr>
<td>- Agreed to reduce duration of sessions from 90 minutes to 60 minutes, given timing at the end of the day when children are tired (Ghana 2nd franchisee interview).</td>
</tr>
<tr>
<td>- Champions4Life recommended two hours is needed per session (Tanzania Champions4Life’s focus group). Some topics, such as HIV, gender-based violence (GBV) and sexually transmitted infections (STIs) cannot be completed in one session (Tanzania Champions4Life’s focus group). Alternatively, another group of Champions4Life in Tanzania recommended reducing the number of activities per session or increasing the number of sessions from 12 to 24.</td>
</tr>
</tbody>
</table>
Comments on content:

- 35 per cent of Champions4Life described experiencing challenges with understanding the content of Journey4Life (survey quantitative data).
- Curriculum flow: Champions4Life reported that the Journey4Life modules and the SRHR topics did not always flow together (Russia and Tanzania focus groups), for instance the mask activity in session 4 (Tanzania). There were 12 Sessions and five SRHR topics and Champions4Life reported some difficulties combining them (Tanzania Champions4Life focus group).
- ‘Powerwalk’ was too complicated for Agents4Life (Ghana Champions’ focus group).
- Use of dancing is a key identifier of the programme, but the dance no longer has the symbolism it used to have. The participants don’t understand why the dancing is there: ‘There is a need for some symbol, a clear hashtag/meme... to attract youth’ (Russia 2nd interview).
- Dance4Life choreography needs more time to be polished (Ghana Champions4Life’s focus group).
- Language: Champions4Life recommended using both simple Kiswahili and English in the manuals (Tanzania Champions4Life’s focus groups).
- First Session: Champions4Life reported a need for more detailed guidance for the first session to present the programme and the focus on HIV.
- Eight Champions4Life out of 65 who reported on challenges shared that some Agents4Change were embarrassed to discuss SRHR and also had difficulties understanding some of the content (survey open text data).

5.2. Journey4Life implementation issues

We identified the following findings on Journey4Life implementation issues:

- Recruiting schools can be a challenge.
- Finding suitable locations for sessions within schools was often not possible.
- Timing of sessions was affected by the school curriculum and sometimes clashed with Champions4Life schedules.
- The model was not always seen as suitable for younger children.
- Managing a large group of Agents4Life was seen as a challenge. In at least one country, group size was reduced to 15–25 Agents4Change.
- Maintaining attendance and engagement among Agents4Life was also a challenge, particularly because of the duration of Journey4Life.
- Champions4Life had some concerns around referrals, such as that Agents4Life were only able to access check-ups or low-quality services. In one country, Champions4Life reported lacking knowledge on HIV testing process.

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7 Note on the Powerwalk from Dance4Life email (September 2018): “The Powerwalk is an activity from the Journey4Life. Young people get different roles (for example, one is a 45-year old businessman, another one an orphan girl, one is a person living with HIV). Then the Champion4Life reads out statements (for example, discuss contraceptives or getting a loan from the bank) and whenever the young people feel their character would be able to do what is stated they take a step forward, if not they take a step backward. The exercise is about roles and norms in society, (in)equality.”
An evaluation of Dance4Life’s social franchising and empowerment models

- M&E process went well in at least two of the countries, and was seen as useful for tracking progress.
- However, M&E was also seen as placing an additional burden on Champions4Life, and forms were not always completed responsibly.
- Champions4Life reported that at times there were issues with access to physical resources such as flip-charts.

We outline the evidence supporting these findings below.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting schools</td>
</tr>
<tr>
<td>See sections 4.4 and 4.5 above on franchisee insights into enablers and barriers for recruiting schools.</td>
</tr>
</tbody>
</table>

Coordinating with schools:
- Fitting sessions into the school schedule was a challenge. The noise from the sessions disturbed the work of other classrooms, so for the pilot the sessions took place on Saturdays or after school hours (Nepal Champions4Life focus group). Champions4Life suggested for sessions to be included in the academic timetable (Tanzania Champions4Life focus group). Two respondents out of 65 commented in the open-ended survey questions on the challenge of coordinating the schedule with schools (survey open text data).
- Some Champions4Life who were new to community work had issues coordinating with schools and were supported in this (Nepal 2nd franchisee interview).
- Due to school schedules, sessions did not take place regularly and the Journey4Life expanded over a long period. Timing of the sessions was determined by the school and often conflicted with Champions4Life’s own study schedules (Russia Champions4Life focus group). Scheduling clashes lead to having to change session times, resulting in a lack of trust from the group (Russia 2nd franchisee interview).

Space:
- Space was a challenge reported by seven out of 65 survey respondents; specifically, they commented on the challenges relating to insufficient or unsuitable space for sessions at schools (survey open text data; Nepal Champions4Life focus group).
- Specifically, Champions4Life commented that classrooms are not conducive settings for some of the sessions, such as Ribbon of Life, Time Traveling (Ghana Champions4Life’s focus group). It is impossible to rearrange desks in the preferred U-shape (Ghana 2nd franchisee interview).

Resources:
- Delivery of facilitation materials and refreshments for Agents4Life, as well as delivery of transport and monthly allowance by the franchisee, were often delayed (Ghana Champions4Life’s focus group).
- Delayed or insufficient resources (programme materials in the local language, flipcharts, journals and pens) were a challenge mentioned by six out of 65 respondents (survey open text data).

Role of parents/caregivers:
- Lack of parent/guardian involvement (Nepal 1st franchisee interview).
- Parents/parent committees might be opposed to SRHR education for their children due to social norms (Russia 2nd franchisee interview).

Attendance of Agents4Life:
- Difficulty of attracting participants to a programme with a high number of sessions (Russia 1st franchisee interview).
- Drop-out and non-attendance of Agents4Change (Nepal 1st franchisee interview; Russia 2nd franchisee interview; survey open text data).
- New programme takes longer than the old model so it is difficult to cover as many people (Russia 1st franchisee interview).
When attendance is obligatory for Agents, many of those who come would likely have no interest in the programme (Russia Champions4Life focus group); however, relying on voluntary attendance resulted in limited numbers (Russia 2nd franchisee interview).

Age of Agents4Life:
- Appropriate age for the Journey4Life curriculum: according to one interview, the content about ‘internal reflection’ and some of the other sessions is not suitable for 11–13 year olds, but more appropriate for children at least 14 years old (Nepal 1st franchisee interview; Nepal Champions4Life focus group). However, Champions4Life in Tanzania recommended that similar education should be provided from primary school level and for out of school youth (focus group).
- More difficult for younger children in grades 6–9 than for adolescents (Nepal 2nd franchisee interview).

Group size:
- Challenges emerged for Champions4Life in holding groups of 40 Agents4Change. Therefore, making changes to the group size, reducing to 15–25 Agents4Change, makes it more manageable for Champions4Life to hold the attention of the group (Russia 2nd franchisee interview).
- Managing a large group was also reported as a challenge by the Champions4Life (survey open text data).

Referrals:
- A barrier for participants seeking consultations on sexual health is that they would still have to meet the cost of treatment, even though consultation is free (Ghana 2nd franchisee interview). Similarly, in Tanzania the referrals were made for check-up and advice, not treatment (Tanzania Champions4Life focus group).
- In Russia, Champions4Life reported lack of knowledge on access to HIV tests (focus group).
- There were also concerns in Tanzania about the health facilities being too far to travel to for Agents4Change, and encountering unfriendly and/or understaffed health providers (Tanzania Champions4Life’s focus group).

Monitoring and evaluation (M&E):
- Monitoring system is good (Ghana 2nd interview).
- So far has gone okay (Tanzania 2nd interview).
- Difficult to achieve M&E form completion (Tanzania 1st franchisee interview).
- Use of a baseline and ongoing tracking helps to follow progress and see the difference (Tanzania, Ghana 2nd interviews).
- Lack of data due to Champions4Life ‘not taking the task responsibly’ (Russia 2nd interview).
- Difficult for a single coordinator to ensure quality of M&E forms completed by: a) several groups of Champions4Life, and b) a high number (22) of Champions4Life (Russia 2nd interview).
- Issue of giving the Champions4Life extra work (Ghana 2nd interview).
- See above point on the challenge of completing the narrative questions (Nepal 2nd interview).
- Champions4Life were confident and capable in completing M&E tools, with the exception of narrative questions, with which they struggled (Nepal 2nd interview).
- Champions4Life reported confusion about one question on the M&E forms, about whether time was enough to facilitate the session. They were not clear if this referred to the encounter (flow) or the SRHR topics – they broke the session into two parts with a break between (Tanzania focus groups).

5.3. Suggestions for the curriculum and its implementation from Champions4Life

Finally, Champions4Life made the following suggestions for the curriculum and its implementation during data collection (in focus groups and the survey):
- More detailed information for teachers and school management would make their work easier
An evaluation of Dance4Life’s social franchising and empowerment models

- Involving the entire school in Dance4Life (Tanzania Champions4Life’s focus group).
- Sessions and SRHR content could be more aligned in terms of flow, time and methodology (Tanzania Champions4Life’s focus group).
- Treatment must be involved in the referrals provided to the Agents4Change (Tanzania Champions4Life’s focus group).
- All materials should be translated into simple local language (Tanzania Champions4Life’s focus group).
- Devices such as smartphones or cameras are needed for taking ‘case stories’ (Tanzania focus group).
- The Dance4Life dance component needs to be associated with a symbol, hashtag or meme to attract youth (Russia 2nd interview)
- See also section 5.3 for Champions4Life’s suggestions on duration/number of sessions and suitable age groups.
This chapter sets out a brief concluding discussion, followed by a set of recommendations for consideration by Dance4Life.

While our recommendations focus primarily on areas for improvement, we emphasise that overall we found that the Champions4Life and franchisees gave positive feedback and reported support for both the social franchising and empowerment models.

As outlined in section 1.5, there are a number of limitations associated with the current project, not least the point surrounding the financial relationship between Dance4Life and the pilot franchisees. As such, further research can be conducted in the future to provide clearer findings on the two models. That said, we have identified a number of findings and recommendations that we consider of relevance to the evaluation questions and outline these below.

We summarise our overall findings on the two evaluation questions as being positive but qualified. Concerning the first overall evaluation question, namely ‘How effective is Dance4Life at supporting its franchisees in the aims of the programme?’, we found that Dance4Life effectively supports its franchisees, but there are areas for improvement in terms of providing greater support with identifying funders.

On the second overall evaluation question, namely ‘How effective are the franchisees at supporting Champions4Life in the aims of the programme?’, we found that franchisees effectively support Champions4Life, but that there are a number of improvements to different aspects of the programme that might be considered.

It is unsurprising that the type of questions that were posed to franchisees and Champions4Life generated some further reflections from them about the content of the new Journey4Life model. While these were not the focus of the evaluation questions, we identified a number of cross-cutting findings on the Journey4Life curriculum and its implementation, i.e. what Champions4Life teach Agents4Change that we consider of relevance.

Based on these three sets of findings, we identified 21 recommendations. We outline these in turn below.

**Recommendations on Dance4Life support for franchisees**

**Evaluation question 1a) Do the start-up package and support provide the franchisees with the information and skills they need to implement the empowerment model?**

*(See section 3.1 for relevant findings)*
Recommendation 1: Consider more extensive piloting of course materials with relevant age groups once contextualised and translated.
Recommendation 2: Review training to address challenges faced by Champions4Life.
Recommendation 3: Clarify the ‘franchisee plus’ model and when it is appropriate (including examining capacity requirements).

Evaluation question 1b) To what extent do franchisees buy into the empowerment model as an alternative to conventional education?
(See section 3.2 for relevant findings)

See below for recommendations under evaluation questions 1(e) and crosscutting recommendations under ‘Curriculum’.

Evaluation question 1c) Are franchisees adequately supported during the implementation of the model?
(See section 3.1 for relevant findings)

- Recommendation 4: Consider sustainability of continuing support of franchisees by Dance4Life, reviewing whether the proposed annual fee would cover the level of ongoing support required. Note this is related to recommendation 5.

Evaluation question 1d) What are the key enablers and barriers to supporting the implementation of the model?
(See sections 3.3 and 3.4 for relevant findings)

See below on recommendations related to financial relationship and curriculum.

Evaluation question 1e) How has the financial relationship between Dance4Life and franchisees changed, and how appropriate for franchisees is the new financial model?
(See section 3.5 for relevant findings)

- Recommendation 5: Clarify whether in the longer term the social franchising model would entail an ongoing subsidy (by Dance4Life to its franchisees) or not, and if so, the level of that subsidy (i.e. define the ‘fully-fledged model’). Note this is related to recommendation 4.
- Recommendation 6: Once the definition of the ‘fully fledged model’ has been clarified, run a further pilot following that. This may result in greater difficulties for franchisees but will be more likely to reveal how the social franchising model works in different environments.

Evaluation question 1f) To what extent do franchisees see the start-up package and support as providing value for money, and to what extent do they think their donors would agree?
(See section 3.6 for relevant findings)

- Recommendation 7: Provide greater support and training to franchisees on how to identify funders and effectively market the programme (e.g. pitching both the empowerment and social franchising models to potential funders).
Recommendation 8: Generate further evidence to convince potential funders about the empowerment model’s effectiveness (e.g. rigorous impact evaluations of health outcomes).

Recommendations on franchisee support for Champions4Life

Evaluation question 2a) How effectively are Champions4Life trained to deliver the model?
(See section 4.1 for relevant findings)

- Recommendation 9: Consider expanding Champions4Life training regarding referrals, SRHR issues, teamwork among Champions4Life and managing large or challenging groups.

Evaluation question 2b) How effective is the ongoing support for Champions4Life during delivery of the model, including the stipend?
(See section 4.2 for relevant findings)

- Recommendation 10: Ensure that guidance for franchisees incorporates advice on providing Champions4Life with ongoing support, such as online groups.
- Recommendation 11: Review support systems for Champions4Life to ensure immediate support is provided in case of emergencies, e.g. a hotline number.
- Recommendation 12: Provide franchisees with guidance on engaging school leadership, staff and parents to gain support for Journey4Life. Approaches may include building new personal contacts and leveraging existing ones, as well as obtaining letters of support from local authorities.
- Recommendation 13: Ensure that the stipend is paid on time to Champions4Life.

Evaluation question 2c) How confident and capable are Champions4Life in delivering the model?
(See section 4.3 for relevant findings)

See recommendation 9 above.

Evaluation question 2d) What are the key enablers and barriers to the successful delivery of the model, including the time available to the Champions4Life
(See sections 4.4 and 4.5 for relevant findings)

- Recommendation 14: Consider allowing Champions4Life to continue serving as Champions4Life beyond the current maximum age (i.e. not retiring at age 25).
- Recommendation 15: Provide support to Champions4Life on coordinating with schools regarding scheduling sessions.
- Recommendation 16: Recruiting additional Champions4Life beyond the minimum number needed can be helpful to reduce the burden on Champions4Life.
Recommendations on cross-cutting curriculum and implementation issues

Curriculum

(See section 5.1 for relevant findings)

- Recommendation 17: Review Journey4Life curriculum in terms of suitability for younger children, length and content (e.g. the flow linking the curriculum with specific SRHR issues).
- Recommendation 18: Review the way in which the dance component of Dance4Life is communicated, possibly evolving to include a social media presence through use of hashtags or memes.

Implementation

(See sections 5.2 and 5.3 for relevant findings)

- Recommendation 19: Consider alternative session locations given the challenges with space and timing at schools.
- Recommendation 20: Review the systems for completion of M&E forms to ensure that: a) Champions4Life are prepared and motivated to complete the forms carefully, and b) the amount of M&E is justified.
- Recommendation 21: Ensure that programme resources are delivered in time for sessions.
References

Primary sources (obtained directly from Dance4Life)

- Dance4Life. n.d. *Introduction to the Journey4Life: Introduction and Key Approaches*.
- Dance4Life website. As of September 2018: www.dance4life.com

Secondary sources

## Annex A. Pilot timelines

<table>
<thead>
<tr>
<th>Month</th>
<th>Russia</th>
<th>Nepal</th>
<th>Tanzania</th>
<th>Ghana</th>
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<tbody>
<tr>
<td>August</td>
<td>Start-up workshop</td>
<td></td>
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<tr>
<td>September</td>
<td>Contextualisation workshop: 20–24 September</td>
<td>Start-up and contextualisation workshops: 1st week September</td>
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<tr>
<td>October</td>
<td>Champions4Life training: 25–29 October</td>
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<td>Start-up workshop: 23–27 October</td>
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<tr>
<td>November</td>
<td>Start implementation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>December</td>
<td>Champions4Life training: 10–16 December</td>
<td>Contextualisation workshop: 4–8 December</td>
<td>Start-up workshop: 1st or 2nd week of December</td>
<td></td>
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<tr>
<td>January</td>
<td>Start implementation</td>
<td></td>
<td>Contextualisation workshop</td>
<td></td>
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<tr>
<td>February</td>
<td></td>
<td>Champions4Life training: 5–11 February</td>
<td></td>
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<tr>
<td>March</td>
<td>End implementation</td>
<td>Start implementation</td>
<td>Champions4Life training: 1st or 2nd week of March</td>
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<tr>
<td>April</td>
<td>End implementation</td>
<td></td>
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<td>May</td>
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<td>July</td>
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PowerPoint presentations from Workshop 1. The materials cover two main areas: 1) ‘the core’ (Dance4Life principles, theory of change, curriculum and approach), and 2) ‘the operations’ (roles and responsibilities of the franchisees and Dance4Life, ensuring high quality implementation of the curriculum, recruitment of Champions4Life, referrals to local services, and M&E).

Partner profile. This document outlines the qualities that Dance4Life is looking for in a partner. The partners are expected to be a:

- Non-profit organisation with a minimum of five years of experience in:
  - Project design and implementation
  - Project M&E
  - Financial management of projects
- Non-profit organisation with a track record of working with young people and on issues of SRHR for at least three years.
- Access to structured settings for young people, e.g. schools.
- Current participation in existing youth and/or SRHR networks, task forces or alliances.
- Present or past experience of working with local providers of youth friendly SRHR services.

In addition, the document outlines the organisational values and financial stability expectations from a partner.

Franchise offer. The document outlines two phases of implementation: 1) start-up phase, and 2) scale-up phase.

Template pilot. The budget template outlines cost categories for the costs incurred by partners and Dance4Life international.

Pilots 2017–2018. The document outlines that the four pilots in 2017–2018 help to test the start-up package and the model in different contexts. Based on the insights from the pilots, the franchisee materials will be updated and finalised. The aim is for all partners to transition to the new requirements by the end of 2018 or to be phased out. Given the role of the pilots in developing the programme, Dance4Life has offered to invest up to €50,000 plus staff time in each pilot. The total pilot cost is estimated to be around €75,000–100,000 per pilot. The document also includes a template for pilot applications to the project.
C.1. Survey

We outline below the survey questions as uploaded online and administered in hard copy (a PDF was created through the online software SelectSurvey and printed out).

**Survey for Champions4Life**

**Introductory note**

Dear Champions4Life,

Thank you for agreeing to participate in this survey!

The aim of this evaluation by RAND Europe is to explore the Dance4Life social franchising model in several countries. Social franchising is a promising approach to replicating effective interventions in new contexts, but there is little research on the topic. Your feedback is very valuable to help learn more about this approach.

You can withdraw from the survey at any time. No personal data, such as your name, will be collected in the survey.

If you have any questions, please contact Ben at bbaruch@rand.org

Thank you!

RAND Europe team

Please confirm your agreement with the following before proceeding:

- Do you understand that no personal data (such as your name) will be collected? Yes/No
- Do you agree to participate? Yes/No

**Page to show if select no for either questions:**

Please note that if you select ‘no’ to one or both of these questions, you will not be able to participate in this survey. If you wish to participate, please select ‘yes’ to both questions.
A. Background information

This survey is anonymous. We ask questions about your background to understand more about the Champions4Life overall.

1. What is your age?: enter (age bracket between 14–25, then ‘over 25’).
2. What is your gender: female / male / other.
3. What is the highest level of education you have completed?:
   - Primary school
   - Secondary school
   - University or professional college.
4. What is your current primary occupation?:
   - Full-time student
   - Full-time work
   - Part-time student
   - Part-time work
   - Unemployed
   - Volunteer
   - Other (please specify).
5. How many hours a week on average do you spend on delivering Journey4Life? Up to 5 / 6–15 / 16–30 / 31–40 / more than 40.
6. Do you have previous experience in facilitating sessions with young people? Yes/no.

B. Recruitment

Please think back to when you heard about Dance4Life and decided to participate.

7. Was your motivation to participate related to any of the following? (You can select more than one):
   - Personal development as a trainer/coach/leader
   - Development of professional skills and knowledge
   - Wanting to help young people
   - Stipend offered to Champions4Life
   - Invitation by a friend
   - Previous similar experience with Dance4Life or similar projects
   - Other.

C. Training

The following questions are about your training as a Champion4Life.

8. I thought the length of Champions4Life training was…
   1 – Far too short 2 – A little short 3 – Just right 4 – A little long 5 – Far too long

Please indicate your level of agreement with the following statements.

I liked the content of the Champions4Life training.
   1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree
I liked the style of the Champions4Life training.
   1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree
The training has helped me to become an effective Champion4Life.

1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree

D. Delivery of the Journey4Life

To help improve the delivery of Dance4Life, the following questions explore different areas of your work as a Champion4Life.

9. I have experienced challenges with the following (yes/no):
   - Finding enough time to deliver Journey4Life encounters
   - Understanding session content
   - Feeling comfortable with the session content
   - Coordinating the work with schools
   - Having difficult conversations with young people about referrals to services
   - Practicalities of referring young people to services
   - Amount of monitoring & evaluation forms I need to complete.
   Please use this box to tell us about any other challenges not covered above:

10. Please indicate your level of agreement with the following statements.
    I feel the Journey4Life is a good fit for young people in my country.
    1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree
    I had to make changes to the Journey4Life curriculum to deliver the programme.
    1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree
    The stipend is a motivating factor for me to continue.
    1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree
    The monitoring and evaluation form is easy to use.
    1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree
    I feel confident as a Champion4Life in delivering the model.
    1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree

11. If you were talking to new Champions4Life, what is the most important piece of advice you would give them? (Open-ended.)

E. Support during the implementation

These final questions are about the support you receive.

12. Please indicate your level of agreement with the following statements.
    I feel I have enough guidance on how to deliver the Journey4Life sessions.
    1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree
    I feel supported in my work by the implementing organisation.
    1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree

13. What suggestions, if any, would you make for the support of Champions4Life in the future? (open-ended)
C.2. Interview protocol

Note that the same protocol was used for the first set of interviews (at the start of the pilot) and the second one (at the end of the pilot). The only exceptions are the questions in bold, which were only asked in the second set of interviews for Ghana, Russia and Tanzania (added after the first of the final interviews with Nepal). In addition, in the final interviews there was no need to ask the first two introductory questions of Part A.

**Interview protocol – How does Dance4Life support its franchisees?**

**Interview for franchisee**

2018

**Interviewee information**

<table>
<thead>
<tr>
<th>Name of participant</th>
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<tbody>
<tr>
<td>Date</td>
<td>[please enter here]</td>
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<tr>
<td>Country</td>
<td>[please enter here]</td>
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**Part A: Aspect of franchisee**

| Please could you begin by telling us about your role and responsibilities? | [please enter here] |
| Could you explain how you became involved with Dance4Life and the nature of your historical relationship? Probe about how they were engaged, motivations for joining, finances. | [please enter here] |
| Can you please describe your understanding of the principles of the franchisee programme? | [please enter here] |
| What do you think the strengths of the programme are? | [please enter here] |
| What do you think the weaknesses/disadvantages of the programme are? | [please enter here] |

**Part B: Implementation**

| We understand that programme duration varies slightly between countries – what is the number of sessions and their duration that you are implementing? | [please enter here] |
| Do you feel supported by Dance4Life in achieving the aims of the programme? | [please enter here] |
| Do you feel that the start-up package provided gives you the information and skills you need to implement the empowerment model? | [please enter here] |
| How successful do you feel was the process of contextualising the course material to your local circumstances? | [please enter here] |
| How do you feel about the empowerment model as an alternative to conventional education? | [please enter here] |
| Do you feel there is adequate support during the implementation stages of the model? | [please enter here] |
| Have you identified any barriers surrounding the implementation of the model? | [please enter here] |
| What works well to convince schools? | [please enter here] |
### How was the M&E process?

Do you feel the start-up package and support is providing value for money? If so, to what extent would donors agree with this?

- What works well to convince funders?

### Part C: Role of Champions4Life

Do you, as a franchisee, support Champions4Life in the aims of the programme?

How effectively do you think the Champions4Life are trained to deliver the model?

How effective is the ongoing support for Champions4Life during delivery of the model?

How important do you think is the stipend in the recruitment and retention of champions?

Are there any other issues around recruitment and retention?

What is the length of commitment for Champions4Life?

How confident and capable are Champions4Life in delivering the model?

Have you identified any problems that affect the successful delivery of the model, including the time available to the Champions4Life?

Is there anything else you would like to add that you think we should know?

### Interview close

Other comments/observations

Okay for us to follow up with other questions?

### C.3. Ecological Momentary Assessment protocol

**Draft questions – same questions to be asked each week during pilot implementation**

Please pick a number that best reflects your current experience. Feel free to add comments, if you would like to give any details – your open text response is completely optional.

As you know, this research is focusing on the Dance4Life social franchising model, in which Dance4Life International provides the start-up package and support to partners delivering the model, and the partners pay a contribution to cover the cost of the initial training and an annual contribution to supplement the cost of ongoing support.

1. How satisfied are you with the Dance4Life social franchising model?
   (1 – not satisfied at all; 10 – very satisfied)
   1 2 3 4 5 6 7 8 9 10

2. Do you feel that the support you are receiving from Dance4Life is sufficient?
   (1 – not sufficient at all; 10 – fully sufficient)
   1 2 3 4 5 6 7 8 9 10
3. To what extent do you feel that the young people you engage with like the Dance4Life style of delivery?
   (1 – they do not like it at all; 10 – they like it very much)
   1 2 3 4 5 6 7 8 9 10

4. In your opinion, to what extent do the start-up package and support from Dance4Life provide value for money?
   (1 – very poor value for money; 10 – excellent value for money)
   1 2 3 4 5 6 7 8 9 10

5. In your opinion, to what extent do your donors think that the start-up package and support from Dance4Life provide value for money?
   (1 – very poor value for money; 10 – excellent value for money)
   1 2 3 4 5 6 7 8 9 10
Annex D. Overview of results

D.1. Survey data: descriptive statistics

Out of a total of 94 Champions4Life, we obtained 90 responses that have been used in the analysis. The response rate of Champions4Life was high, at 100% for Ghana (20 out of 20), 92% for Nepal (33 out of 36), 95% for Russia (20 out of 21), and 94% for Tanzania (17 out of 17).

D.1.1. Preparation of data

Note that in Nepal, due to technical Internet connectivity issues, the country contact explained that several survey participants had to start again due to the survey connection being lost. As a result, we have removed incomplete surveys on 11 occasions, where respondents failed to progress beyond Section B of the survey. We have kept in the analysis three incomplete responses that provided responses up to (but not including) Section E of the survey. We were confident these were not repeated surveys because: a) they had reached the final section, and b) in looking at the last-answered open text box question, there was no obvious overlap with other responses for the same question.

Similarly in Ghana, we removed from the analysis four incomplete surveys, leaving ten online responses, in line with what was communicated to us by the country contact (the other ten response for Ghana were provided in hard copy).

Due to some of the countries administering the survey in hard copy, at least in part, we have some missing data for some of the participants. Consequently, for some of the questions the total number of responses is lower than 90 (90 being the total number of survey respondents). We carried out ‘data cleaning’ on the hard copy surveys, including addressing missing data issues or making imputations in discussion with our quality assurance colleagues. Full details can be provided on request.

D.1.2. Descriptive statistics

We created cross-tabulations and graphs for respondents from all countries (25 tables and 25 graphs in total). Due to the scope of the current project and the limited numbers (as mentioned above, 90 total respondents across the four countries), we focused our analysis on the combined data from all countries. Further analysis could be carried out to compare responses from different countries.

8 Note that it transpired that one of these was an intern. There were in fact 16 Champions4Life.
In this section, we outline descriptive statistics in graphs, first for respondent characteristics and then for those survey questions we considered of relevance to the evaluation questions. The latter were as follows:

- **Training:**
  - Thoughts on length of training
  - Extent to which liked the content of the training
  - Extent to which liked the style of the training
  - Extent to which training helped to become an effective Champion4Life.

- **Delivery of the Journey4Life:**
  - Whether experienced a variety of challenges, as well as an open text field on any other challenges.
  - Extent to which stipend is a motivating factor.
  - Extent to which feel confident in delivering the model.
  - Any advice that would give a new Champion4Life (open text field).

- **Support during the implementation:**
  - Extent to which have enough guidance on how to deliver the Journey4Life sessions
  - Extent to which feel supported by the implementing organisation
  - Suggestions for supporting Champions4Life in the future (open text field).

We would note that in the graphs below only the categories that were endorsed by at least one respondent are shown. There are a number of questions for which no respondents have selected some of the response options (e.g. not many questions’ option of ‘strongly disagree’ were selected).

### D.1.3. Respondent characteristics

The figure below shows the **country** of survey respondents. Nepal was the most represented country with 33 out of the 90 respondents, followed by 20 in both Russia and Ghana, and 17 in Tanzania.
The figure below shows the **gender** of survey respondents, with 67% female and 33% male (60 and 30 out of 90 respectively).

The following figure shows the **age** distribution of survey respondents, with the majority of Champions4Life being between 19 and 23 years old.
The following figure shows the distribution of **level of education** among survey respondents. All respondents had completed at least secondary school, with 44 out of the 90 having also completed education in a university or professional college.

![Distribution of level of education among survey respondents](image1)

The figure below shows the distribution of **occupations** of survey respondents. The majority of respondents were either full-time students or volunteers.

![Distribution of current primary occupation among survey respondents](image2)

The figure below shows the **average hours a week spent delivering Journey4Life** by survey respondents. It shows that the majority (66 out of 90) of respondents spend five hours or less a week on delivering Journey4Life. Remarkably, though, six respondents indicated they spend more than 40 hours a week on delivering Journey4Life. **Note: one explanation for this is that in some cases, such as in Tanzania, young people were also volunteering on other tasks related to community support, such as visiting clinics with the franchisee organisation to see how youth-friendly they are.**
The figure below shows the previous experience of survey respondents in delivering facilitation for young people. Most of the respondents (66 out of 90) confirmed they had previous experience of this.

**D.1.4. Training**

The following figure shows the distribution of survey respondents’ thoughts on length of training. The majority of respondents thought the length of Champions4Life training was either a little short or just right.
The figure below shows the extent to which survey respondents **liked the content of the training**. There was a high level of agreement with the statement, 'I liked the content of the Champions4Life training'.

The following figure shows the extent to which training helped survey respondents **become an effective Champion4Life**. There was a high level of agreement with the statement, 'The training helped me to become an effective Champion4Life'.

The figure below shows the extent to which survey respondents **liked the style of the training**. There was a high level of agreement with the statement, 'I liked the style of the Champions4Life training'.

![Bar chart showing the extent to which survey respondents liked the content of the training](image1)

![Bar chart showing the extent to which survey respondents liked the style of the training](image2)

![Bar chart showing the extent to which training helped survey respondents to become an effective Champion4Life](image3)
D.1.5. Delivery of the Journey4Life

**Challenges**

The figure below shows whether survey respondents experienced different types of challenges. Each of the challenges was experienced by at least 36% of the respondents. However, for each of these challenges except two, most Champions4Life indicated they had not experienced that challenge.

The two challenges that the majority of respondents indicated they had experienced were ‘finding enough time to deliver sessions’ (63% of respondents) and ‘practicalities of referring to services’ (57% of respondents).

The survey also allowed respondents to provide open text responses about any other challenges. There were 65 responses to this question, and their themes are shown in the figure below. Of the 65 responses, 18 were not about additional challenges. Respondents’ most commonly encountered challenge was of constraints in physical space to deliver sessions, which appeared in 12 responses, either with respect to space being too small or too noisy. Six respondents also mentioned problems with the materials needed to deliver the programme, such as absence of drinks for Agents4Change and delays in the delivery of other materials such as programme materials in the local language, as well as flipcharts, journals and pens. Eight respondents also commented on the challenge of engaging Agents4Change, three more respondents mentioned difficulties in managing a large group, four referred to the poor attendance by Champions4Life, and three discussed Champions4Life’s discomfort in discussing SRHR issues. Seven respondents also commented on the challenges associated with the number and length of sessions, primarily around not having sufficient time within a session to cover everything. Other challenges mentioned included problems with curriculum content (five responses), and difficulties in coordinating with the schools (two responses).
Other aspects of delivery

The figure below shows the extent to which survey respondents found the stipend to be a motivating factor. There was a wide distribution of the responses to this, showing a variety in the extent to which the stipend is a motivating factor for Champions4Life – while it is a motivating factor for some, it is less so for others.
An evaluation of Dance4Life’s social franchising and empowerment models

The following figure shows the extent to which survey respondents feel confident in delivering the model. There was a high level of agreement with the statement, ‘I feel confident as a Champion4Life in delivering the model’.

The survey provided respondents with an opportunity to share any advice they would give to a new Champion4Life in an open text box. There were 78 responses to this question, and the themes of these responses are shown in the figure below. Many respondents gave advice about the personal attributes that Champions4Life should have and with which they should approach their role. For instance, ten responses emphasised the importance of confidence, eight responses focused on the importance of flexibility, and seven emphasised positive attitude and passion among Champions4Life. Six respondents discussed the importance of building trusting relationships with Agents4Change. The personal development and new skills arising from being a Champion4Life were also discussed, with 14 respondents mentioning this. Champions4Life also talked about the social contribution of their work (ten respondents).
D.1.6. Support during the implementation

The figure below shows the extent to which survey respondents indicated they have **enough guidance on how to deliver the Journey4Life sessions**. There was a high level of agreement with the statement, ‘I feel I have enough guidance on how to deliver the Journey4Life sessions’, although three respondents disagreed with this statement.

The figure below shows the extent to which survey respondents indicated they **feel supported** by franchisees. There was a high level of agreement with the statement, ‘I feel supported in my work by the implementing organisation’.

The survey provided respondents with an opportunity to share **suggestions for supporting Champions4Life in the future** in an open text box. There were 61 responses to this question, and these are shown in the following figure. The most commonly mentioned theme was training and information for Champions4Life. For example, one response called for more training on how to handle young people with psychological problems. Others mentioned the brief length of training and a desire for more information about HIV/AIDS in training. Four Champions4Life also commented on the need for rigorous contextualisation and five on developing the manual, for instance offering more options of
exercises for Champions4Life, depending on the nature of different groups. Five Champions4Life commented on the importance of encouraging collaboration and teamwork between Champions4Life. Others commented on the need to strengthen the referrals process, coordinate with school calendars, as well as provide Champions4Life with stronger logistics support, supervision and incentives, such as gifts and certificates.

### D.2. Interview data

In the following table (Table 6) we summarise the results from both sets of interviews, grouped under relevant evaluation questions. This involves only questions 1(a)–(f), because question 1(g) was not applicable (as explained in Chapter 1), as well as those under question 2 that are relevant primarily for data collection from Champions4Life.
Table 6: Interview data organised under relevant evaluation questions

<table>
<thead>
<tr>
<th>Evaluation questions</th>
<th>Data from first interviews</th>
<th>Data from second interviews</th>
</tr>
</thead>
</table>
| 1a) Do the start-up package and support provide the franchisees with the information and skills they need to implement the empowerment model? | Franchisees are positive about the start-up and ongoing support, including on the M&E (all country interviews). Dance4Life accept criticisms and suggestions, which the franchisees found helpful in implementing the programme together with Dance4Life (Ghana). | 1a) • Start-up package:  
  o Information was enough but changed some components not necessarily for country context (Russia).  
  o Combination of start-up package and training provided all the information that was needed (Tanzania).  
  o The introductory workshop and contextualisation workshop were particularly important (Ghana).  
 • Wider support by Dance4Life in achieving the aims of the programme:  
  o Dance4Life supported with: contextualisation according to country (e.g. making evaluation questionnaires easier to understand, increasing number of encounters and reducing their duration); training of Champions4Life; providing comprehensive documentation; and being accessible (Nepal).  
  o Dance4Life provided money despite not being funders (Ghana).  
  o ’We can always ask them questions’ (Russia).  
  o Good communication, always in contact with the Dance4Life country manager, and have meetings with other franchisees (Russia).  
  o Support was really good (Tanzania).  
  o Both franchisee and Champions4Life appreciated visits from Dance4Life staff (Tanzania).  
  o Support in training Champions4Life, providing feedback following a monitoring visit (Ghana).  
  o Good communication with country manager (Ghana).  
 • Success of contextualisation:  
  o Worked smoothly with Dance4Life, despite challenges such as contextualising the online dashboard and associated linguistic challenges (Nepal). |
| 1c) Are franchisees adequately supported during the implementation of the model? | | |
### An evaluation of Dance4Life’s social franchising and empowerment models

#### c) Franchisee buy-in to the empowerment model as an alternative to conventional education:

- All countries supportive of the empowerment model.

#### d) Focus on enablers (What are the key enablers and barriers to supporting the implementation of the model?)

- **Ongoing support:**
  - Technical support from Dance4Life (Nepal).
  - Training for Champions4Life delivered directly by Dance4Life (Tanzania).
  - Ongoing M&E data collection (Tanzania).

- **Ongoing support:**
  - Support by Dance4Life is a strength (Russia).

**Model design:**
- Programme very well thought through – based on theoretical...
| Model design: | Funding: Challenges engaging in-country funders due to lack of evidence that the new model works (Nepal), and due to concerns about how to present the new model (Russia). Challenges of working with schools: • Convincing schools to participate (Russia). • Finding suitable locations within schools for sessions (Nepal). Model design: • Difficult to achieve M&E form completion (Tanzania). • Lack of parent/guardian involvement (Nepal). Journey4Life curriculum: according to one interview, the content about ‘internal reflection’ is not suitable for 11–13 year olds (Nepal). Number and length of sessions • Difficulty of attracting participants to a programme with a high number of sessions (Russia). • Some sessions stated as being too short (Nepal). |
| Ownership by the franchisee (Russia). • Engaging content (Russia). • Easier to reach young people within an institution such as a school (Nepal). • Having a school’s help to coordinate students helps with reaching young people (Tanzania). |
| 1d’s focus on barriers (What are the key enablers and barriers to supporting the implementation of the model?) | Funding: • Limited funding opportunities (Nepal, Russia, Tanzania). • Difficulties in explaining the social franchising model (Nepal). • National regulations may prohibit transferring funds to an international organisation outside of the country, although this needs clarifying (Nepal). • Difficulties with convincing donors (Ghana). Implementation issues: • Educational establishments prefer fast and wide-reaching programmes, so the group of 25 people is not big enough for them (Russia). • More difficult for younger children in grades 6–9 than for adolescents (Nepal). • Timing is insufficient (Nepal). • Hampering of the school regular curriculum timing (Nepal). • Timing issues for Champions4Life who had scheduling clashes, leading to having to change Champions4Life and resulting in a lack of trust from the group (Russia). • Lack of availability of space in schools to run encounters (Ghana). • Relying on voluntary attendance resulted in limited numbers (Russia). • Issue if franchisee is not sufficiently independent and strong to realise the programme (Russia). |
| Financial relationship: • Dance4Life have provided advice on potential donors (Ghana). Appropriateness for franchisees (note: responses primarily based on this) | Financial relationship: Changed to a social franchise relationship. Franchisees understand the principles of this as follows: • Similar to commercial franchising, but on non-commercial basis |
| 1e) How has the financial relationship between Dance4Life and franchisees changed, and how appropriate for franchisees is | Financial relationship: | 86 |
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<table>
<thead>
<tr>
<th>1f) To what extent do franchisees see the start-up package and support as providing value for money, and to what extent do they think their donors would agree?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Franchisee perception:</strong></td>
</tr>
<tr>
<td>Half of franchisees find the programme provides VfM from their perspective (Nepal &amp; Russia).</td>
</tr>
<tr>
<td>According to one country interview, the project was designed together with Dance4Life to ensure cost-effectiveness and VfM (Nepal).</td>
</tr>
<tr>
<td><strong>Franchisee opinion of donor perceptions:</strong></td>
</tr>
<tr>
<td>Franchisees do not have a clear sense yet of the model’s VfM as seen by donors (Ghana, Russia &amp; Tanzania).</td>
</tr>
<tr>
<td>Donors are focused on the numbers of young people to be reached, rather than on how many sessions they receive (Ghana).</td>
</tr>
<tr>
<td>As mentioned above, there are challenges engaging in-country funders due to a lack of evidence that the new model works (Nepal), and due to concerns on how to present the new model (Russia).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2a) How effectively are Champions4Life trained to deliver the model?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek to address different levels of confidence (Nepal).</td>
</tr>
<tr>
<td>Trainers4Life are accessible (Nepal).</td>
</tr>
<tr>
<td>Trainers are skilful and training was very good (Russia).</td>
</tr>
<tr>
<td>Training lasted five days and was delivered by both Dance4Life and the franchisee (Russia).</td>
</tr>
<tr>
<td>Not yet able to comment (Tanzania).</td>
</tr>
<tr>
<td>Champions4Life were happy with the training and its interactive nature (Ghana).</td>
</tr>
<tr>
<td>Training for Champions4Life was very good, including webinars and support over six months. However, challenges emerged for Champions4Life in holding groups of 40 Agents4Change. Therefore, making changes to the training on how to work with challenging groups (Russia).</td>
</tr>
<tr>
<td>The training and support given to Champions4Life ensures they deliver the model (Tanzania).</td>
</tr>
<tr>
<td>Both training and support for Champions4Life was done very well. However, an extra session on SRHR had to be organised for those</td>
</tr>
<tr>
<td>2b) How effective is the ongoing support for Champions4Life during delivery of the model, including the stipend?</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Do you, as a franchisee, support Champions4Life in the aims of the programme?</td>
</tr>
<tr>
<td>• There was a challenge surrounding timing of the training (Ghana).</td>
</tr>
<tr>
<td>• There was a challenge surrounding timing of the training (Ghana).</td>
</tr>
<tr>
<td>• All of the Champions4Life have been through training, and are regularly supported with ongoing discussions and conversations with Trainers4Life (Nepal).</td>
</tr>
<tr>
<td>• We support them very much. Two people supervise them (one in the field, one in the office), with ongoing meetings. Also support them financially. Take on board their suggestions (Russia).</td>
</tr>
<tr>
<td>• Mentor Champions4Life in facilitation and reporting. Field support delivered by interns, for instance to help Champions4Life deliver encounters in an interesting manner (Tanzania).</td>
</tr>
<tr>
<td>• Training is followed by ongoing online training through a WhatsApp forum (Ghana).</td>
</tr>
<tr>
<td>• Planning project to support Champions4Life on the thematic content of SRHR (Ghana).</td>
</tr>
<tr>
<td>• Provide materials and financial support (Ghana).</td>
</tr>
<tr>
<td>How effective is the ongoing support for Champions4Life during delivery of the model, including the stipend?</td>
</tr>
<tr>
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<tr>
<td>• Planning project to support Champions4Life on the thematic content of SRHR (Ghana).</td>
</tr>
<tr>
<td>• Provide materials and financial support (Ghana).</td>
</tr>
<tr>
<td>How important do you think is the stipend in the recruitment and retention of champions?</td>
</tr>
<tr>
<td>No relevant data obtained in first interview.</td>
</tr>
<tr>
<td>Support with the aims of the programme:</td>
</tr>
<tr>
<td>• Three countries said they do support the Champions4Life (Russia, Tanzania and Ghana), with the other not providing a response to this question. One expanded that they support them in various ways, from providing materials and logistics to providing a stipend and ongoing communication through an online forum on WhatsApp (Ghana).</td>
</tr>
<tr>
<td>• Balance between overloading the Champions4Life and not giving enough information. Respond to their queries on VKontakte (Russian social network), as well as a local coordinator who supports the Champions4Life, attending encounters and discussing approaches for engaging the Agents4Change (Russia).</td>
</tr>
<tr>
<td>• Provide day-to-day support with planning and delivering of the programme (e.g. reimbursing transport costs) (Tanzania).</td>
</tr>
<tr>
<td>Specific responses on ongoing support:</td>
</tr>
<tr>
<td>• Did enough to support the Champions4Life (Russia).</td>
</tr>
<tr>
<td>• Setting up a social network group where Champions4Life can ask questions (Russia).</td>
</tr>
<tr>
<td>• Holding a meeting with Champions4Life to reflect on challenges (Russia).</td>
</tr>
<tr>
<td>• Making available a local coordinator to support Champions4Life, including visits and working with Champions4Life to understand issues with responsiveness (Russia).</td>
</tr>
<tr>
<td>• Day-to-day support with planning, delivering and addressing any issues (Tanzania).</td>
</tr>
<tr>
<td>• Provide financial support (Tanzania).</td>
</tr>
<tr>
<td>Importance of the stipend:</td>
</tr>
<tr>
<td>• Important and there is not enough, need more to cover transport, communications with schools and team bonding (Nepal).</td>
</tr>
<tr>
<td>• Important, although many said they would work without it. In addition, as levels may not be sustainable, looking for other opportunities to motivate Champions4Life, for instance qualifications (Russia).</td>
</tr>
</tbody>
</table>
| • Important in terms of support during the programme, but not seen as...
## An evaluation of Dance4Life’s social franchising and empowerment models

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| 2c) How confident and capable are Champions4Life in delivering the model? | - Very important, although Champions4Life do ‘need to have a volunteering spirit’ (Ghana).  
- Issues with understanding of SRHR content (Nepal).  
- Issues with confidence in covering particular topics, such as LGBT (Nepal).  
- Issues with managing groups and working with challenging groups and difficult teenagers. Further compounding this is the fact the Champions4Life are mostly girls and the group are all boys (Russia).  
- Good training ensures Champions4Life’s confidence – there were issues with training in the past (Tanzania).  
- Confidence of Champions4Life has improved (Ghana). |
| Are there any other issues around recruitment and retention?             | - 45 minute training is not enough, and so when this overruns it creates problems for the schools (Nepal).  
- Drop-out and non-attendance of Agents4Change (Nepal).  
- A challenge is to convince teachers and school administration that the programme is useful. Easier where there is already a relationship with a school (Russia).  
- New programme takes longer than the old model so it is difficult to cover as many people (Russia).  
- Dance4Life are trying to link us with potential donors (Ghana). |
| What works well to convince schools?                                     | - Use of a partner’s contact with local schools (Russia).  
- Personal contact (Russia).  
- Sending letters of support from prominent organisations, both regional and local, e.g. Ministry of Education or local education committee (Russia).  
- Training partners to convince schools, e.g. on how to engage with local education committees (Russia).  
- Effectively introducing the model and what has been achieved already (Tanzania).  
- Ongoing work with schools helps to avoid the need to convince the schools (Ghana). |
| Issues around recruitment and retention?                                 | - There may be retention issues if the programme was longer than the three months of the pilot, and mitigated against this by recruiting back-up Champions4Life (Nepal).  
- After training, half of the people dropped out (Russia).  
- Recruitment was a challenge and have found that need to recruit via relevant universities, not just on the street or with advertisements (Russia). |
It is key to recruit people who are genuinely interested, to avoid retention issues (Tanzania).

Retention issues surrounding people leaving when they are 25 (i.e. the upper age limit for Champions4Life in Ghana). Therefore, aim for younger recruits, with the aim of retaining Champions4Life for 2–3 years. Finding younger recruits with the skills of reading and writing and the ability to deliver the programme is difficult (Ghana).

Online recruitment is problematic due to Internet connectivity and as such favours people in cities compared to disadvantaged communities. It is therefore seen as not equitable (Ghana).

**Barriers to effective delivery:**
- Different levels of ability to grasp material among the Champions4Life, necessitating follow-ups in some cases (Nepal).
- Some Champions4Life who were new to community work had issues coordinating with schools and were supported in this (Nepal).
- Scheduling point above (Russia).
- Lack of time and agreeing specific times with schools (Tanzania).
- Agreed to reduce duration of sessions from 90 minutes to 60 minutes, given timing at the end of the day when children are tired (Ghana).
- A barrier for participants seeking consultations on sexual health is that they would still have to meet the cost of treatment, even though consultation is free (Ghana).
- Space issues in classrooms mean that cannot rearrange desks in preferred U-shape (Ghana).

**Monitoring and evaluation process:**
- Lack of data due to Champions4Life ‘not taking the task responsibly’ (Russia).
- Difficult for a single coordinator to manage: a) several groups of Champions4Life, and b) a high number of Champions4Life (22) (Russia).
- So far has gone okay (Tanzania).
- Use of a baseline and ongoing tracking helps to follow progress and see the difference (Tanzania, Ghana).
- Issue of giving the Champions4Life extra work (Ghana).
- Monitoring system is good (Ghana).
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| Background data obtained on pilot | Not applicable. | Duration and number of encounters:  
| | | • Duration: 45 minutes (Nepal), 1.5 hours (Russia), 1 hour (Ghana).  
| | | • Number of encounters: 18 (Nepal), 10 (Russia), 13 or so (Tanzania), 12 (Ghana).  
| | | What is the length of commitment for Champions4Life?  
| | | • Pilot duration (Russia).  
| | | • Usually 6 months, but renewable (Tanzania).  
| | | • Normally 1 year (Ghana). |

• Confident and capable in completing M&E tools, with the exception of narrative questions, with which they struggled (Nepal).  

Other:  
• Use of dancing is a key identifier of the programme, but the dance no longer has the symbolism it used to have. The participants don’t understand why the dancing is there: ‘There is a need for some symbol, a clear hashtag/meme... to attract youth’ (Russia).  

See also above points on the importance of the stipend.
D.3. Ecological Momentary Assessment data

Results from the EMA are summarised in Table 7. Participants provided responses from 1 to 10, with the ratings being explained in the header row of the table. We would note that these results were arrived at following a degree of ‘data cleaning’ as follows:

- We substituted actual months for the ‘pilot implementation’ months, namely Month 1 to Month 4. The reason for this is that the different countries did not pilot at the same time, and so we were able to compare across countries’ stages in implementation.
- As the dates when data were collected meant that in some months more than one EMA elicitation was made, we have averaged results from the same month.
- As two individuals responded for Ghana for months 1–3, we averaged results for those individuals. The final month’s data from Ghana were provided by only one of the individuals. Nevertheless, we note that the descriptions below refer to one representative or respondent for each country.

<table>
<thead>
<tr>
<th>Country</th>
<th>Month no.</th>
<th>How satisfied are you with the Dance4Life social franchising model? (1 – not satisfied at all; 10 – very satisfied)</th>
<th>Do you feel that the support you are receiving from Dance4Life is sufficient? (1 – not sufficient at all; 10 – fully sufficient)</th>
<th>To what extent do you feel that the young people you engage with like the Dance4Life style of delivery? (1 – they do not like it at all; 10 – they like it very much)</th>
<th>In your opinion, to what extent do the start-up package and support from Dance4Life provide VfM? (1 – very poor VfM; 10 – excellent VfM)</th>
<th>In your opinion, to what extent do your donors think that the start-up package and support from Dance4Life provide VfM? (1 – very poor VfM; 10 – excellent VfM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanzania</td>
<td>M1</td>
<td>7 9 9 5</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M2</td>
<td>7.5 9.5 9.5 6.5</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M3</td>
<td>9 9 10 8</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M4</td>
<td>9 9 9 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ghana</td>
<td>M1</td>
<td>9 9 10 8.5 8.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M2</td>
<td>9 9 10 8.5 8.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M3</td>
<td>9 9 10 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M4</td>
<td>9 9 10 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td>M4</td>
<td>8 9 10 6 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In addition to the data in this table, respondents also had the opportunity to explain their scores. This was done on two instances by one of the Ghanaian respondents, who commented as follows:

- In month 2: ‘my opinions remain the same as previous’.
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- In month 3: ‘My opinion changed on Q4 and Q5 after I have monitored some of the encounters and interacted with the school pupils and C4Ls. Any donor who has preview to the approach and understands it will highly be willing to fund the start-up package’.

Finally, as explained in Chapter 2, the Russian franchisee also responded to the EMA on one occasion. This means the data is only practically comparable to the equivalent months in the Ghana and Tanzania data. The Russian respondent’s results came in the final month of their pilot implementation, and are shown in the final row of Table 7. While they show similar figures to the first three questions, they are markedly lower (score of 6) for the two VfM questions.

To graphically illustrate the EMA data, we focused on responses from countries that provided data for the duration of the pilot implementation, namely Ghana and Tanzania. The following figures show respondents’ answers to the five questions.

**How satisfied are you with the Dance4Life social franchising model?**

![Graph showing satisfaction levels](image)

**Do you feel that the support you are receiving from Dance4Life is sufficient?**

![Graph showing support levels](image)
To what extent do you feel that the young people you engage with like the Dance4Life style of delivery?

In your opinion, to what extent do the start-up package and support from Dance4Life provide value for money?

In your opinion, to what extent do your donors think that the start-up package and support from Dance4Life provide value for money?
Ghana’s responses show a consistent rating for all questions, only changing rating by 0.5 across the duration of the pilot for two of the questions. By contrast, Tanzania’s ratings fluctuated to a greater degree, showing a changing perception of their experience during the pilot.

In terms of specific responses to the five questions, some insights from the charts depicted above are as follows:

- In response to the question, 'How satisfied are you with the Dance4Life social franchising model?', Ghana’s representative gave a rating of 9 throughout the pilot period, indicating high reported satisfaction levels (although we note the possibility of social desirability bias). By contrast, the Tanzania representative raised their rating from 7 in month 1 to 9 in months 3 and 4. Therefore, by the end of the pilot both countries signalled a high level of satisfaction with the social franchising model.

- In response to the question, 'Do you feel that the support you are receiving from Dance4Life is sufficient?', Ghana’s representative gave a rating of 9 throughout the pilot period. The Tanzania representative also provided a rating of 9 except for month three when they went up to 9.5. As such, both countries indicate their perception that the support is sufficient.

- In response to the question, 'To what extent do you feel that the young people you engage with like the Dance4Life style of delivery?', Ghana’s representative gave a rating of 10 throughout the pilot period. The Tanzania representative also gave high scores, increasing from 9 in month 1 to 10 in month 3, but returning to 9 in the final month. As such, both countries’ representatives feel that the young people they engage with very much like the Dance4Life style of delivery, albeit in Ghana this was even more marked than in Tanzania.

- In response to the question, 'In your opinion, to what extent do the start-up package and support from Dance4Life provide value for money?', Ghana’s representative raised their rating from 8.5 in months 1 and 2 to 9 in months 3 and 4 (10 being excellent VfM). By contrast, the Tanzania representative begun with a relatively low 6 in month 1, steadily increasing their rating to the same level as Tanzania (9) by month 4. It can therefore be observed that both countries’ representatives increasingly reported the Dance4Life start-up package and support to represent VfM.

- In response to the question, 'In your opinion, to what extent do your donors think that the start-up package and support from Dance4Life provide value for money?', Ghana’s representative again raised their rating from 8.5 in months 1 and 2 to 9 in months 3 and 4 (10 being ‘Excellent VfM). The Tanzanian representative remarked that this question was not applicable in months 1–3, but indicated a rating of only 6 in the final month. As such, while the Ghana representative responded that donors find the Dance4Life start-up package and support to provide VfM, the Tanzanian representative is not confident about this.