

Report
On
Violence & Harassment Prevention and Mitigation Training
During Funding Period

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Acronyms and abbreviations

CSPRO	Census and Survey Processing System
VAWG	Violence against women and girls
GCC	Grand Challenges Canada

Executive Summary

Background

Evidence suggest that adolescents have an elevated risk of exposure to physical and sexual violence (Pandey et al, 2021). According to UNICEF, 8 in 10 children suffer from disciplining acts which are violence. Other forms of violence such as sexual and emotional abuse are also common in Nepal. A UNICEF study found that nearly 18% of 4,000 girl students in Nepal interviewed had experienced severe sexual abuse, and 1 in 20 girls in Nepal have experienced sexual violence (UNICEF).

Fightback has been conducting Violence & Harassment Prevention and Mitigation Training among adolescents, parents, and teachers as well as sensitizing relevant stakeholders about violence, harassment and protection issues in Nepal. A mixed methods study was conducted to understand the impact of the training.

The broader objective of the study was to understand the health and social impact of the training on the target population and any untended and unintended impacts of the training. Specific questions the study explored were

- a. Change in knowledge around violence of the target population
- b. Change in attitude towards violence upon women and girls
- c. Change in practices
- d. Any other intended and unintended consequences.

Research Methods

The study covers the survey of the trainings conducted during the funding period of Grand Challenges Canada (GCC) from April 2019 to October 2022. During this period, Fightback successfully trained 19408 adolescent girls and 11173 adolescent boys in 120 government and 8 private schools of Nepal. While the outreach is broader, this report covers survey conducted in 106 public schools and 4 private schools in Nepal for girls and 103 public schools and 3 private schools for boys.

This study was conducted in 19 districts. The study districts and sites were selected in consultation with partners who implemented VAWG training in the area. A mixed method approach was used in this study. For the quantitative survey, pre and post training survey tools were used while for the qualitative part, post training qualitative interviews were conducted.

A total of 17765 respondents (10123 girls and 7642 boys) were included in the survey. For the qualitative interviews, 31 girls and 30 boys, 17 male and 12 female parents, 25 teachers 14 male and 11 female) were interviewed.

Quantitative data was analysed using CSPro. The responses were then tabulated and described in appropriate charts. For qualitative part, recordings were transcribed and translated into English and analysed using Maxqda software. Codes were made from the transcripts. Analysis was done based on the above research questions. Consent were taken before the interview and safeguarding protocols such as anonymising interviews, briefing participants on the data use and options to opt out of the interviews were followed.

Limitations

The study included a disproportionate number of girls and boys from Nepali-medium government schools and private English-medium schools. Hence, comparing the impacts of the two is impossible. The study did not include pre-training interviews for parents and teachers, so the difference is their own reflection. The questionnaire was self-administered which resulted in missing responses.

Findings

Majority of the respondents in the quantitative study were between the ages of 10 and 19 years of age and Hindu by religion. The qualitative study included boys and girls ranging in age from 11-19, teachers and parents between age 20-50 years.

Below we present summary of findings of the study;

- **Change in Knowledge**

Understanding and awareness about sexual violence and the common methods of violence increased to 72% from 11% after the fight back training in case of females and 78% from 12% in males. The qualitative study also revealed a significant shift in knowledge. Participants shared that prior to the training, they had very little knowledge of different types of violence, potential risks, and safeguarding skills. Respondents also shared increased understanding of various forms of violence and information that they had not previously considered.

Regarding the nature of violence, prior to training, respondents only considered rape as a sexual violence. After training their notion about sexual violence has changed and they now knew about different forms of sexual violence as shown in quote below. Due to the broader understanding on sexual violence, they now feel more confidence to tackle and help other overcome such situation.

"I learned from this training that when we hear the term sexual violence the 1st thing everyone thinks is about rape. But only rape is not a sexual violence, any improper action that is done without other person's consent such as double meaning words, making unwanted demands, etc. comes under sexual violence" male participant.

The survey shows that following the training, female respondents' knowledge of violence perpetrated by known perpetrators increased to 78% from 7%, while male respondents' knowledge increased from 5% to 77%. In qualitative study, respondents stated that they have gained knowledge about potential perpetrator's characteristics and are now able to identify potential perpetrators based on their behaviour and body language.

"It can also be done by teachers who can call you alone for tuition I understood that family members can also do it. I can identify a potential perpetrator by judging the behaviour of the person." Female participants

Ability to recognize high risk zones for violence increased to 88% from 4% after training among female respondents and to 86% from 6% in male participants. In the qualitative study, respondents were of the opinion that prior to the training they had no idea what a high risk zone was or why there is a high possibility of violence in such places. However, after training, they understand what "high risk zones" are and why it is called high risk zone.

Knowledge of maintaining minimum safe distance from a perpetrator in a potential attack scenario increased from 8% to 90% in females and to 93% in males. Respondents in the qualitative study stated that they were unaware of the concept of "safe distance" in self-protection. Girls shared that they now know how to keep their distance of at least 5 feet and what to do if someone exhibits inappropriate behaviour. Not only females but males are also at risk of violence, so it is equally important for males to follow safety precautions to avoid potential risk.

"Before, I used to go to any and every place now I do not go to isolated places and maintain 5 feet distance". Student_2_Boy.

24% of females knew about hotline numbers for seeking help before training, which increased to 87% in the post-intervention survey. In case of males it increased from 17% to 88%. Participants shared that after training they know the hotline number and learned that it is not only about self-help, but also about assisting victims of violence.

Knowledge regarding situational awareness increased to 93% from 4% in females and to 93% from 5% in males after the training. Respondents shared that they had no idea of concepts such as "fight or flight" but after the training have understood it is good to analyse whether "fight" or "flight" should be the appropriate action.

"I learned that flight should always be the 1st option and if there's no way to flight then I even learned the techniques to fight" Student5_Girl.

In the pre-intervention survey, 15% of females recognized the benefits of using their voice as a weapon, which increased to 79% after the training. Respondents in the qualitative study stated that they had never considered using their voice as a weapon prior to the training. However, after the training, they have learnt that in times of danger, they can use their own voice as a weapon to protect themselves.

"I learned to use my voice as a weapon to speak up if someone tries to harass me like: if someone catcalls or teases me while walking on the road, blocks my movement, etc." Student _Female

In the pre intervention survey 12% of the female had knowledge regarding 'victim selection' process by the perpetrator which increased to 64% in the post intervention survey.

Knowledge regarding focusing on breath to decrease the anxiety and stress from developing further increased to 76% from 7% in the post intervention survey in females and to 77% from 4% among males. In the qualitative interviews, both male and female respondents shared that they were unaware of the use of breath to deal with anxiety prior to the training. However, after the training, they learned to focus on their breathing and use it to deal with anxiety and stress, as well as to prevent it from worsening in the event of a potential panic attack.

Knowledge on violence through the visual medium increased to 57% from 3% in males post training. Respondents shared that they were unaware that violence could occur through a visual medium. However, since taking part in the training, they have realized that perpetrators can inflict violence on them even through a visual medium.

Prior to training, 10% of the male had knowledge on options of intervention after assessing the risks involved which increased to 73% after training. Male participants stated that if they witnessed violence, they would definitely intervene, and that their response would depend on the situation. They also stated that if they are unable to resolve the situation on their own, they will seek assistance from others, such as the police or the hotline numbers provided in the training.

*"I can help by responding physically or verbally or reporting to police or taking help,"*Student_2_boy

Knowledge regarding the preferred safe responses increased to 70% from 4% after training among the male participants. Prior to the training, male participants stated that they would not consider the preferred safe response when intervening in any case, even if they intervened in the first place. However, after the training, they have understood the concept of "safe response" to any violence as bystanders and will consider their preferred safe response when intervening in cases of violence against others.

The majority of male participants mentioned that after the training they gained knowledge on how and why to intervene as bystanders in case of violence. They shared that they have now understood that anyone who witnesses or suspects violence should not ignore the cues and that it is critical to save someone from danger or violence. They also stated that they have learned when it is appropriate to intervene.

• Change in Attitudes:

The study looked at changes in attitudes toward sexual violence, how to seek help, and reporting of violence and harassment, as well as attitudes toward gender roles. Following the training, female participants reported that their attitudes toward the relationship between violence and provocative clothing had shifted. Prior to the training, they agreed that girls wearing provocative dresses were more likely to face violence.

*"Before Fightback training I could not walk at night and I thought girls were also to blame for sexual violence now I know it is not because of walking at night and dress but it is the fault in the thought of the perpetrator."*Student_3_Girl

Respondents appeared more confident in dealing with violence after the training. They mentioned that they can now distinguish between different types of violence and how to respond to them. They also learned how to report, assist, and report violence. They shared that their confidence in seeking assistance, calling hotline numbers, and so on has improved significantly. Male participants additionally stated that their attitudes toward bystander assistance has shifted and they are now willing to take actions to save people facing violence. They stated that if they witness any form of violence now, they will seek assistance.

The survey also revealed a shift in male respondents' attitudes toward men's roles. Prior to the survey, 5% of male respondents

believed that men could be housewives and did not have to be providers. After the survey this attitude was held by 81% of the respondents.

Besides this, male respondents shared that they have seen change in girls' practices as follows:

"I have also noticed girls being able to speak up against such harassments." Male participant

Boys also shared realising the importance of training for themselves as shown by quote below:

"Before being a trainee, I used to think this training was important for girls more than to us but after being a trainee I realized that it's as important to boys as it's important for girls. Health and social impacts: following are the change in health and social indicators." Male participant_

Parents also shared that their attitude towards communication has changed and they are now willing to adapt positive parenting styles._

"We understood how to treat our children, understand them and communicate with them" parents

• Change in Practice

The study asked respondents how they would respond to bear hugs, neck grabs, and hair grabs from perpetrators. Respondents shared that their practice of self-defence changed after their training in all three cases and in both the survey and the qualitative study. Respondents stated that if necessary, they will release themselves from bear hug. Prior to the training, only 4% of respondents would release themselves from uncomfortable bear hug, but this proportion increased to 87% after the training. They stated that now that they have learned and practiced the skill, they can defend themselves from a neck grab when attacked.

"I have tried the techniques taught yesterday while I was walking in the road boys teased me tried to grab my hand and hair, I released the hand and said do not touch my hair." Student_3_Girl

5% of the females were able to free themselves from a hair grab before the training, but this increased to 82% after the training. They also stated in the qualitative study that they now believe they will be able to free themselves from attackers if there is a hair grab. Prior to training 4% of females could manage fear and stress in life threatening situations which increased to 88% after training.

Respondents also shared about change in their practice of walking at night.

"Before Fightback's training I could not walk at night and I thought girls were also to blame for sexual violence now I know it is not because of walking at night and dress but it is the fault in the thought of the perpetrator." female participant.

Indirect impacts:

The study also showed several indirect impacts which we had not anticipated directly in the training. Below are the indirect impacts of the training which we had not anticipated.

- Parents observing increased confidence of their child and girls and boys' participants reporting increased confidence.
- Parents asking for intensive training for male children as well.
- Incidences of children taking further training such as girls taking additional martial arts training after participation in the event and parents supporting children to do so.
- Parents and teachers interacting about violence and safety concerns after taking part in the training.
- Girls sharing, they will encourage other girls to share incidence of violence/speak about it.

- Prospectus of reaching out with training to communities who have high gender discriminatory norms and social sanctions on female- such as Muslim community. After the training, gatekeepers in the Muslim community being appreciative towards training their female child on self-defence and on speaking about censored issues such as sexual violence.
- Teachers and principals of schools being more open to conducting such trainings and asking for refreshers to teachers.
- Secondary evidence showing trickling effect on other gender empowerment index in the target communities- such as girls who attended the training being more empowered to speak against child marriage, increased membership children and adolescent related groups/clubs.

Challenges

Expectations of monetary benefits among parents in low income communities for attending the training. It seems students were used to lavish snacks which we could not do due to mass interventions.

Unexpected results

The study also found some unexpected results. They are as follows:

- Teachers shared realising that their attitude that the training was a waste of students' time was wrong and they felt students had learnt important things.
- Principals interested in the trainings. Some initially were against the training due to their prior bad experience of similar trainings and after the programme.
- Parents sharing that children now wake up early and practice the skills learnt in the trainings regularly.
- Partners sharing in informal discussions that the Muslim community was very happy that their girls attended this training. This was contrary to our expectations. We were initially expecting resistance from the community based on experiences of the partners.
- We had not expected teachers to ask for refreshers for themselves which is coming out in the interviews. They also shared that they felt positive changes in themselves after the training.
- Some principals were initially against the training prior to their previous bad experience of similar training but after the programme they got very interested in the training.

1. Background

Violence and harassment is often result of the cultural norms, ideals, role expectations associated with a specific age or gender along with their standing on a society. Causes of violence are very context specific and the underlying ideals ingrained which makes it difficult for violence to be realised and acted against. Evidence suggest that adolescents have an elevated risk of exposure to physical and sexual violence (Pandey et al, 2021). According to UNICEF, 8 in 10 children suffer from disciplining acts which are violence. Other forms of violence such as sexual and emotional abuse are also common in Nepal. A UNICEF study found that nearly 18% of 4,000 girl students in Nepal interviewed had experienced severe sexual abuse, and 1 in 20 girls in Nepal have experienced sexual violence (UNICEF).

Against this background, Fightback has been conducting **Violence & Harassment Prevention and Mitigation Training among adolescents, parents, teachers and sensitizing other stakeholders about violence, harassment and protection in Nepal.**

Objectives of the study

The broader objective of the study was to understand the health and social impact of the training on the target population **and any untended and unintended impacts of the training.** The study looked at the following specific questions:

- e. Change in knowledge around violence of the target population

- f. Change in attitude towards violence upon women and girls
- g. Change in practices
- h. The social impact of the training on target population
- i. The health impact of the training on target population
- j. Any other intended and unintended consequences.

Description of the training

Below we describe the training in brief.

Training module:

The training module is longer for girls and shorter for boys and parents. It consists of the following content:

Girls

Mental Safety Skills/Knowledge:

Mental safety skills/knowledge assessed (via multiple-choice questions on surveys) included:

- 1) Ability to identify high-risk zones of sexual violence
- 2) Understanding how perpetrators and criminals target victims
- 3) Methodically identifying criminal intent through reading body language, tone of the voice and reading other non-verbal communications
- 4) Methodically identifying the vulnerable areas of a potential attacker
- 5) Practical techniques of fear and stress management
- 6) Knowledge in using day to day objects as self-defense weapons.

Vocal Safety Knowledge/Skills

Vocal skills/knowledge assessed (via questions on surveys) included:

- 1) Understanding how to use one's "voice as a weapon"
- 2) Developing techniques to shout and cause alarm when being attacked
- 3) Using assertive and tactical communication skills.

Physical safety skills

Physical safety skills assessed (via questions on surveys as well as trainer-graded performance of skills practiced) included:

- 1) Defensive skills: ability to block strikes from an attacker
- 2) Offensive skills: ability to strike vulnerable areas of an attacker
- 3) Defensive-Offensive Combo skills: Using blocks and strikes to defend oneself
- 4) Release from grabs, holds, chokes, hugs and strangles: ability to release oneself from different kinds of grabs, holds, chokes, hugs and strangles in different kinds of positions in different parts of the body.

Boys

Mental Safety Skills/Knowledge:

Mental safety skills/knowledge assessed (via multiple-choice questions on surveys) included:

- 1) Understanding nature and types of sexual violence
- 2) Fear Dynamics- The process of fear and how to manage it
- 3) Understanding situational awareness, the ability to understand the current situation and anticipate future events, in order to make informed decisions and take appropriate action.
- 4) Methodically identifying criminal intent through reading body language, tone of the voice and reading other non-verbal communications
- 5) Knowledge on using Bystander intervention which is action taken by individuals who witness a potentially harmful or dangerous situation, to intervene and prevent harm from occurring.

Vocal Safety Knowledge/Skills

Vocal skills/knowledge assessed (via questions on surveys) included:

- 1) Understanding how to use one's "voice as a weapon"
- 2) Developing techniques to shout and cause alarm when being attacked

Mental- nature and types of sexual violence, fear dynamics, situational awareness and how to do bystander intervention
Vocal- How to use voice as a weapon

Physical safety skills

- 1) Defensive skills: ability to block strikes from an attacker
- 2) Offensive skills: ability to strike vulnerable areas of an attacker
- 3) Defensive-Offensive Combo skills: Using blocks and strikes to defend oneself

Teachers

Mental Safety Skills/Knowledge:

Mental skills/knowledge assessed (via qualitative survey) included:

- 1) Understanding nature and type of sexual violence
- 2) Understanding the problems raised by students
- 3) Developing strategies on dealing with sexual violence in school

Parents

Mental Safety Skills/Knowledge:

Mental skills/knowledge assessed (via qualitative survey) included:

- 1) Understanding nature and type of sexual violence
- 2) Understanding the problems raised by children
- 3) Developing strategies on dealing with sexual violence faced by their children

Training duration:

The girls underwent 3 days training while the boys, parents and teachers underwent 1 day training.

Training arrangements: The following table gives details of the training

Table 1: Districts and schools the survey was conducted in and number of quantitative and qualitative respondents

<i>District</i>	Number Of Schools	Participants – male (boys) Quantitative	Participants- female (girls) quantitative	Participants (parents-male/female) Qualitative	Participants (teachers-male/female) Qualitative
Kathmandu	6	303	502	1 / 4	2 / 4
Bhaktapur	1		94		
Lalitpur	5	108	175		
Kavrepalanchowk	1	67	72		
Sarlahi	10	885	1019		

Lamjung	1 2	404	543		
Surkhet	1 2	868	1044		
Dhading	1 2	553	642		
Parsa	1 9	2659	3883		
Saptari	4	127	100		
Jhapa	4	395	391	3 / 2	5/ 3
Kaski	2	41	86		
Dang	4	96	153		
Jumla	4	173	170		
Kailali	4	109	178		
Morang	2	273	380	1 / 4	5/ 3
Nawalpara si	2	129	203	1	
Chitwan	2	149	161	1	2/ 1
Janakpur	4	303	327		
Total- 19	1 1 0	7642	10123	1 7	25

2. Methodology

The following section describes the methodology of the study

Study site

The study was conducted in 19 districts of Nepal. The selection of districts and schools within the districts were based on working with different partners who implemented VAWG prevention programmes. Table 2 gives the survey districts.

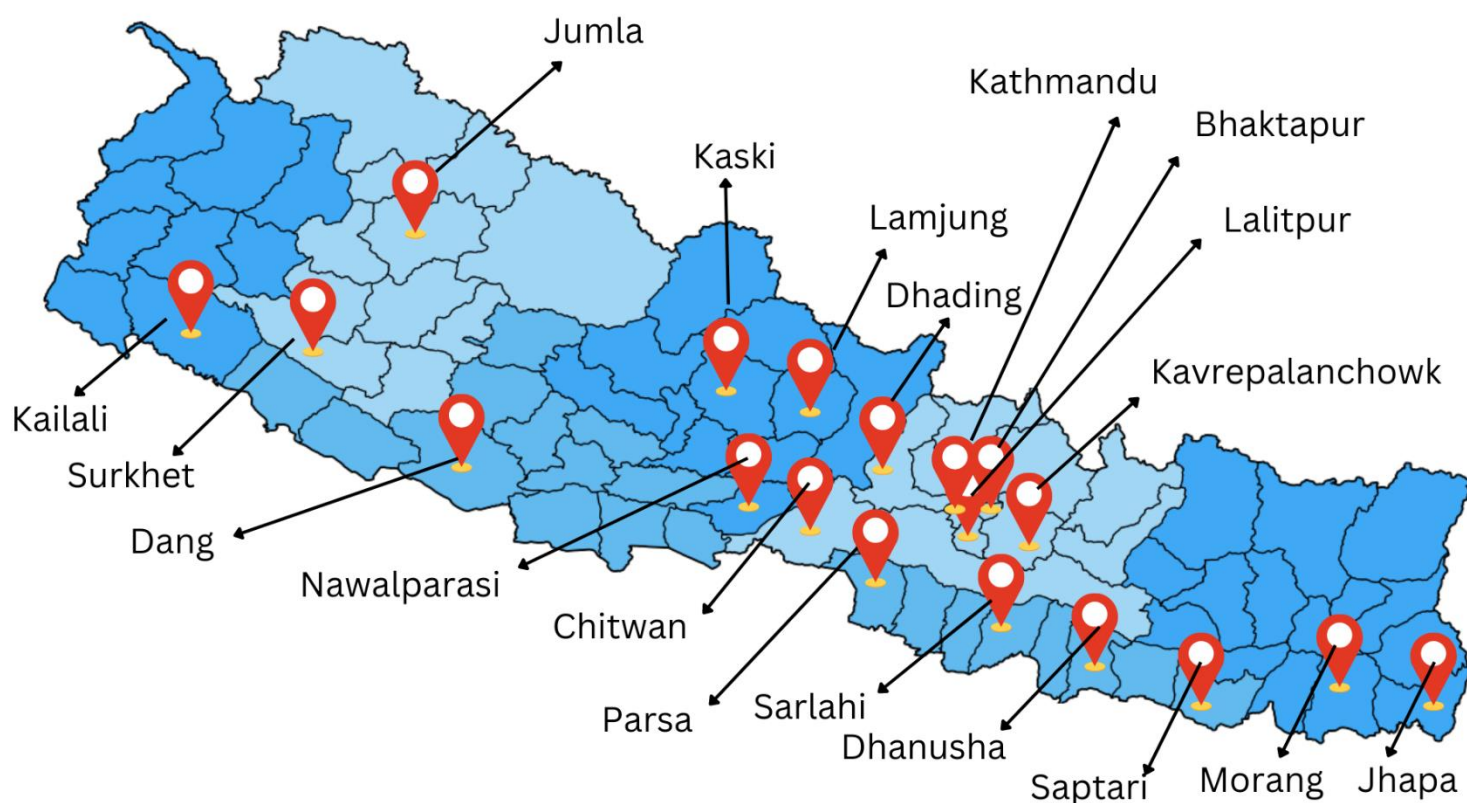


Table 2: Province and Districts the survey was conducted in

Province	Province 1	Province 2	Province 3	Province 4	Province 5	Province 6	Province 7
District	Jhapa, Morang	Parsa, Dhanusa, Saptari, Sarlahi	Kathmandu, Bhaktapur, Lalitpur, Chitwan, Dhading, Kavrepalanchowk	Nawalparasi, Lamjung, Kaski	Dang	Jumla, Surkhet	Kailali

The district were chosen to cover a wide range of target population based on ethnicity and communities that are more vulnerable to violence. Saptari, Dhanusha and Parsa were selected to cover ethnic groups of Madhesi origin where several studies including the Demographic and Health survey (2016), National population census (2011) show high incidences of violence. In Kathmandu, Jhapa and Morang, we focused on Bhutani, Tibetan refugee and Rohingya refugee who are more vulnerable to violence. The study was done in Dhading to cover Dalits and Chepang groups, in Surkhet, Lamjung, Jumla, to cover hilly population and in Dhangadi to cover population of the plain region in the west.

Study methods

The study followed a mixed method. Below we describe the quantitative and qualitative methods in details.

Quantitative

The quantitative leg of the study consisted of a pre and post survey. It was conducted with all of the training participants. The same

participants were covered in the pre and the post survey.

The pre survey was conducted in the first day of girls training and a post survey on the 3rd day of training. The boys underwent a 1 day training and the pre and the post survey was conducted at the beginning and the end of the one-day training. The survey was self administered: pre and post survey required the respondents to fill out survey forms by themselves.

Sample size

The sample size was 10123 girls, 7642 boys, 17 parents and 25 teachers. Below we give down the sample size by districts.

Table 3; Distribution of sample

<i>District</i>	Nu mb er of sch ools	Participants – male (boys)	Participants- female (girls)	Participa nts (parents- male/fe male	Participants (teachers- male/female
Kathmandu	6	303	502	1 / 4	2/4
Bhaktapur	1		94		
Lalitpur	5	108	175		
Kavrepalan chowk	1	67	72		
Sarlahi	1 0	885	1019		
Lamjung	1 2	404	543		
Surkhet	1 2	868	1044		
Dhading	1 2	553	642		
Parsa	1 9	2659	3883		
Saptari	4	127	100		
Jhapa	4	395	391	3 / 2	5/3
Kaski	2	41	86		
Dang	4	96	153		
Jumla	4	173	170		
Kailali	4	109	178		

Morang	2	273	380	1 / 4	5/3
Nawalparas i	2	129	203	1	
Chitwan	2	149	161	1	2/1
Janakpur	4	303	327		
Total- 19	1 1 0	7642	1012 3	1 7	25

Survey questionnaire

The questions were based on three overall components: Learning, Knowledge and Behaviour changes which are based on the research questions prepared in the Monitoring and Evaluation of Fightback

Survey questions content

For boys

The quantitative questions consisted of 8 questions based on learning, 6 on knowledge and 1 on behaviour

There were 16 qualitative questions asked based on their learning from the training, changes in behaviour, attitude and impact of the training

For girls

The quantitative questions consisted of 10 questions based on learning, 3 on knowledge and 7 on behaviour

There were 22 qualitative questions asked based on their learning from the training, changes in behaviour, attitude and impact of the training

For teachers

There were 11 questions asked based on their learning from the training, changes in behaviour, attitude and impact of the training

For parents

There were 13 questions asked based on their learning from the training, changes in behaviour, attitude and impact of the training

Qualitative

The qualitative part of the study consisted of short interview collecting testimonials of experience of the training and their perception on usefulness of their training. This was conducted with parents, boys, girls and teachers who participated in the training. Table (4) gives details of the sample size for the qualitative leg of the study.

Table 4: Respondent type and size by district

District	Num ber of girls	Num ber of boys	Num ber of paren ts	Num ber of teach ers
Parsa	4	3		
Sarlahi	2	2		

Saptari	1	1		
Jhapa	4	4	5	8
Lalitpur	1	1		
Dang	1	1		
Kailali	1	1		
Jumla	1	1		
Kaski	1	1		
Morang	6	6	5	8
Kathman du	6	6	5	6
Nawalpar asi	2	2	1	1
Chitwan	1	1	1	2
Total	31	30	17	25

Limitations of the study

Following are the limitations of the study:

The study disproportionately covered girls and boys in Nepali medium government schools and private English medium schools. Hence the difference in impacts between the two are impossible to analyse.

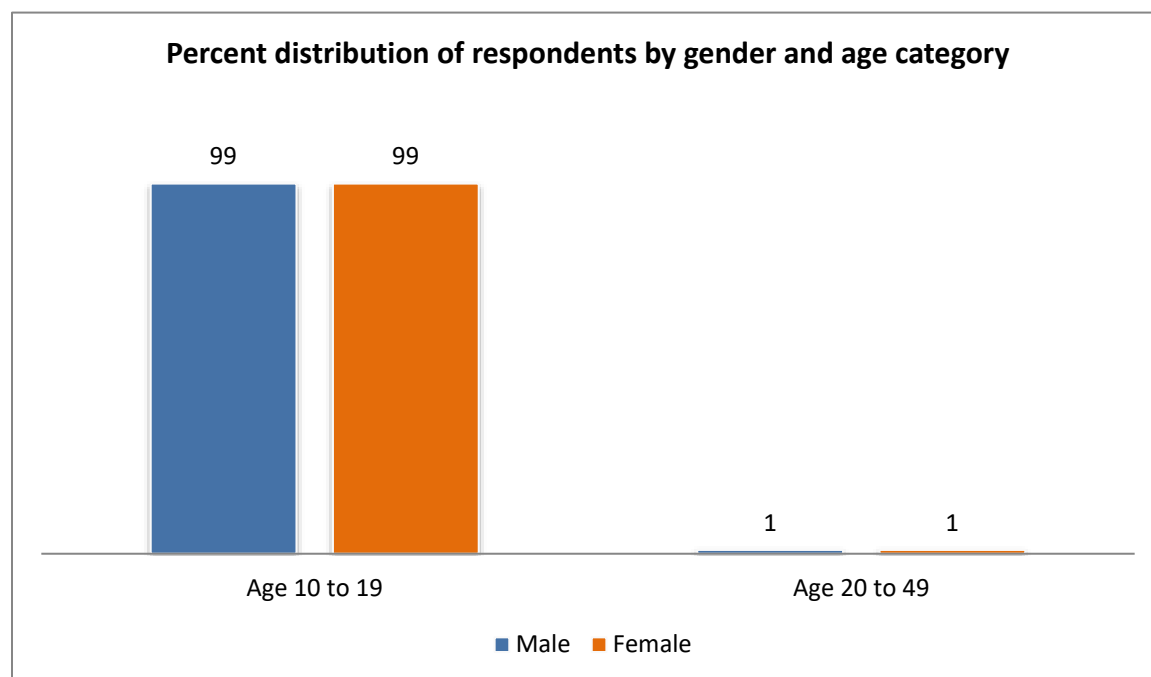
For parents and teachers, the study did not include pre-training interviews hence the difference is their own analysis.

As the questionnaire was self-administered, some responses are missing.

3. Findings

3.1 Description of sample

Figure 1: Percent distribution of respondents by gender and age category



The majority of respondents for the quantitative study were between 10-19 years of age. Out of the 10123 total female respondents, 99% (9983 respondents) belonged to the age category 10 to 19 and one percent (140 respondents) belonged to the age category of 20 to 49. In the quantitative sample,

among male respondents, too, 99% (7537) were between the age 10-19 and one percent (105 respondents) were between the age 20-49.

For the qualitative study the total number of respondents for the girls 31 belonged to age category 10-19. In case of boys the total number of respondents 30 belonged to the age category 10-19. For parents from the total number of respondents 17, 5 were male and 12 were female. They belonged to the age category of 20-50 plus. For teachers from the total number of respondents 25, 14 were male and 11 were female and belonged to the age category 20-50 plus.

Table 5: Background characteristics of respondents

Background characteristics	Female		Male	
	Percent	Number	Percent	Number
Age				
10 to 19	99	9983	99	7537
20 to 49	1	140	1	105
Total	100	10123	100	7642
Religion				
Hindu	68	6874	82	6252
Buddhist	3	319	2	192
Christian	2	224	2	140

Muslim	7	653	5	366
Kirat	1	113	1	45
NA (No answer)	19	1940	8	647
Total	100	10123	100	7642

Figure 2: Percent distribution of respondents by gender and religion

Regarding religion of the respondents, the majority were Hindu. This is also representative of the broader district population. Among female 68% were Hindu (6884 respondents), 7% were Muslims (709 respondents), 3% were Buddhist (304 respondents) 2% were Christian (202 respondents), 1 percent were Kirat (101 respondents) and 19% of the respondents which is 1923 respondents did not give an answer. Among male respondents too 82% were Hindu (6267 respondents), 2% were Buddhist (154 respondents) 2% were Christian (154 respondents), 5% were Muslim (383 respondents), 1% were Kirat (76 respondents) and 8% of the respondents which is 611 respondents did not give an answer.

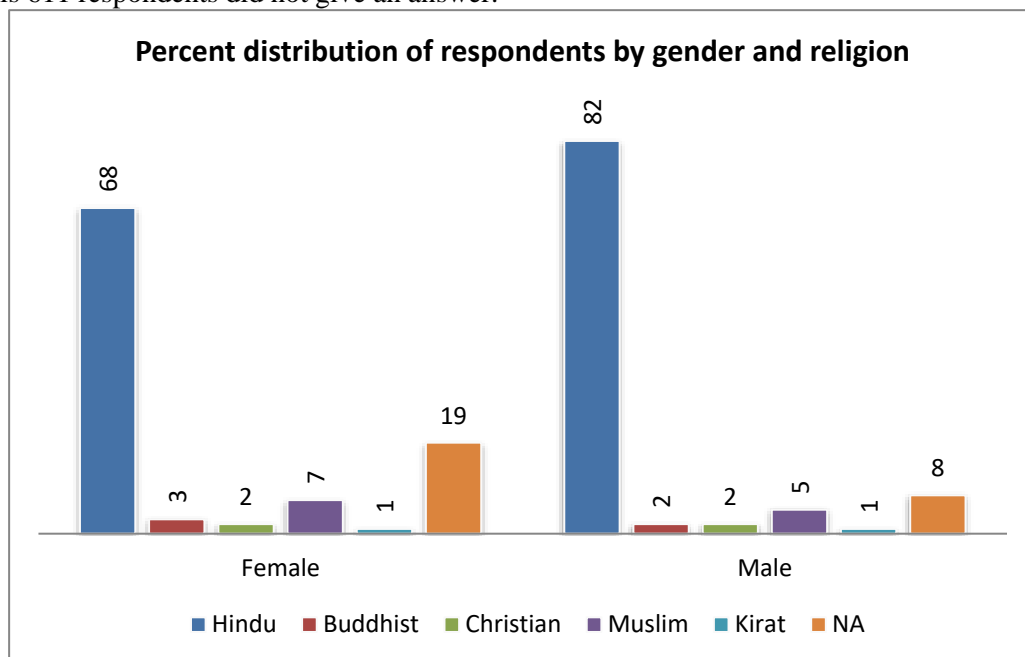


Table 6 Change in Knowledge of Female and Male Pre and Post Training

Details	Female (n)=10123		Male (n)= 7642	
	Pre%	Post%	Pre%	Post %
Understanding and awareness about sexual violence and the common methods of violence	11	72	12	78
Knowledge regarding violence perpetrated by known perpetrator	7	78	5	77
Ability to recognize high risk zone where violence can happen	4	88	6	86
Knowledge of maintaining minimum safe distance from a perpetrator in a potential attack scenario	8	90	8	93
Learnings on seeking help via hotline numbers	24	87	17	88
Knowledge regarding situational awareness	4	93	5	93
Ability to recognize the benefits of voice as a weapon vocal	15	79		
Knowledge on using voice as a weapon	17	93		

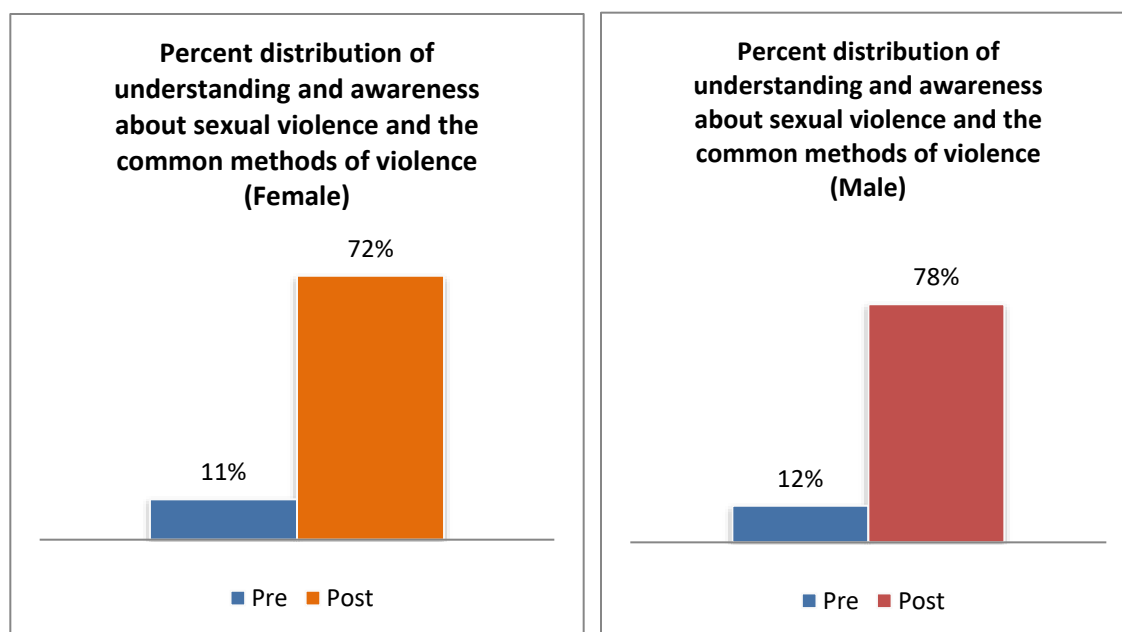
Knowledge that avoiding, fleeing, or running away (flight response) from a potential threat or danger is a good response	6	91	8	92
Knowledge regarding focusing on breath to decrease the anxiety and stress from developing further mental	7	76	4	77
Knowledge on violence through the visual medium mental			3	57
Knowledge on options of intervention after assessing the risks involved			10	73
Knowledge on how one should do a bystander intervention when the violence and harassment is perpetrated through vocal means			7	76
Knowledge regarding the preferred safe responses while intervening			4	70
Knowledge regarding when one should intervene physically			5	72

1.2 Change in Knowledge

Significant change in knowledge was also shown by the qualitative study. Participants shared that, they had very limited knowledge before the training on different forms of violence, potential risks, safeguarding skills which has changed. Respondents also shared about increased understanding on different forms of violence and information which they had not contemplated before. The other new knowledge was around protection and defence. Girls and boys as well as parents learnt why protection and defence was important for girls and how girls can protect themselves from violence as well as defend themselves until they get help in case of assaults. The changes are given in Table 7 (Annex). Below we describe changes in each indicators of knowledge.

3.2.1 Understanding about sexual violence

Figure 3 and 4: Percent distribution of understanding and awareness about sexual violence and the common methods of violence (Female and Male)



Only 11% female participants had understanding and knowledge about the sexual violence and common methods/ forms of violence

prior attending the fightback training. In the post-survey, this has increased to 72%. In the pre intervention survey 12% of the male had understanding and awareness about sexual violence and the common methods of violence which increased to 78% in the post intervention survey.

Participants shared that they had very narrow understanding about sexual violence prior to the training. After the training their knowledge on different forms of sexual violence and common methods of sexual violence that could happen has increased. Response such as below where respondents previously only considered rape as sexual violence but now have broader understanding were common in the qualitative study:

"I learned from this training that when we hear the term sexual violence the 1st thing everyone thinks is about rape. But only rape is not a sexual violence, any improper action that is done without other person's consent such as double meaning words, making unwanted demands, etc. comes under sexual violence" Female participant, Nawalparasi.

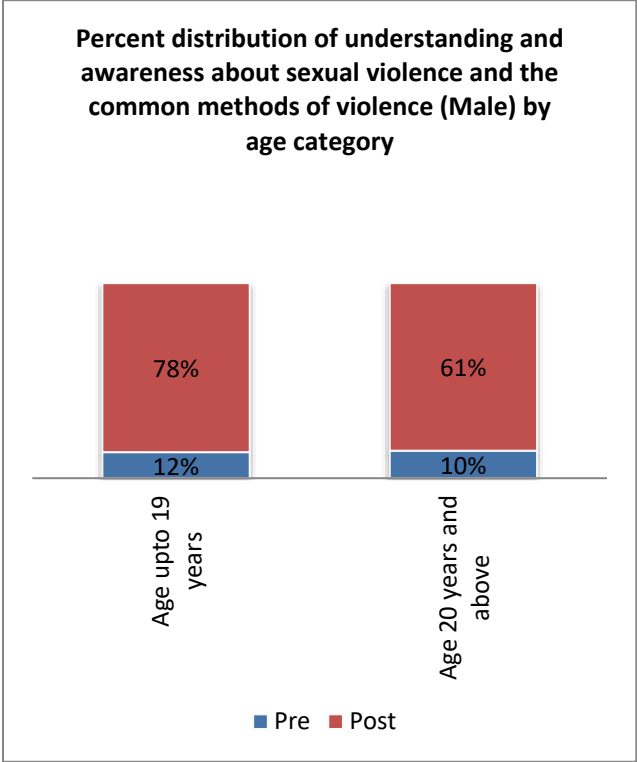
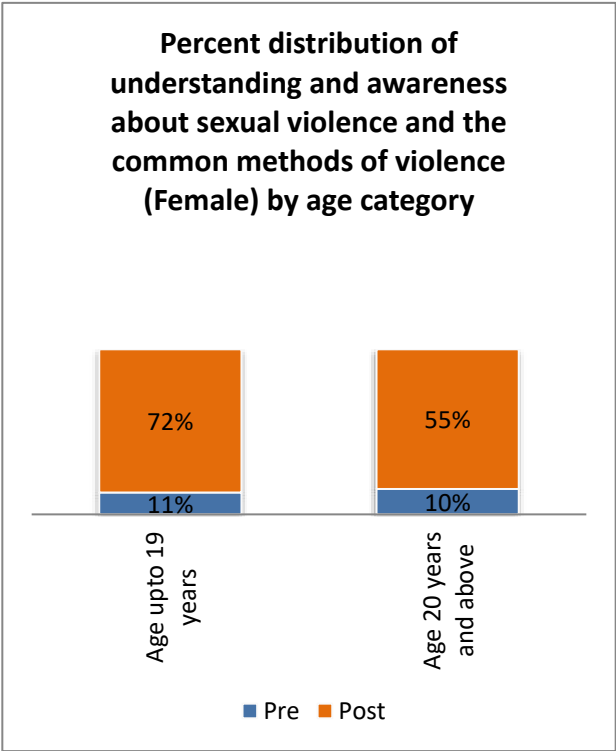
Prior to training, they would consider only rape as a sexual violence but after they participated in training their notion about sexual violence has changed. They now know any inappropriate/improper action done without the consent of another person or the action that makes feel other person uncomfortable fall under sexual violence. Training not only taught them the meaning of sexual violence but also it's forms. Those who had very limited knowledge now are able to identify the different forms of sexual violence and common method of violence.

"In this training I learned any actions done without the consent of a person like staring, teasing, calling with some other names, etc. can be considered as sexual violence." Student_6_Boy.

Due to the broader understanding on sexual violence, they now feel more confidence to tackle and help other overcome such situation. Ability to identify the forms of violence and common method of violence makes them able to escape from the potentially risky situation before something bad happens.

They also shared that while previously they only considered physical forms of sexual violence, they have now understood it actually encompasses other broader forms of non-physical violence as well.

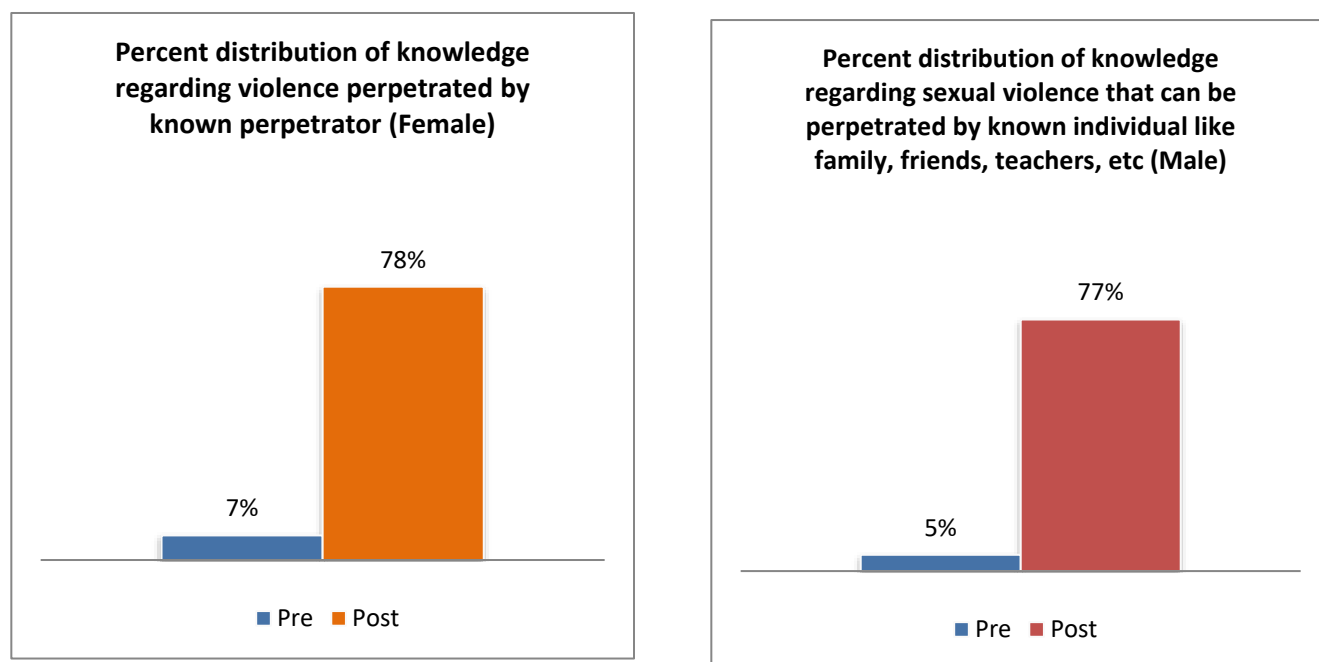
Figure 5 and 6: Percent distribution of understanding and awareness about sexual violence and the common methods of violence (Female and Male) by age category



The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was higher than the female aged 20 and above and the change in knowledge in female under 19 is higher than the female aged 20 and above.

3.2.2 Knowledge regarding violence perpetrated by known perpetrator

Figure 7 and 8: Percent distribution of knowledge regarding violence perpetrated by known perpetrator (Female and Male)



In the pre intervention survey 7% of the female had understanding about violence perpetrated by known perpetrator which increased to 78% in the post intervention survey. In the pre intervention survey 5% of the male had knowledge regarding sexual violence that can be perpetrated by known individual like family, friends, teachers, etc which increased to 77% in the post intervention survey.

Prior to training they were not able to identify the possible perpetrators and did not have knowledge about potential characteristics of perpetrators. They shared that they have now come to understand that they might face risks from people around them whom they know. After the training they have come to realise that they were under risks from known persons whom they trusted as well.

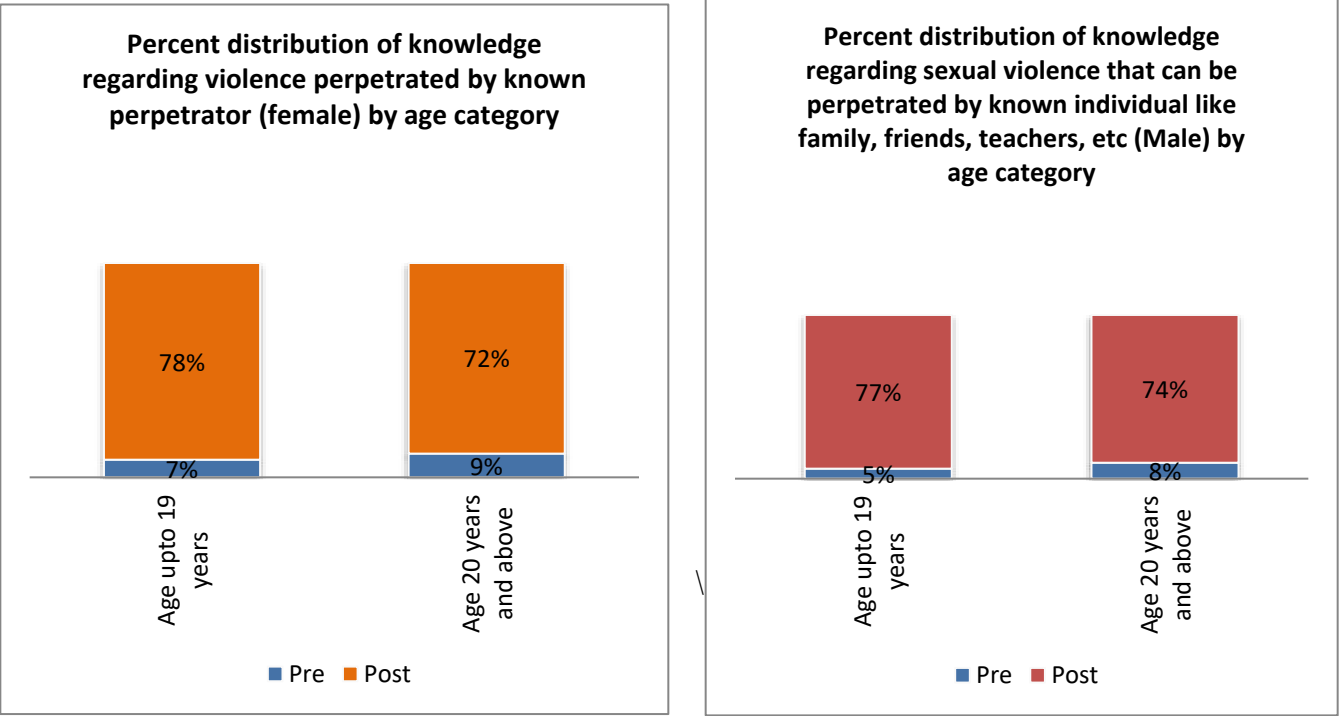
“It can also be done by teachers who can call you alone for tuition I understood that family members can also do it. I can identify a potential perpetrator by judging the behaviour of the person.” Female participants

They shared that they have gained knowledge on characteristics of a potential perpetrators and are now able to identify the possible perpetrators by their behaviour and also by their body language. This has also enabled them to act in a safe way if they see risks for example they know how to act if someone comes to them and ask them to do the thing which they are not comfortable doing:

“We have to be alert if someone comes to us in the absence of our parents and ask us to do the thing which we do not like as he/she could be the possible perpetrators”. Female participants.

They used to think that there is risk only from strangers however after the training they realized that they might be in risk from even a known person. “I also realized that not just strangers but our own known people can also do such harassments to us.” Student_10_Boy Understanding on possibility of getting abused from known have made them able to build up required strategy to tackle the possible risk. Prior to training boys used to think that training would be beneficial only for girl but they realized how important the training is for boys as well.

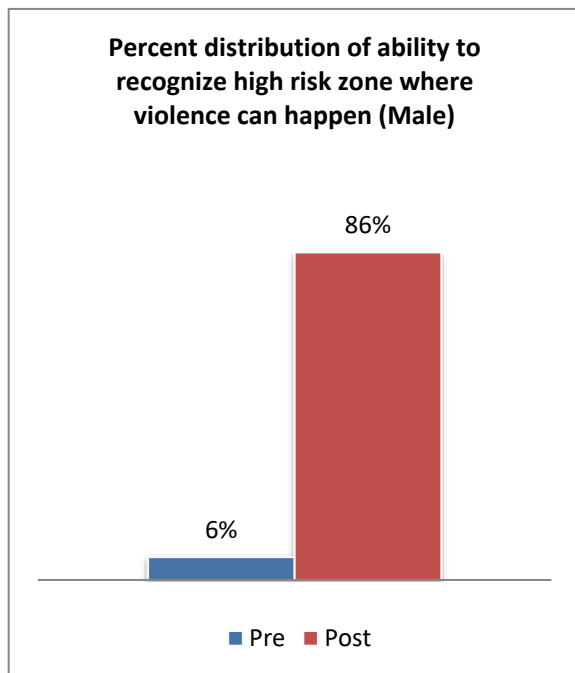
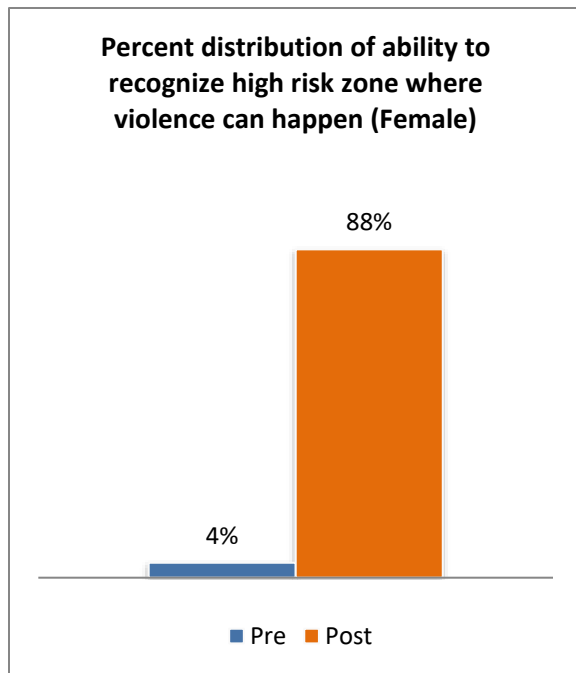
Figure 9 and 10: Percent distribution of knowledge regarding violence perpetrated by known perpetrator (Female and Male) by age category



The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was lower than the female aged 20 and above and the change in knowledge in female under 19 is higher than the female aged 20 and above. The percent distribution according to age category shows that the knowledge in the male aged 20 and above in the pre intervention survey was higher than the male upto the age of 19. However, the change in knowledge in male under 19 is higher than the male aged 20 and above.

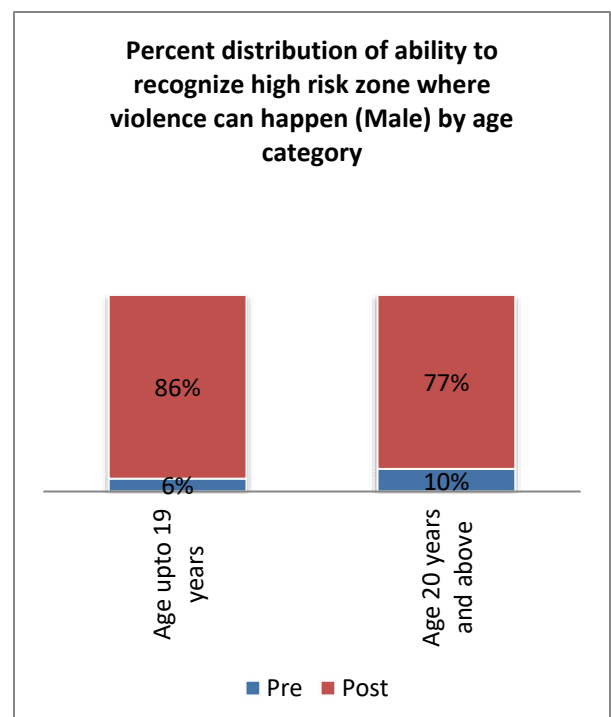
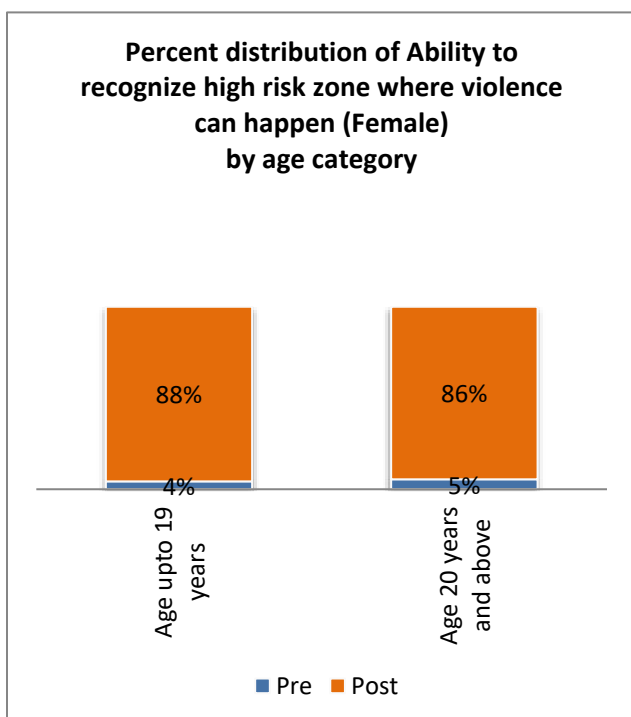
3.2.3 Ability to recognize high risk zone where violence can happen (Female and Male)

Figure 11 and 12: Percent distribution ability to recognize high risk zone where violence can happen (Female and Male)



In the pre intervention survey 4% of the female had ability to recognize high risk zone where violence can happen which increased to 88% in the post intervention survey. Participants stated that they did not know what high risk zone actually meant and why there is high possibility of violence in such places prior to the training. However after training they shared that they now know "high risk zones" as well as why is it called high risk zone. Some of the respondents shared that they have to travel through jungle to reach school and they would fear to travel by that route but after the training they feel more confident and think that they are able to tackle the situation. They shared that knowledge about high risk zone has helped them understand where they are at risks of being a victim of any forms of violence. They shared that they are now able to identify areas around them which are high risks such as isolated place, buses, crowded place. They felt that when they did not have understanding and ideas about danger/ high risk zone, they were not strategic enough to make themselves safe in such places but they have now become more conscious and able to act accordingly.

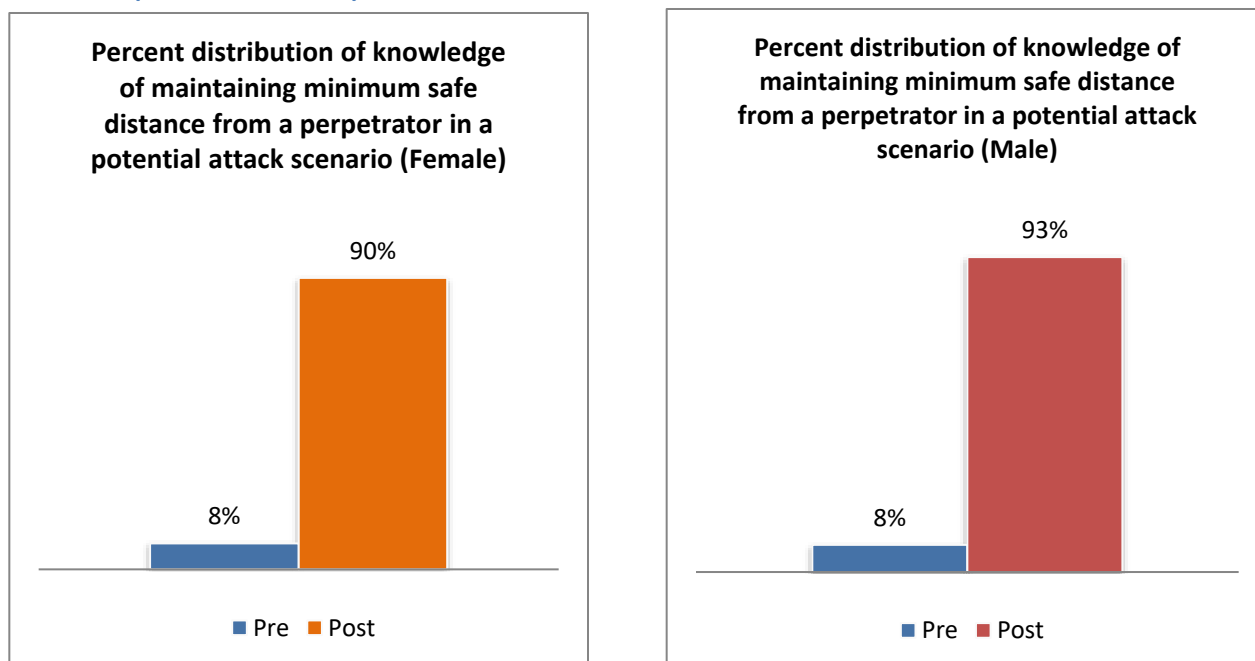
Figure 13 and 14: Percent distribution of ability to recognize high risk zone where violence can happen (Female and Male) by age category



The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was lower than the female aged 20 and above and the change in knowledge in female under 19 is higher than the female aged 20 and above. The percent distribution according to age category shows that the knowledge in the male aged 20 and above in the pre intervention survey was higher than the male upto the age of 19. However, the change in knowledge in male under 19 is higher than the male aged 20 and above.

3.2.4 Knowledge of maintaining minimum safe distance from a perpetrator in a potential attack scenario (Female and Male)

Figure 15 and 16: Percent distribution of knowledge of maintaining minimum safe distance from a perpetrator in a potential attack scenario (Female and Male)



In the pre intervention survey 8% of the female had knowledge of maintaining minimum safe distance from a perpetrator in a potential attack scenario which increased to 90% in the post intervention survey. In the pre intervention survey 8% of the male had knowledge of maintaining minimum safe distance from a perpetrator in a potential attack scenario which increased to 93% in the post intervention survey.

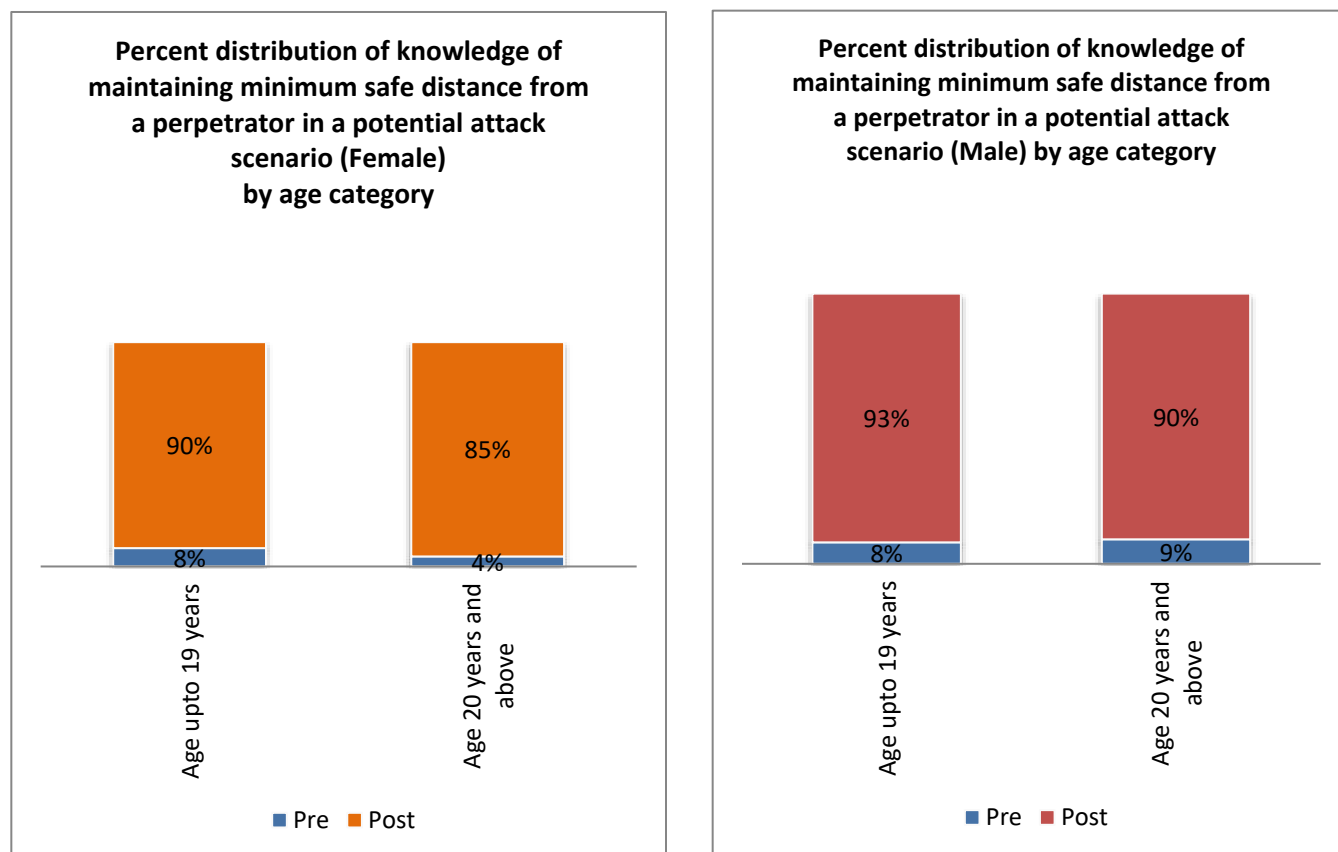
In the qualitative study, respondents shared that they had no idea about the concept of "safe distance" in self-protection. Girls shared that they now know how to maintain the distance and how to act if someone shows inappropriate behaviour. They stated that they have now learnt that they should maintain the distance of at least 5ft in case they feel risk from anyone or in potential attack scenario.

“We can stay aware by keeping 5 ft. distance between us and the possible perpetrator.” Female participants

They are now know how to maintain the safe distance to reduce and be safe from the risk of sexual violence, Not only female also the male can be in risk of the violence so it is equally important for male to follow the safety measure to be safe from possible risk. “Before I used to go to any and every place now I do not go to isolated places and maintain 5 feet distance”. Student_2_Boy. Maintaining safe distance is also one of the strategies that could be used in day to day life of the both male and female, especially important for those who travel through isolated area, forest area and the place which they identify as a risk zone.

Pre and post knowledge on safe distance varied by age. Figure 10 gives change in knowledge of respondents by age category

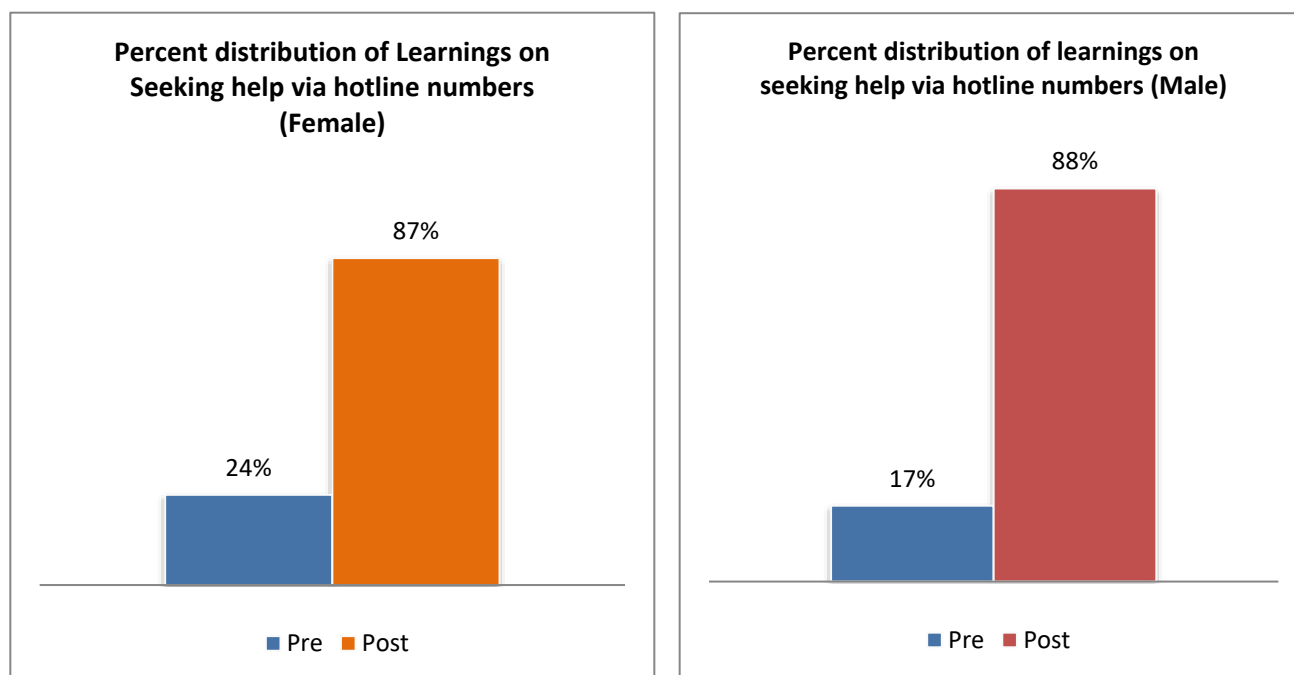
Figure 17 and 18: Percent distribution of knowledge of maintaining minimum safe distance from a perpetrator in a potential attack scenario (Female and Male) by age category



The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was higher than the female aged 20 and above and the change in knowledge in female under 19 is higher than the female aged 20 and above. The percent distribution according to age category shows that the knowledge in the male aged 20 and above in the pre intervention survey was higher than the male upto the age of 19. However, the change in knowledge in male under 19 is higher than the male aged 20 and above.

3.2.5 Learnings on seeking help via hotline numbers (Female and Male)

Figure 19 and 20: Percent distribution of learnings on seeking help via hotline numbers (Female and Male)



In the pre intervention survey 24% of the female had knowledge of learnings on seeking help via hotline numbers which increased to 87% in the post intervention survey. In the pre intervention survey 17% of the male had knowledge on seeking help via hotline numbers which increased to 88% in the post intervention survey.

Participants shared that now they know where to call if they face violence or sense possible violence- a knowledge they did not have prior to training. They did not know about the concept of hotline number and that such services existed. After the training they now know about hotline number as well as organisations who have that service. They have also learnt that it is not only about self-help but they can help victim who faced violence as well.

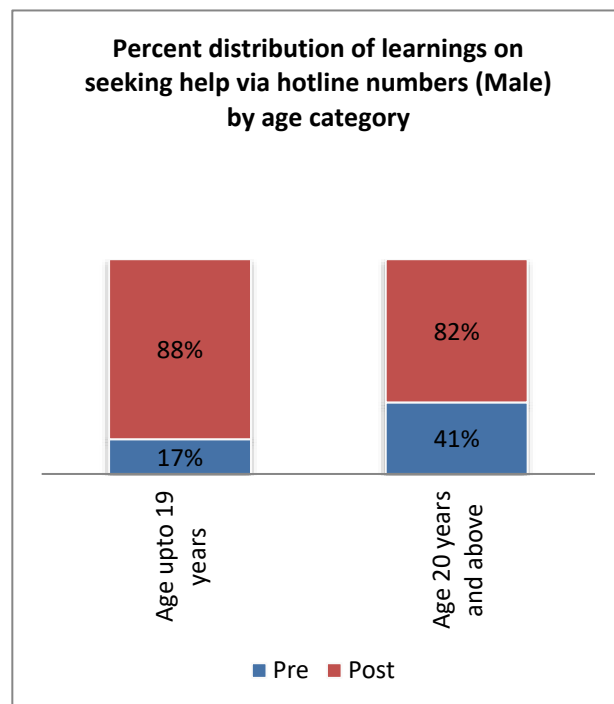
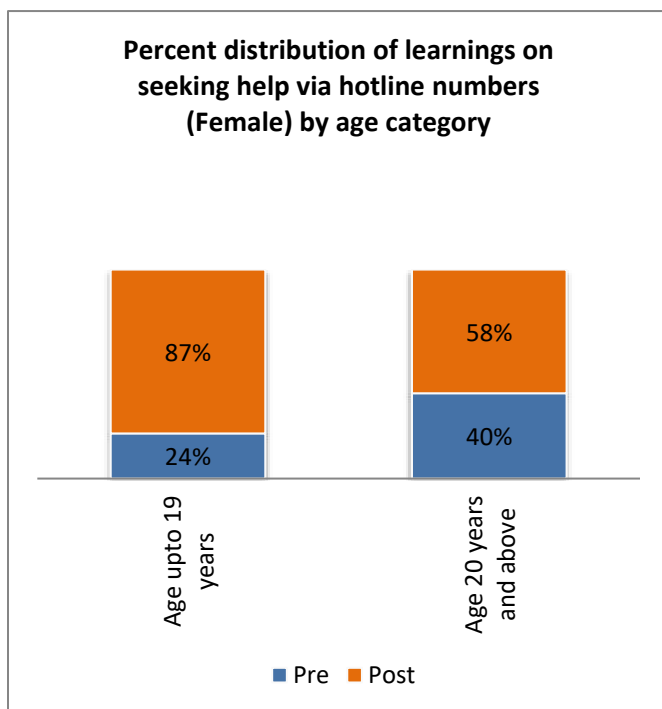
Participants are now confident that they can tackle the situation easily as they have hotline numbers provided where they can seek help if required and take further action. "I can respond to problem of sexual violence by informing my parents ask what I should do how to report, if I could not inform my parents, I will report in the numbers provided in this training."

Having hotline number with them made them feel more confident. Pre intervention they were aware that making call to particular/ respective number save them from possible violence and also help those who had faced the violence in taking further action. Participant consider this number as a one of the safety measures they could use in need.

Boys participants had stated that they would call police if they see anyone face sexual violence. Although they have realized that anyone can be the victim of sexual violence, however they still think that girls are more likely to be in risk of violence. Majority of the times participants boys are seen talking about helping other without realizing that they could also be in risk. After this training I think boys or men can stop sexual violence by trying to advice the perpetrator to not harass, by informing the parents of the victim or if needed by reporting it to the police." Student_6_Boy

"I now know men and boys can help women or girls fight sexual violence and if I see any acts of sexual violence I can speak against it. I will also suggest the person facing sexual violence to report the incident to his/her parents." Student_8_Boy

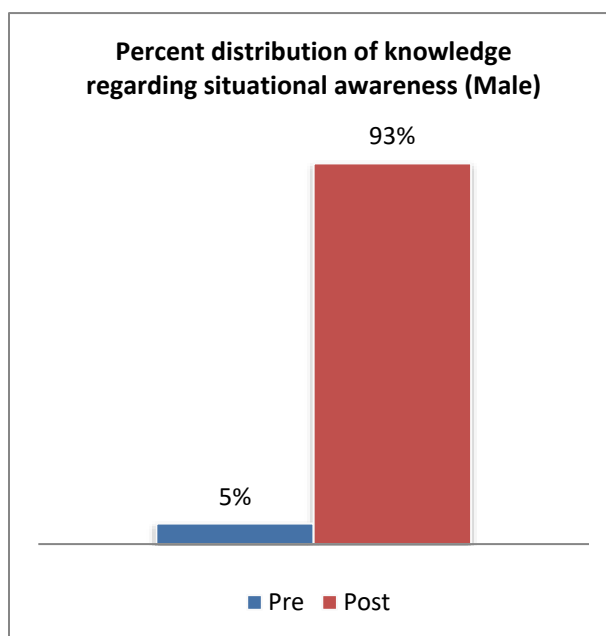
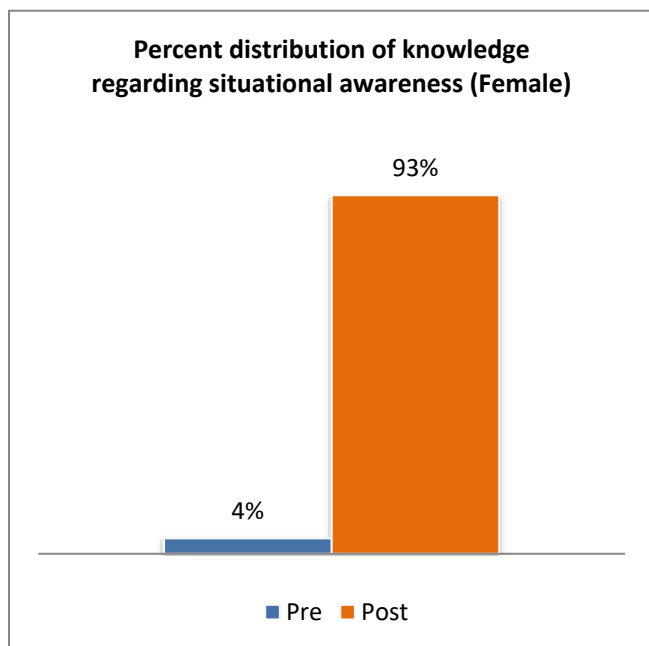
Figure 21 and 22: Percent distribution of learnings on seeking help via hotline numbers (Female and Male) by age category



The percent distribution according to age category shows that the knowledge in the female over the age of 20 in the pre intervention survey was higher than the female up to the age of 19 and the change in knowledge in female under 19 is higher than the female aged 20 and above. The percent distribution according to age category shows that the knowledge in the male over the age of 20 in the pre intervention survey was higher than the male up to the age of 19. However, the change in knowledge in male under 19 is higher than the male aged 20 and above.

3.2.6 Knowledge about situational awareness (Female and Male)

Figure 23 and 24: Percent distribution of knowledge regarding situational awareness (Female and Male)



In the pre intervention survey 4% of the female had knowledge regarding situational awareness which increased to 93% in the post intervention survey. In the pre intervention survey 5% of the male had knowledge regarding situational awareness which increased to 93% in the post intervention survey.

Situational awareness is linked with various aspect of this training. Respondents shared that the skill they have learned in the training is connected with the knowledge of situational awareness. They shared that they have understood the concept of situational awareness and that one has to act or to respond according the situation They shared that they have learnt that they should analyse risk situation and act accordingly.

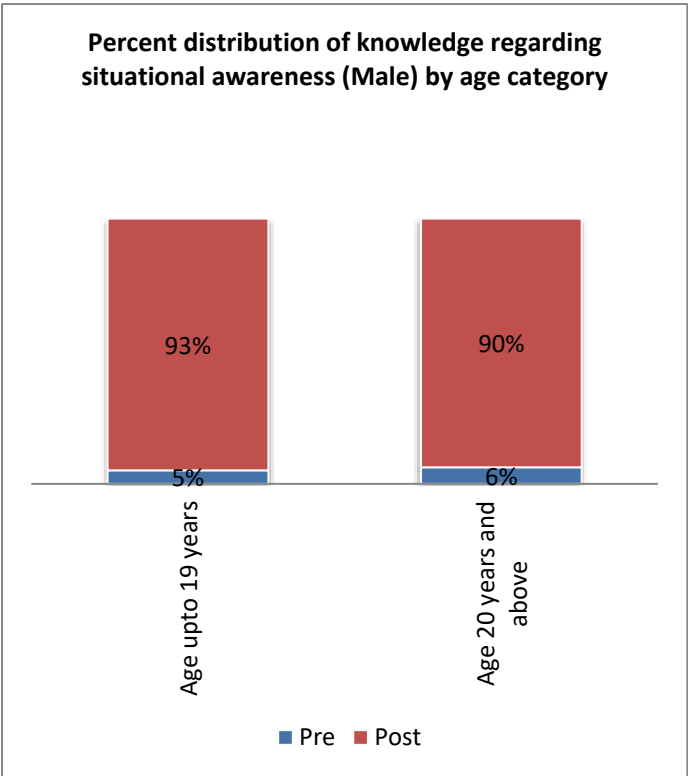
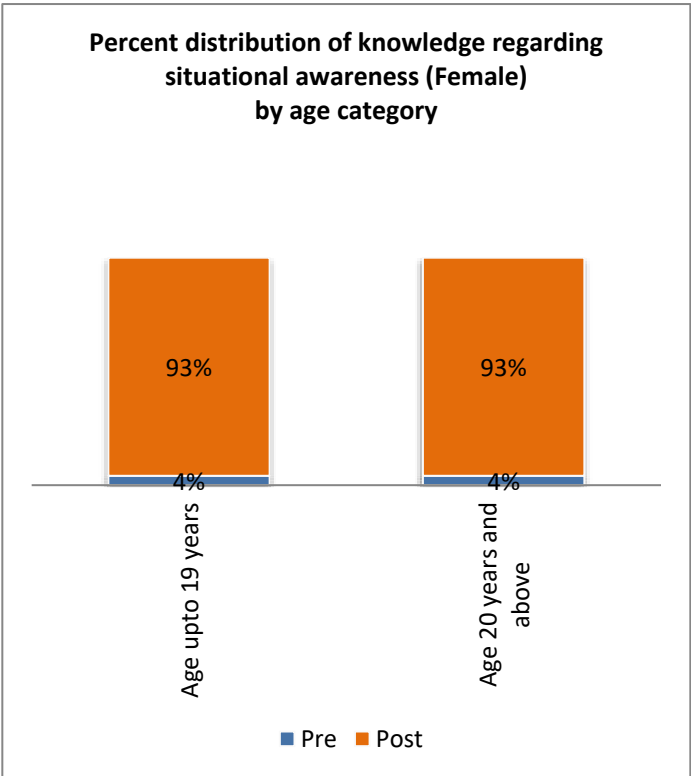
They also shared that they did not know about the concept of "fight or flight". Some respondents shared that they used to think fight is the option to defend oneself but after training they are now convinced that flight might also be a good situation at times. Now they feel that their responsiveness is determined by the situation. They also shared that rather than being haphazardly responsive. it would be safe for them if situation is analysed and act.

“This Fightback training has it has helped a lot if someone tries to pick me up from behind, if someone grabs hair and neck we know what to do. My confidence has increased. I learned Flight is better because you can save your life.” Female respondent

Female respondents also shared that they have learnt that avoiding the situation in the first place is better than trying to fight. “I also learned that although it depends on the situation but it is better to flight than fight.” Female respondent

Ability to identify the early signs of sexual violence enables them to analyse the situation and act accordingly. Boys now know how to tackle if they see anyone face sexual valence or in risk of violence. Participants learned various defence skills in training but learning skill is not enough of learners do not know where to make the use of this so situational awareness taught them how to analyse the situation and make the use of skilled accordingly. They are now able to make better choice between flight and fight and like girls’ majority of boy’s participant are also seen opting for flight over fight. “I have learned about fight and flight response to threat. Which is a better response it depends on the situation. If there’s gang of people trying to attack you, we should always flight but if the situation is where you have to deal with an individual and no option to flight then you have to fight.” Student_10_Boy

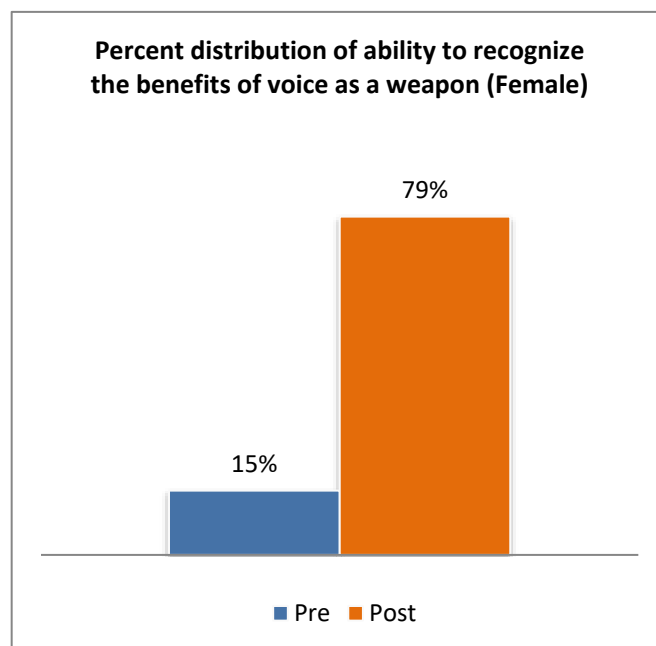
Figure 25 and 26: Percent distribution of knowledge regarding situational awareness (Female and Male) by age category



The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was the same as the female aged 20 and above and the change in knowledge in female under 19 and female aged 20 and above is the same post intervention survey. The percent distribution according to age category shows that the knowledge in the male upto the age of 19 in the pre intervention survey was higher than the male aged 20 and above and the change in knowledge in male under 19 is higher than the male aged 20 and above in the post intervention survey.

3.2.7. Ability to recognize the benefits of voice as a weapon

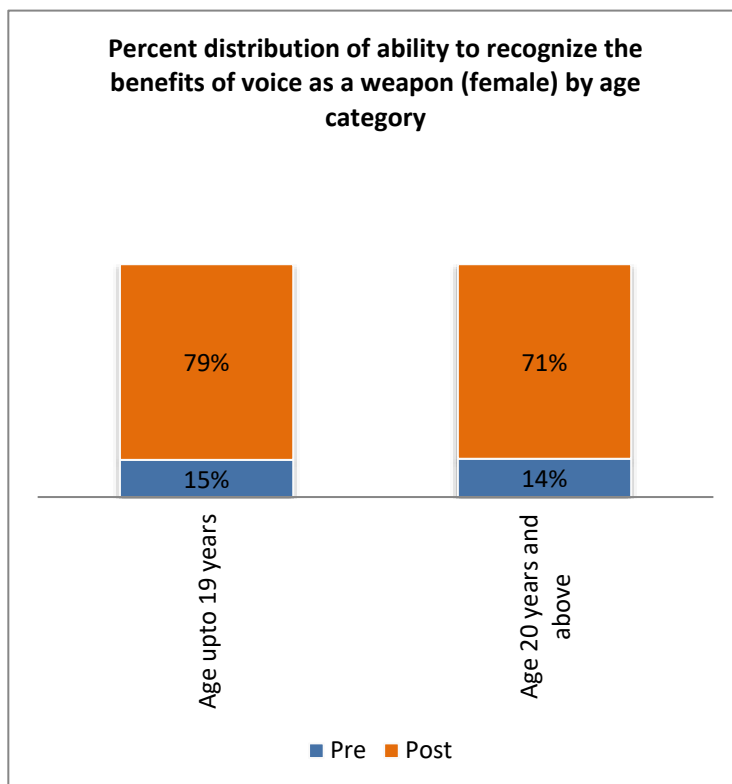
Figure 27: Percent distribution of ability to recognize the benefits of voice as a weapon (Female)



In the pre intervention survey 15% of the female had ability to recognize the benefits of voice as a weapon which increased to 79% in the post intervention survey. In the qualitative study, respondents shared that prior to the training, they had never contemplated on the use of voice as a weapon. However, they have now learnt that they can use their own voice as a weapon in times of risks to protect themselves. They shared that they have also learnt the skill of using voice to tackle violence in addition to learning voice can be used as a weapon. Participants shared that they can shout if they feel threat to stop perpetrators and take action that situation demands. Some respondents shared that even if they have no weapon to tackle they have realised how just one shout might help them in keeping themselves away from the harm that possible perpetrator can do.

“I learned to use my voice as a weapon to speak up if someone tries to harass me like: if someone catcalls or teases me while walking on the road, blocks my movement, etc.” Student _Female

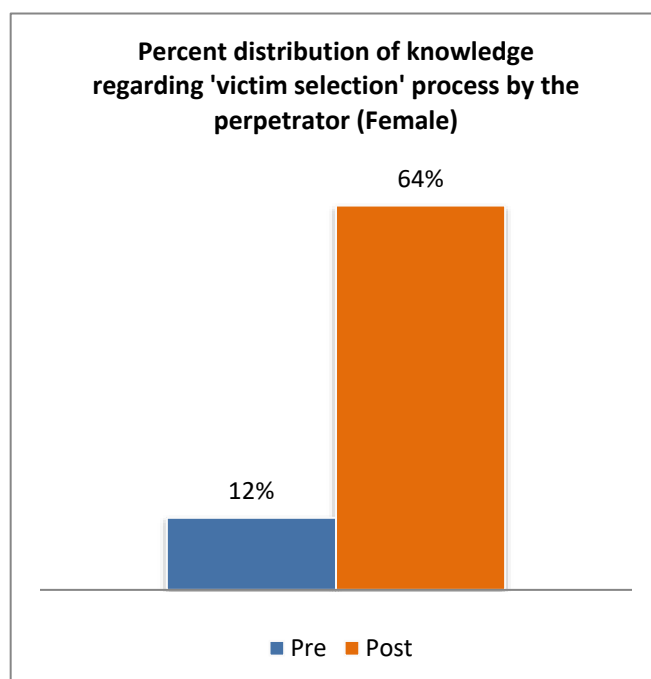
Figure 28 Percent distribution of ability to recognize the benefits of voice as a weapon (Female) by age category



The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was higher than the female aged 20 and above and the change in knowledge in female under 19 is higher than the female aged 20 and above.

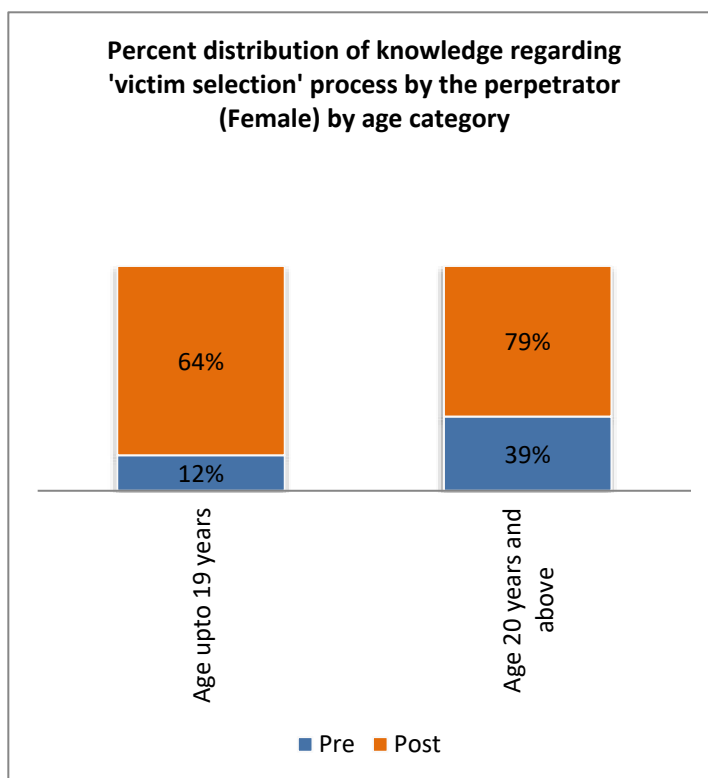
3.2.8 Knowledge regarding 'victim selection' process by the perpetrator (Female)

Figure 29: Percent distribution of knowledge regarding 'victim selection' process by the perpetrator (Female)



In the pre intervention survey 12% of the female had knowledge regarding 'victim selection' process by the perpetrator which increased to 64% in the post intervention survey.

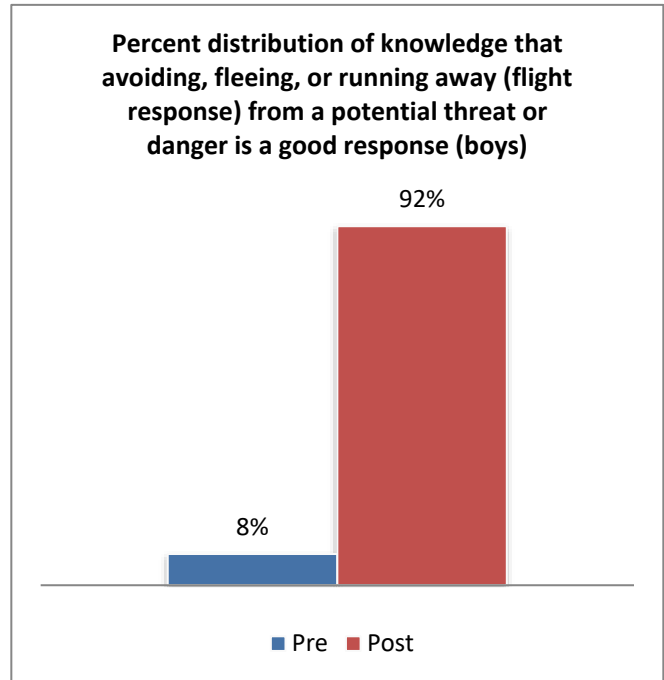
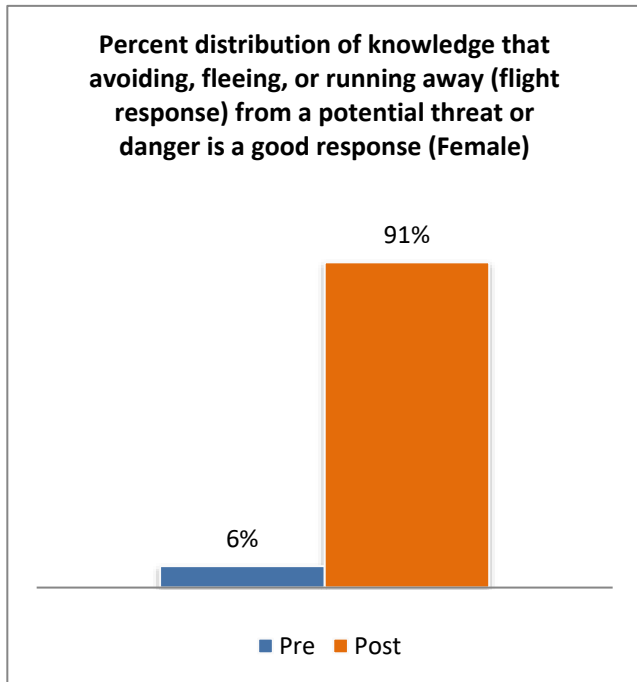
Figure 30: Percent distribution of knowledge regarding 'victim selection' process by the perpetrator (Female) by age category



The percent distribution according to age category shows that the knowledge in the female aged 20 and above in the pre intervention survey was higher than the female upto the age of 19 and the change in knowledge in female over 20 is higher than the female upto the age of 19

3.2.9 Knowledge that avoiding, fleeing, or running away (flight response) from a potential threat or danger is a good response

Figure 31 and 32: Percent distribution of knowledge that avoiding, fleeing, or running away (flight response) from a potential threat or danger is a good response (Female and Male)



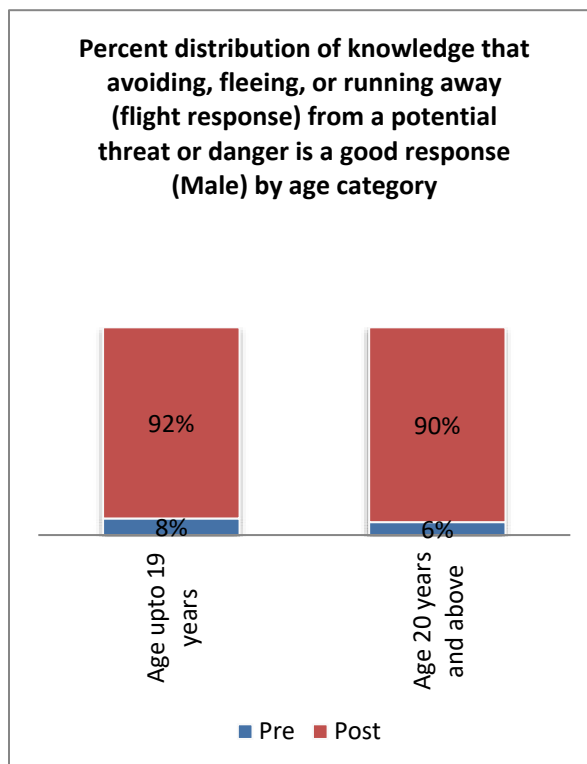
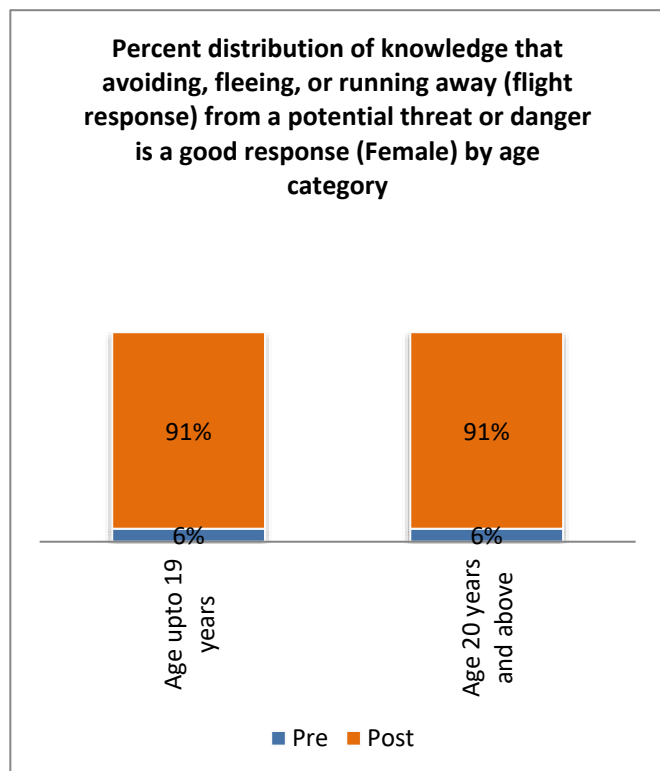
In the pre intervention survey 6% of the female had knowledge that avoiding, fleeing, or running away (flight response) from a potential threat or danger is a good response which increased to 91% in the post intervention survey. In the pre intervention survey 8% of the male had knowledge that avoiding, fleeing, or running away (flight response) from a potential threat or danger is a good response which increased to 92% in the post intervention survey.

Majority of participants shared that before the training, they thought their immediate response to an attack would be fight. However, they shared that the training has helped them reflect on the pros and cons of fight and flight. Having had the training, they shared that they have realised that in possible situations, flight is a better option to avoid potential threat as one might get injured in a fight.

“I learned that flight should always be the 1st option and if there’s no way to flight then I even learned the techniques to fight” Student5_Girl.

They also shared that even if they have learnt different defence skills, they would first consider flight over fight. This also applied to male respondents who shared that firstly with situational awareness, they would know about potential dangers and can take flight options without having to get into fight. They would chose fight only if situation demands or they feel there is no option other than fight.

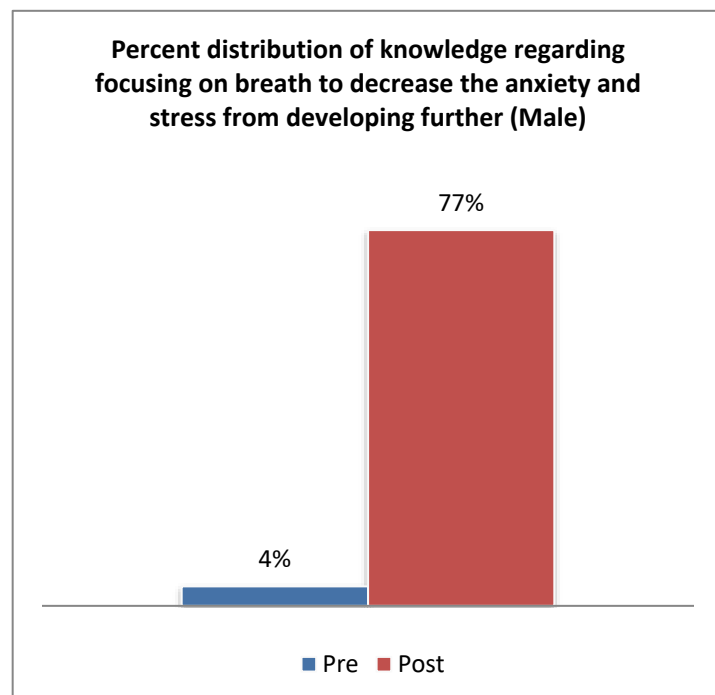
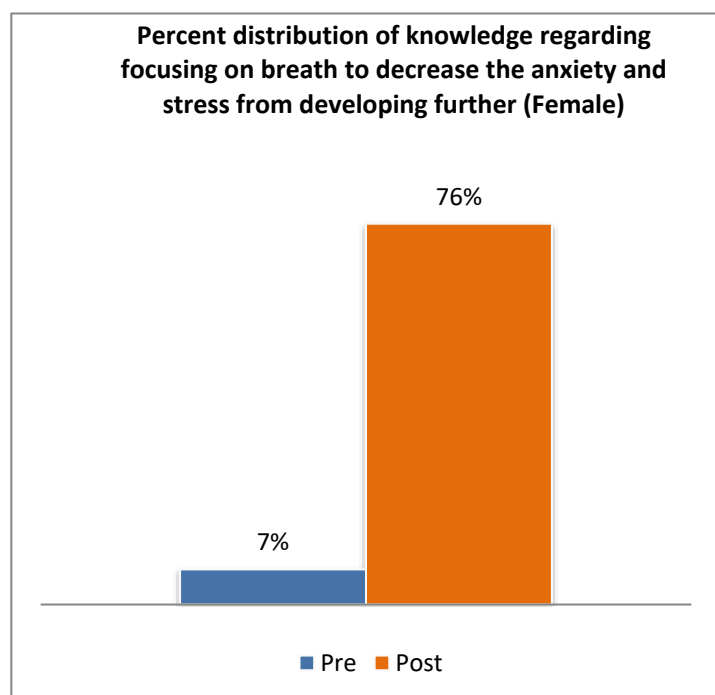
Figure 33 and 34: Percent distribution of knowledge that avoiding, fleeing, or running away (flight response) from a potential threat or danger is a good response (Female and Male) by age category



The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was the same as the female aged 20 and above and the change in knowledge in female under 19 and female aged 20 and above is the same post intervention survey. The percent distribution according to age category shows that the knowledge in the male upto the age of 19 in the pre intervention survey was higher than the male aged 20 and above and the change in knowledge in male under 19 is higher than the male aged 20 and above in the post intervention survey.

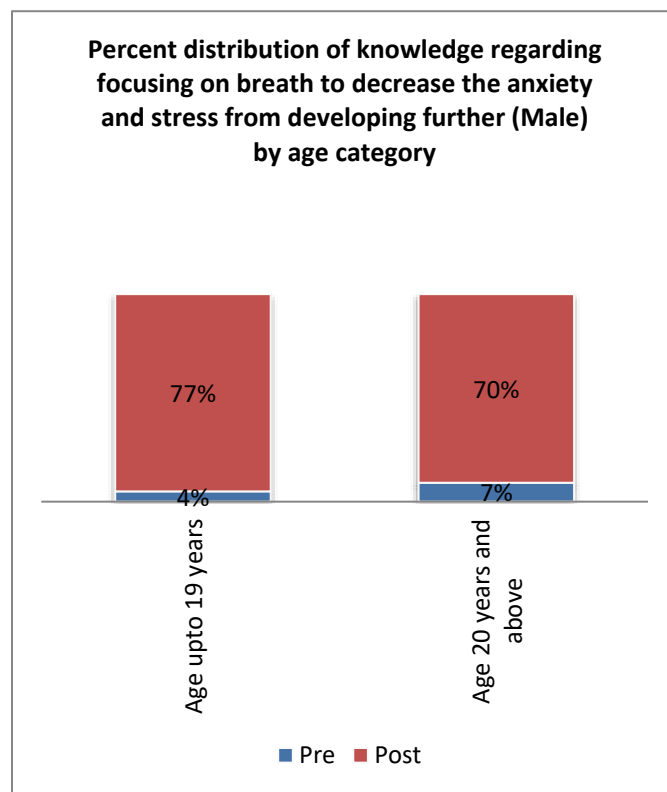
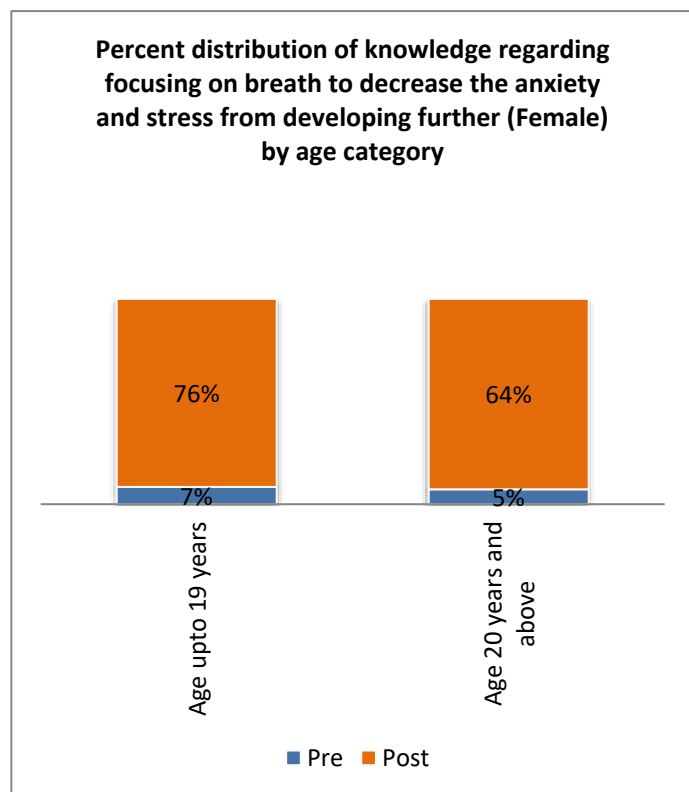
3.2.10 Knowledge regarding focusing on breath to decrease the anxiety and stress from developing further

Figure 35 and 36: Percent distribution of knowledge regarding focusing on breath to decrease the anxiety and stress from developing further (Female and Male)



In the pre intervention survey 7% of the female had knowledge regarding focusing on breath to decrease the anxiety and stress from developing further which increased to 76% in the post intervention survey. In the pre intervention survey 4% of the male had knowledge regarding focusing on breath to decrease the anxiety and stress from developing further which increased to 77% in the post intervention survey. In the qualitative interview too, respondents both male and female shared that they did not know about the use of breadth to deal with anxiety before the training. However, after the training, they have learnt to focus on breath and use it to deal with anxiety and stress and to stop it from further developing in case of potential risks.

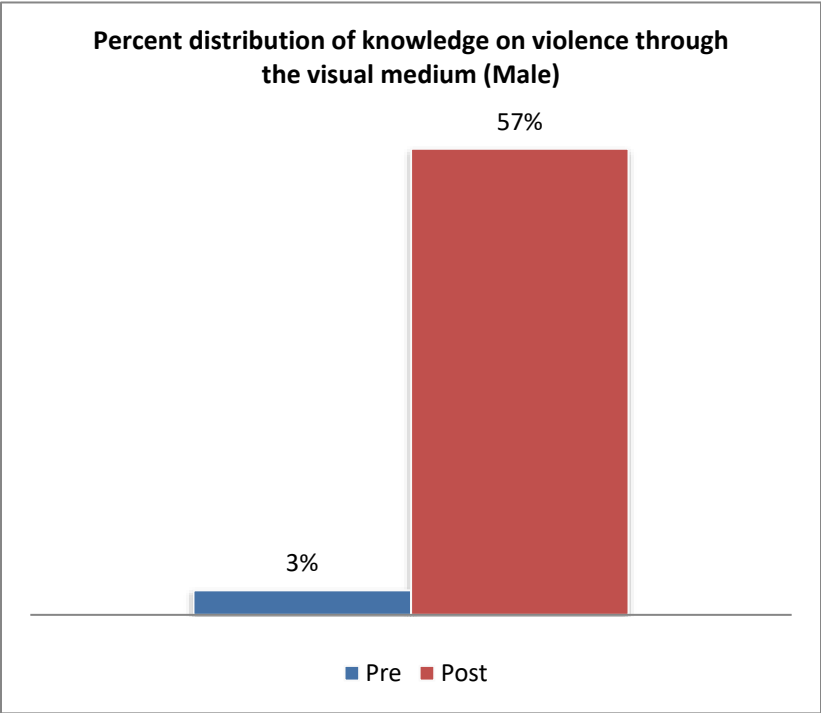
Figure 37 and 38: Percent distribution of knowledge regarding focusing on breath to decrease the anxiety and stress from developing further (Female and Male) by age category



The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was higher than the female aged 20 and above and the change in knowledge in female under 19 is higher than the female aged 20 and above. The percent distribution according to age category shows that the knowledge in the male over the age of 20 in the pre intervention survey was higher than the male upto the age of 19. However, the change in knowledge in male under 19 is higher than the male aged 20 and above in the post intervention survey.

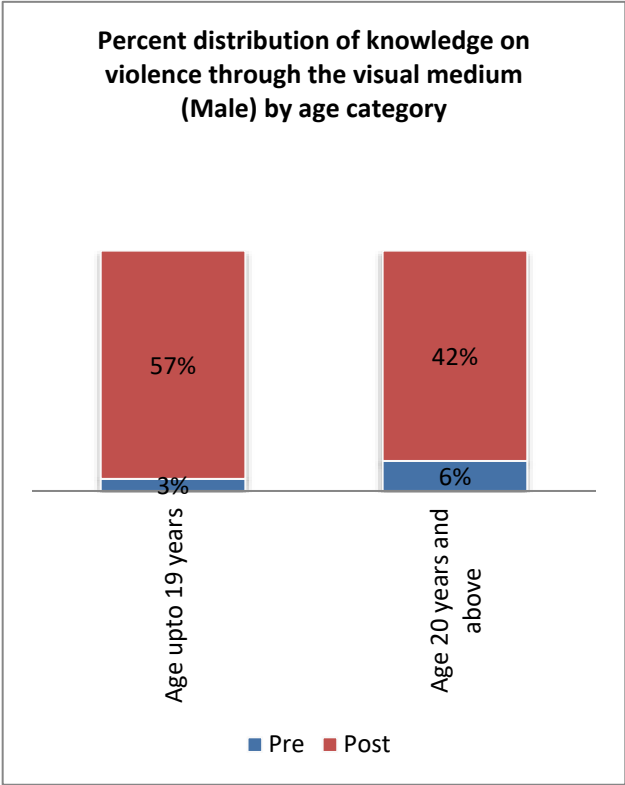
3.2.11 Knowledge on violence through the visual medium

Figure 39: Percent distribution of knowledge on violence through the visual medium (Male)



The other significant increase in knowledge was about cybercrime. This was stated by all the target groups. They shared that they have now learnt what cybercrime entails, its different forms and how use of social media and cybercrime are linked. Girls and boys shared increased knowledge on how to keep themselves protected from cybercrimes.

Figure 40: Percent distribution of knowledge on violence through the visual medium (Male) by age category



In the pre intervention survey 3% of the male had knowledge on violence through the visual medium which increased to % 57 in the post intervention survey. The respondents shared that they were not aware that violence can also happen through visual medium. However, since participating in the training, they have become aware that perpetrators can cause violence on them even though visual medium.

The percent distribution according to age category shows that the knowledge in the male aged 20 and above in the pre intervention survey was higher than the male upto the age of 19. However, the change in knowledge in male under 19 is higher than the male aged 20 and above.

3.2.12. Knowledge on options of intervention after assessing the risks involved

Figure 41: Percent distribution of knowledge on options of intervention after assessing the risks involved (Male)

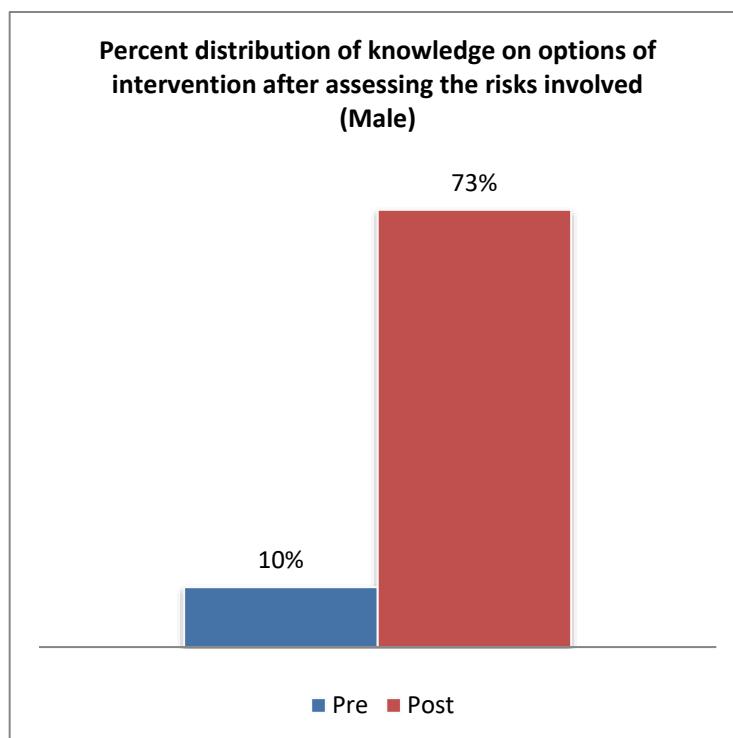
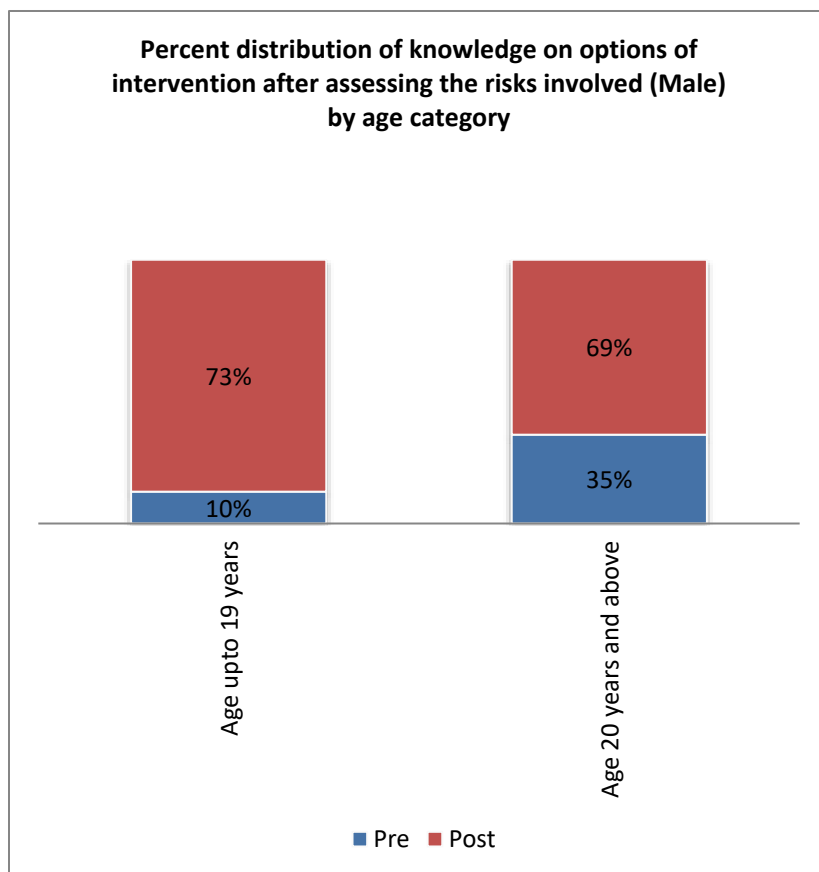


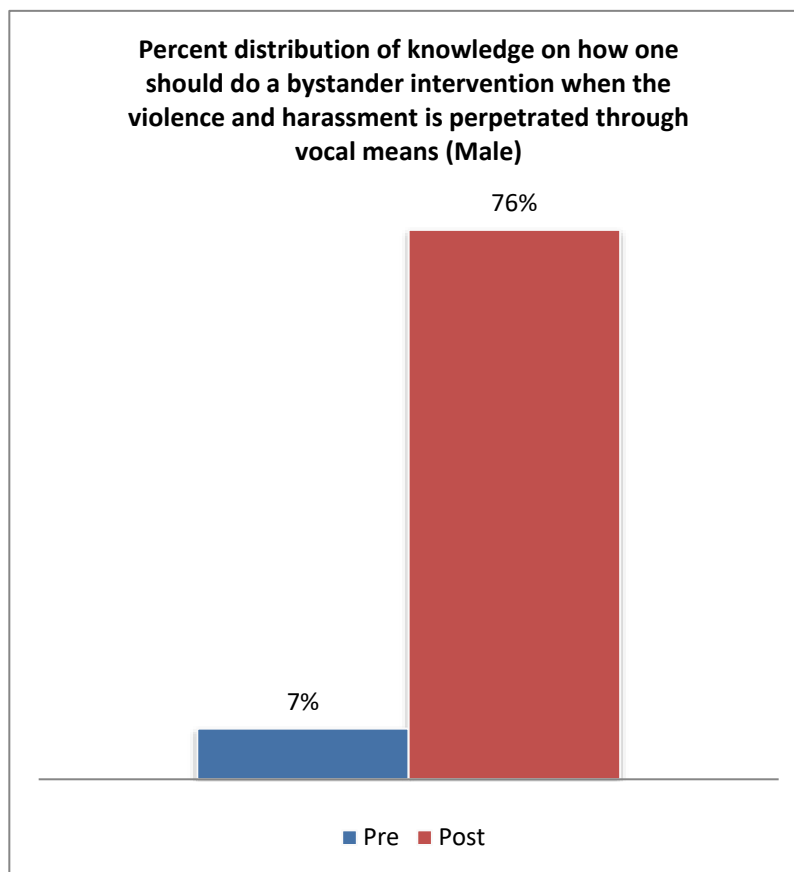
Figure 42: Percent distribution of knowledge on options of intervention after assessing the risks involved (Male) by age category



In the pre intervention survey 10% of the male had knowledge on options of intervention after assessing the risks involved which increased to 73% in the post intervention survey. The percent distribution according to age category shows that the knowledge in the male over the age of 20 in the pre intervention survey was higher than the male upto the age of 19. However, the change in knowledge in male under 19 is higher than the male aged 20 and above in the post intervention survey.

11. Knowledge on how one should do a bystander intervention when the violence and harassment is perpetrated through vocal means (Male)

Figure 43: Percent distribution of knowledge on how one should do a bystander intervention when the violence and harassment is perpetrated through vocal means (Male)

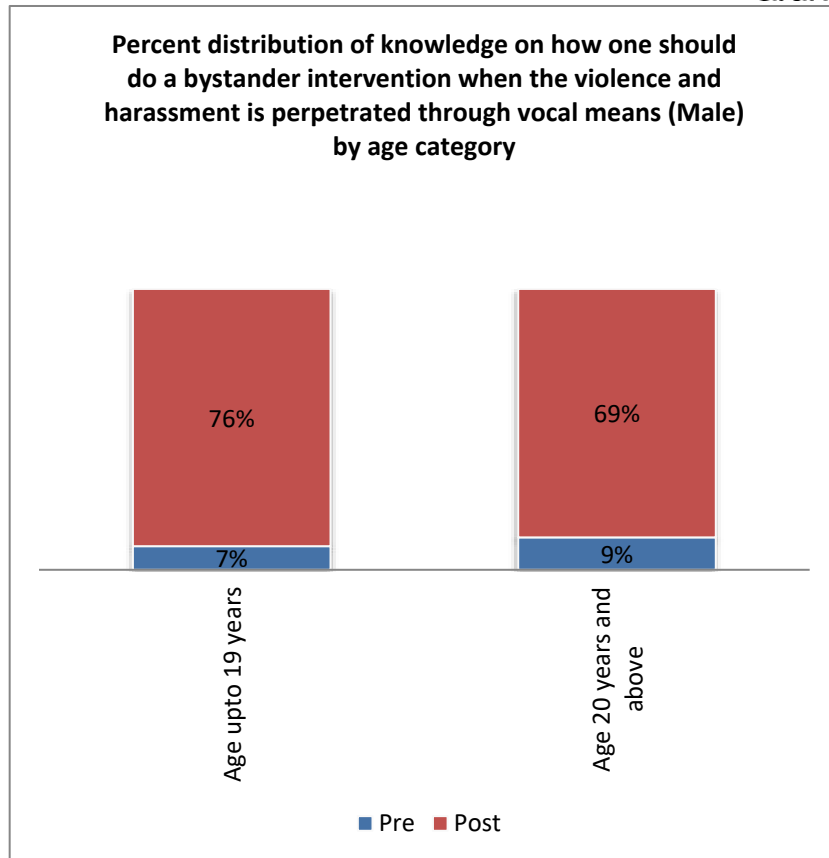


Male participant stated that they would definitely intervene if they witness violence and they further shared that their response would depend on the situation. They also shared that even if they are unable to settle the situation on their own, they would take help from others such as by calling the police or in the hotline numbers provided in the training. The following was common response by boys who participated in the training

“I can help by physically responding or verbally or by reporting to police or by taking help.” Student_2_Boy

They also shared that, in addition to reporting as bystanders, they would use voice as a weapon to save victim from the violence or prevent possible risk of violence.

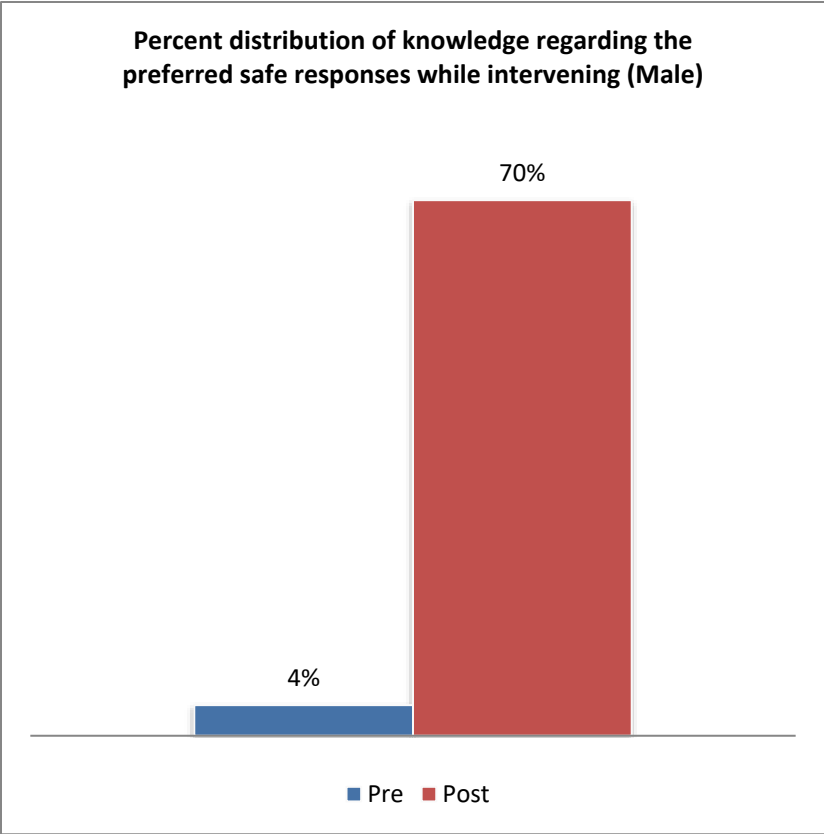
Figure 44: Percent distribution of knowledge on how one should do a bystander intervention when the violence and harassment is perpetrated through vocal means (Male) by age category



In the pre intervention survey 7% of the male had knowledge on how one should do a bystander intervention when the violence and harassment is perpetrated through vocal means which increased to 76% in the post intervention survey. The percent distribution according to age category shows that the knowledge in the male aged 20 and above in the pre intervention survey was higher than the male upto the age of 19. However, the change in knowledge in male under 19 is higher than the male aged 20 and above in the post intervention survey.

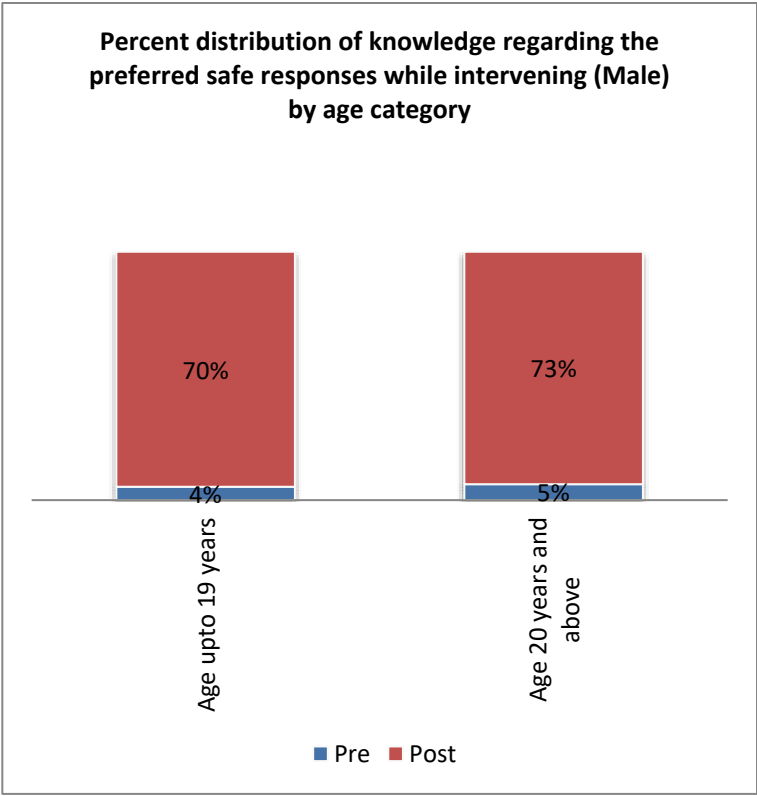
3.2.13 Knowledge regarding the preferred safe responses while intervening

Figure 45: Percent distribution of knowledge regarding the preferred safe responses while intervening (Male)



In the pre intervention survey 4% of the male had knowledge about the preferred safe responses while intervening which increased to 70% in the post intervention survey. Male participants shared that prior to the training, they would not think about preferred safe response while intervening in any case even if they intervened in it in the first place. However, after the training, they have learnt the concept of "safe response" to any violence as bystanders and will think about preferred safe response when intervening in case of violence on others.

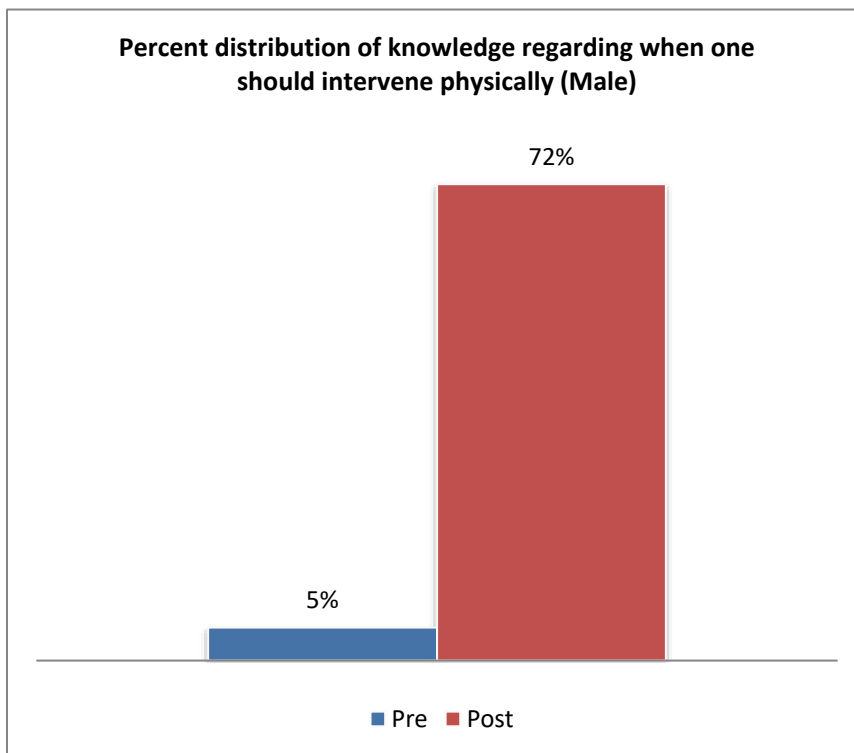
Figure 46: Percent distribution of knowledge regarding the preferred safe responses while intervening (Male) by age category



The percent distribution according to age category shows that the knowledge in the male aged 20 and above in the pre intervention survey was higher than the male upto the age of 19 and the change in knowledge in male over the age of 20 is higher than the male upto the age of 19 in the post intervention survey.

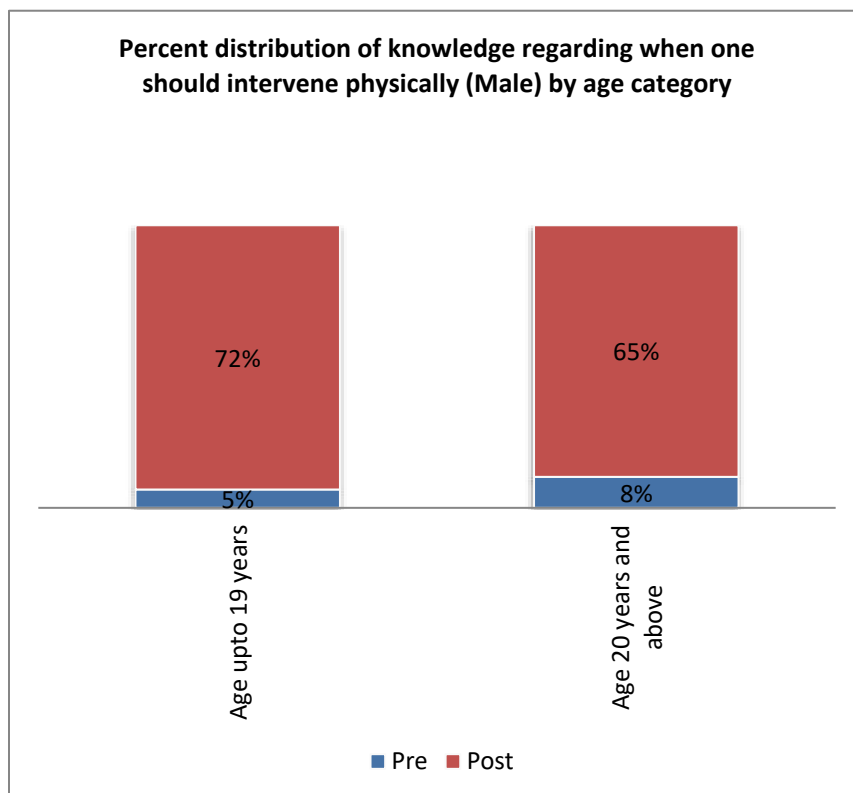
3.1.14. Knowledge regarding when one should intervene physically (Male)

Figure 47: Percent distribution of knowledge regarding when one should intervene physically (Male)



Majority of male participants shared that, after the training they gained knowledge on how and why to intervene. They further stated that one should not ignore if they witness any forms of violence or sense risk of violence. They now know how important it is to save someone from possible risk or violence. They further shared that they have also learnt when is a good time to intervene.

Figure 48: Percent distribution of knowledge regarding when one should intervene physically (Male) by age category



In the pre intervention survey 5% of the male had knowledge regarding when one should intervene physically which increased to 72% in the post intervention survey. The percent distribution according to age category shows that the knowledge in the male aged 20 and above in the pre intervention survey was higher than the male upto the age of 19. However, the change in knowledge in male under 19 is higher than the male aged 20 and above in the post intervention survey.

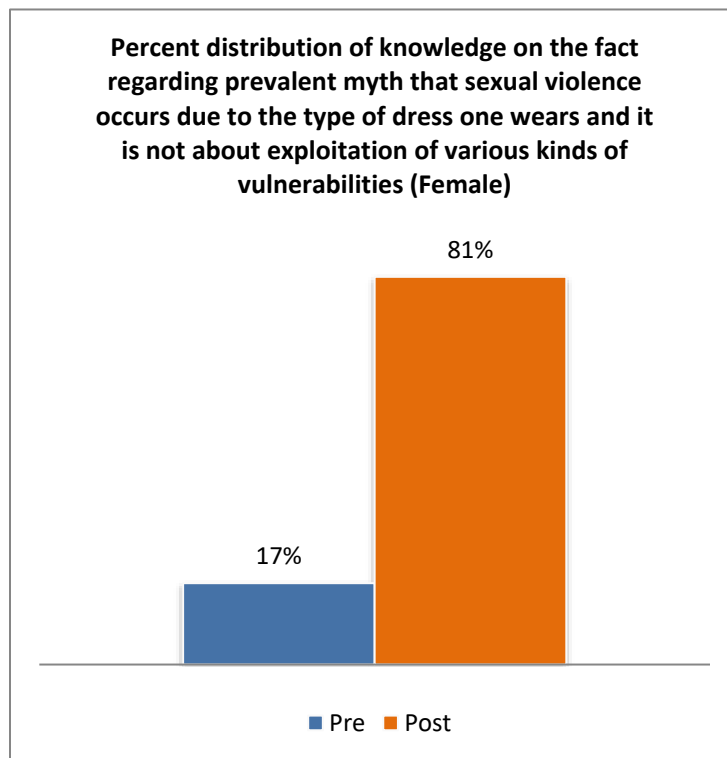
1.2: Change in Attitude

In the study we looked at change in attitude towards sexual violence, how to seek help, and reporting of violence and harassment attitude towards gender roles. The survey shows a significant increase and positive change of attitude after the training. The changes are given in Table 8 and 9 (Annex)

Attitude questions Female

3.3.1 Attitude towards sexual violence

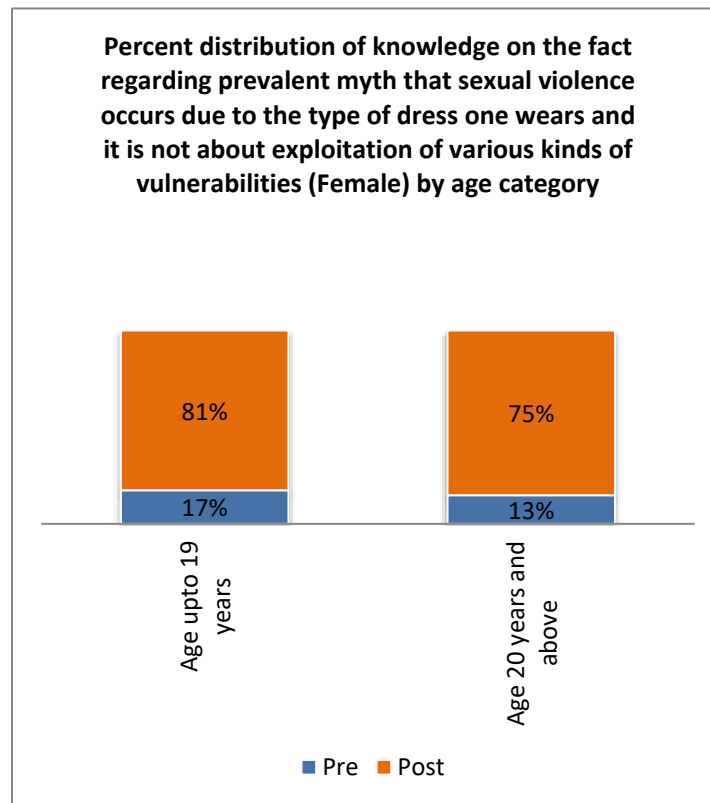
Figure 49: Percent distribution of knowledge on the fact regarding prevalent myth that sexual violence occurs due to the type of dress one wears and it is not about exploitation of various kinds of vulnerabilities (Female)



Female participants shared that they have changed attitude towards the relationship between violence and provocative dresses after the training. Prior to the training, they agreed to the idea that girls wearing provocative dresses are likely to face more violence. However, after the training, their attitude has changed. They now feel that violence does not take place because of the dress one wears as the dress they prefer to wear does not make them prone to risk of violence. They also think that the dress female wear never should be the reason of violence as they can wear whatever dress they are comfortable with as shown below. They shared they also have changed their attitude on link between girls mobility and violence. They shared that they now do not feel that girls are to blame for violence upon themselves.

“Before fightback training I could not walk at night and I thought girls were also to blame for sexual violence now I know it is not because of walking at night and dress but it is the fault in the thought of the perpetrator.”Student_3_Girl After the training they feel safe as they are now able to tackle possible risk.

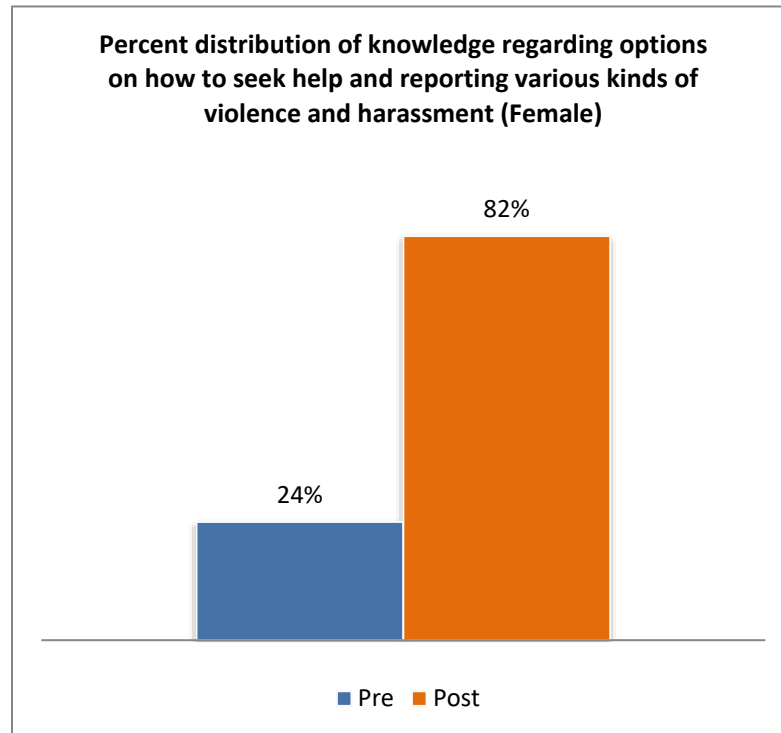
Figure 50: Percent distribution of knowledge on the fact regarding prevalent myth that sexual violence occurs due to the type of dress one wears and it is not about exploitation of various kinds of vulnerabilities (Female) by age category



In the pre intervention survey 17% of the female had knowledge on the fact regarding prevalent myth that sexual violence occurs due to the type of dress one wears and it is not about exploitation of various kinds of vulnerabilities which increased to 81% in the post intervention survey. The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was higher than the female aged 20 and above and the change in knowledge in female under 19 is higher than the female aged 20 and above.

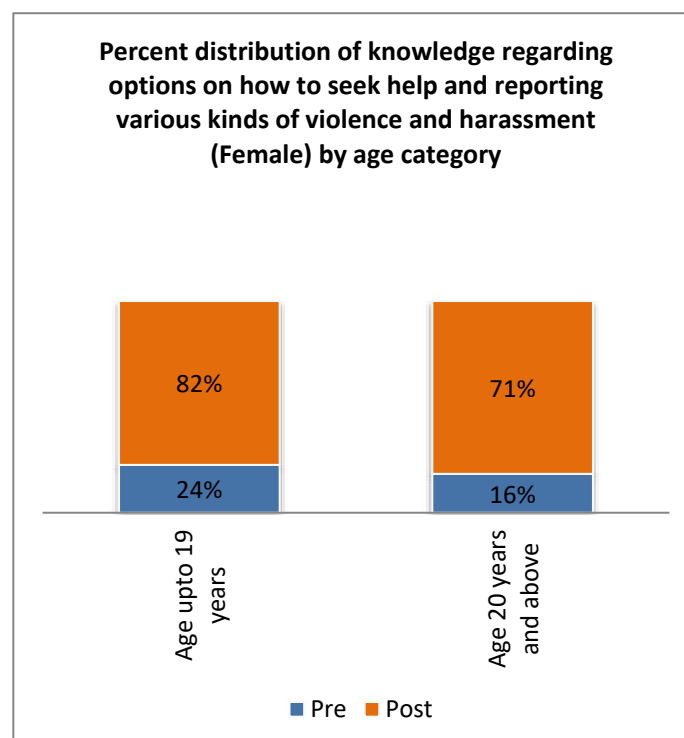
3.3.2 Attitudes towards dealing with violence and harassment

Figure 51: Percent distribution of knowledge regarding options on how to seek help and reporting various kinds of violence and harassment (Female)



After the training, respondents seemed more confident in dealing with violence. They shared that they are now able to identify the various forms of violence and the response. They have also learnt how to report or help or report violence. They shared that they have learnt the questionnaire thoroughly. They also shared that their confidence around seeking help, calling hotline number etc has changed for good. They stated that, now they can seek help from any one and easily make a call to hotline number. Prior to training they were hesitant to share the problems associated with sexual violence with family/ parents, teachers but this is not the case now. They shared that they are comfortable sharing problem with the person they trust. Now they are able to seek help from their family to take further action against the perpetrators.

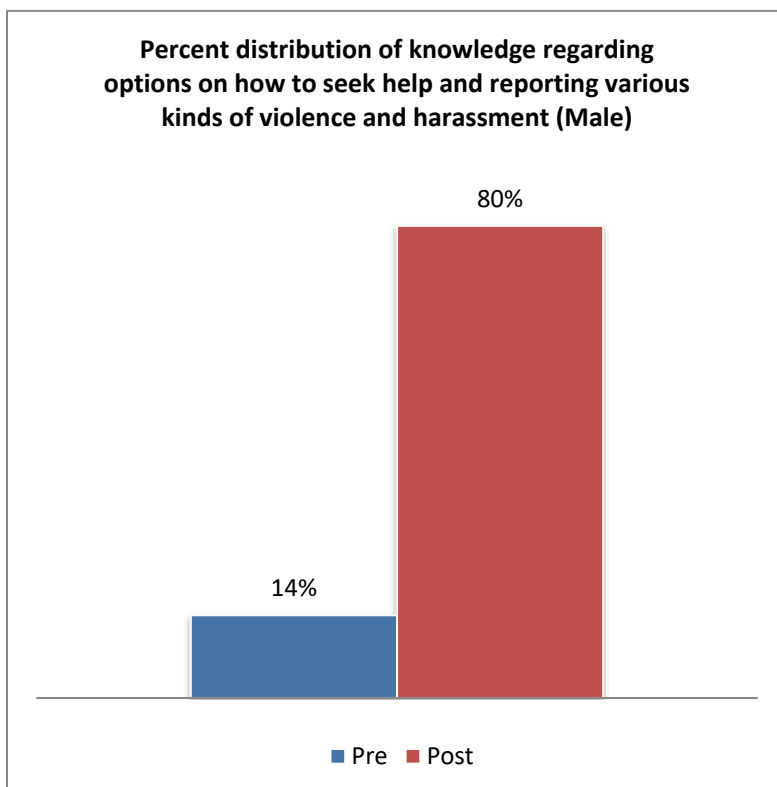
Figure 52: Percent distribution of knowledge regarding options on how to seek help and reporting various kinds of violence and harassment (Female) by age category



In the pre intervention survey 24% of the female had knowledge regarding options on how to seek help and reporting various kinds of violence and harassment which increased to 82% in the post intervention survey. The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was higher than the female aged 20 and above and the change in knowledge in female under 19 is higher than the female aged 20 and above.

3.3.3 Attitude towards intervening in cases of violence and harassment including as bystanders

Figure 53: Percent distribution of knowledge regarding options on how to seek help and reporting various kinds of violence and harassment (Male)



Male participants shared that they now have changed attitude towards helping as bystanders. They shared that they would seek help if they witness any forms of violence now. They also said that first they would try to intervene or stop perpetrators by themselves but when this was not possible, they would now not hesitate to seek help to rescue the victim from a situation of violence.

“If boys do it we have to raise awareness and say it is a bad thing. If it happens to my friend I will not intervene alone but with friends.” Student_6_Boy

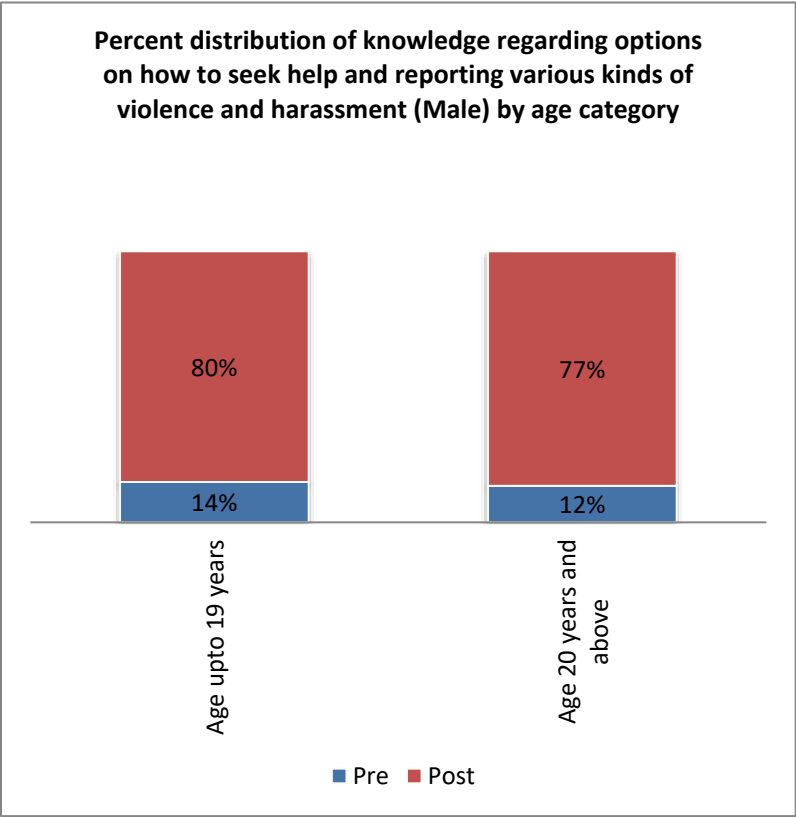
They also shared that their attitude towards reporting to the police has changed. After the training, they shared that they would not feel uncomfortable to report to the police as was the case prior to the training.

“I think I can help the victim, if the perpetrator is stronger then I will inform someone otherwise I will respond by myself” Student_2_Boy_Kathmandu

They also shared changed attitude towards parental sharing. They shared that they would personally share their problems with parents and also encourage/help victims to share her /his problem with his/her parents so that further action could be taken.

“If someone I know is facing violence, I will talk to the person who is doing violence and also tell my friend to inform parents if not then report to parents through friends.” Student_2_Boy

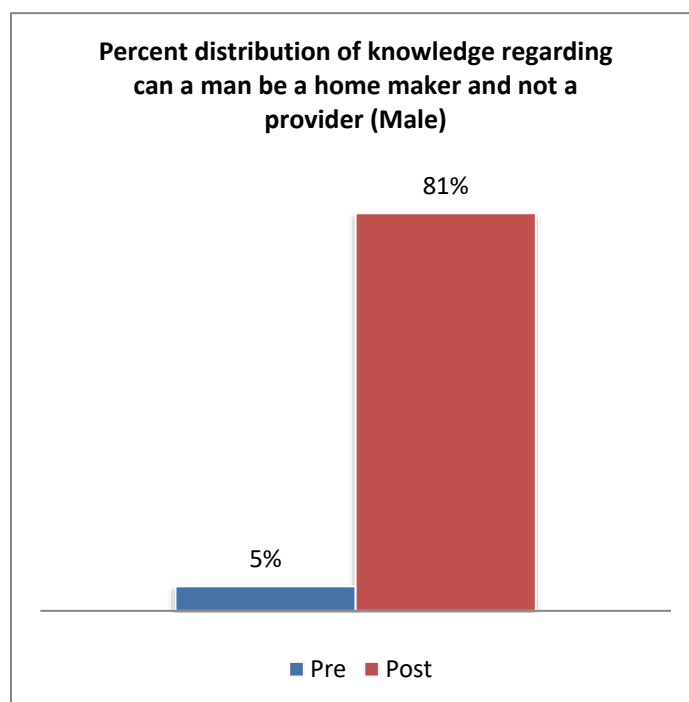
Figure 54: Percent distribution of knowledge regarding options on how to seek help and reporting various kinds of violence and



In the pre intervention survey 14% of the male had knowledge regarding options on how to seek help and reporting various kinds of violence and harassment which increased to 80% in the post intervention survey. The percent distribution according to age category shows that the knowledge in the male upto the age of 19 in the pre intervention survey was higher than the male aged 20 and above and the change in knowledge in male under 19 is higher than the male aged 20 and above in the post intervention survey.

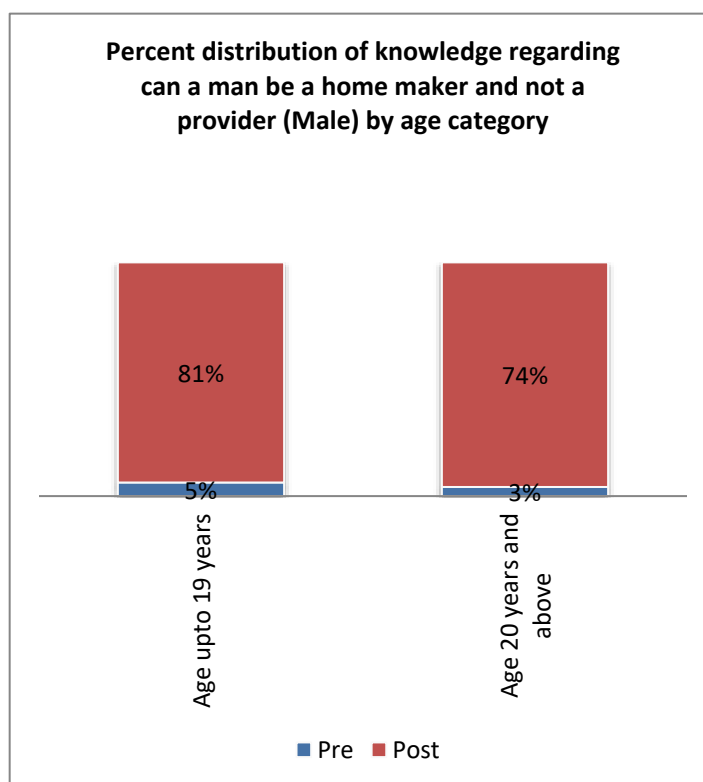
3.3.4 Can a man be a home maker and not a provider

Figure 55: Percent distribution of knowledge regarding can a man be a home maker and not a provider (Male)



The survey also showed a changed attitude towards the role of men among male respondents. Prior to the survey 5% of male respondents believed that men could be a home maker and does not necessarily have to be a provider. After the survey this attitude was held by 81% of the respondents.

Figure 56: Percent distribution of knowledge regarding can a man be a home maker and not a provider (Male) by age category



In the pre intervention survey 5% of the male had knowledge on can a man be a home maker and not a provider which increased to

81% in the post intervention survey. The percent distribution according to age category shows that the knowledge in the male upto the age of 19 in the pre intervention survey was higher than the male aged 20 and above and the change in knowledge in male under

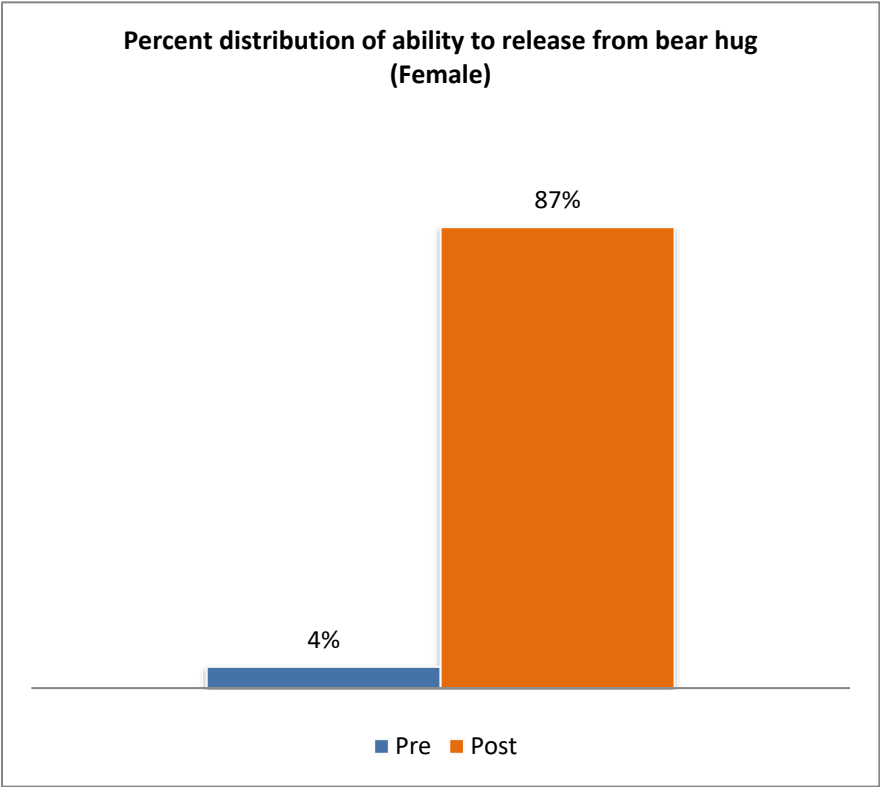
19 is higher than the male aged 20 and above in the post intervention survey.

1.3 Change in Practice

In change in practice we asked respondents about how they would response to bear hugs, neck grab and hair grab from perpetrators. In all the cases and in both the survey and the qualitative study, respondents shared that after their training, their practice of self defence has changed for the three circumstances. The changes for all categories of practices are given in Annex in Table 10.

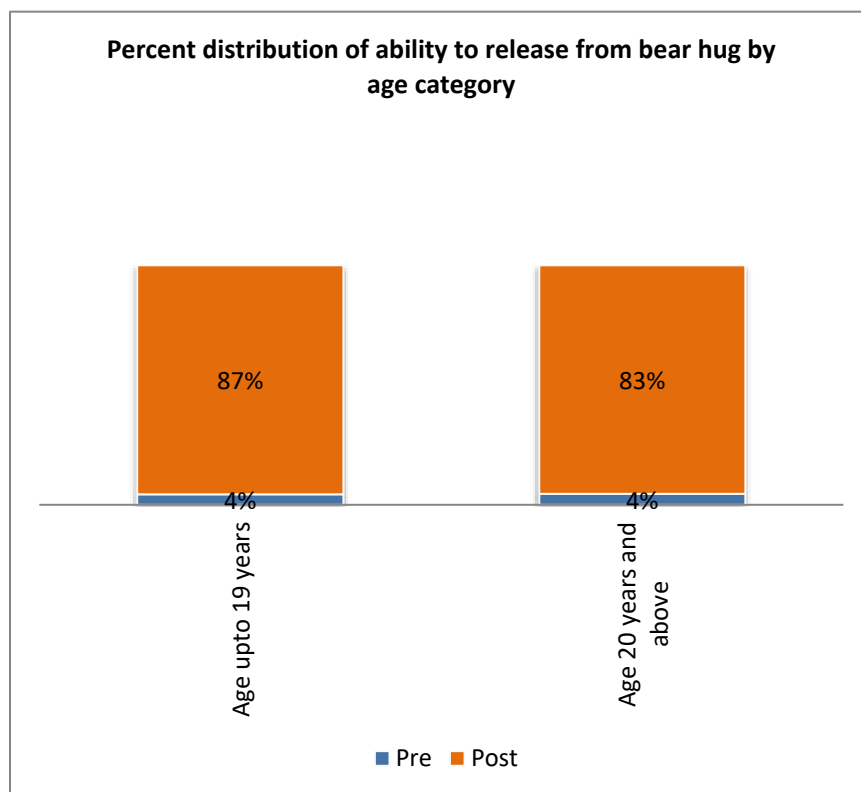
3.4.1 Release from bear hug

Figure 61: Percent distribution of ability to release from bear hug



Respondents shared that if need arises they will release themselves from bear hug. Prior to the training only 4% of respondents would release themselves from uncomfortable bear hug but after the training this proportion was 87%.

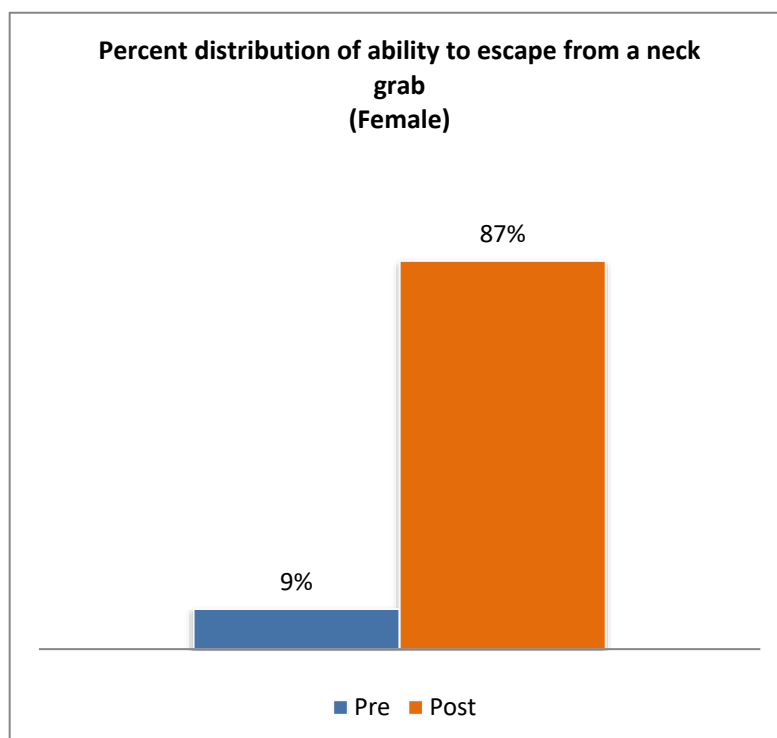
Figure 62: Percent distribution of ability to release from bear hug by age category



The percent distribution according to age category who would release themselves from bear hug in the age category "upto the age of 19" in the pre intervention survey was the same as the female aged 20 and above. However, the change in knowledge in female under 19 is higher than the female aged 20 and above.

3.4.2 Escape from a neck grab

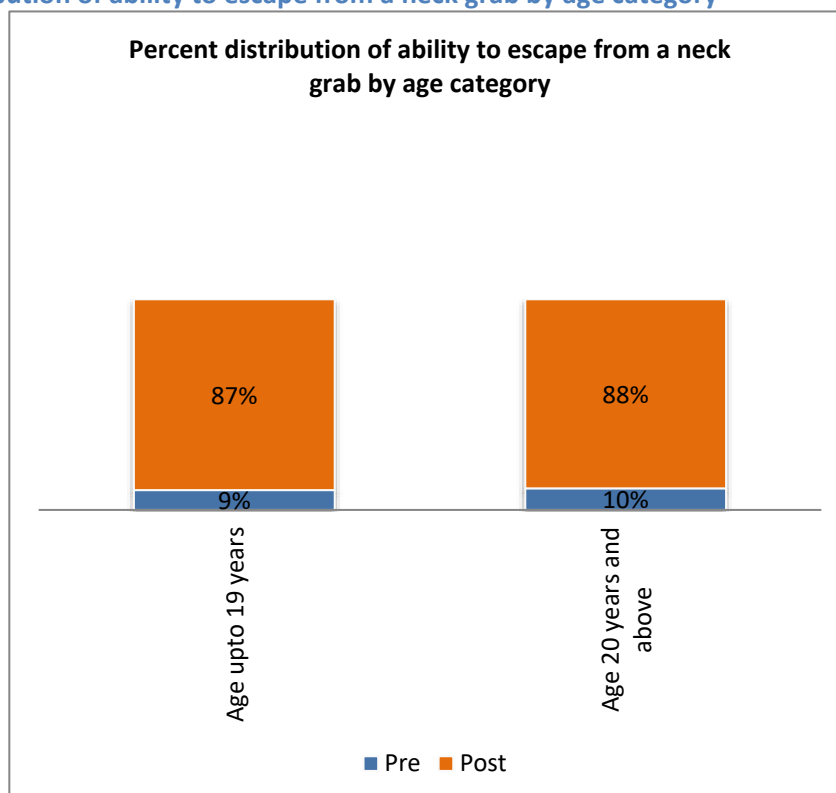
Figure 63: Percent distribution of ability to escape from a neck grab



In the qualitative study as well, participants shared similar changes in practice regarding neck grab. They shared that having learnt and tried the skill, they can now defend themselves from neck grab when attacked.

“I have tried the techniques taught her yesterday while I was walking in the road boys teased me tried to grab my hand and hair, I released the hand and said do not touch my hair.” Student_3_Girl

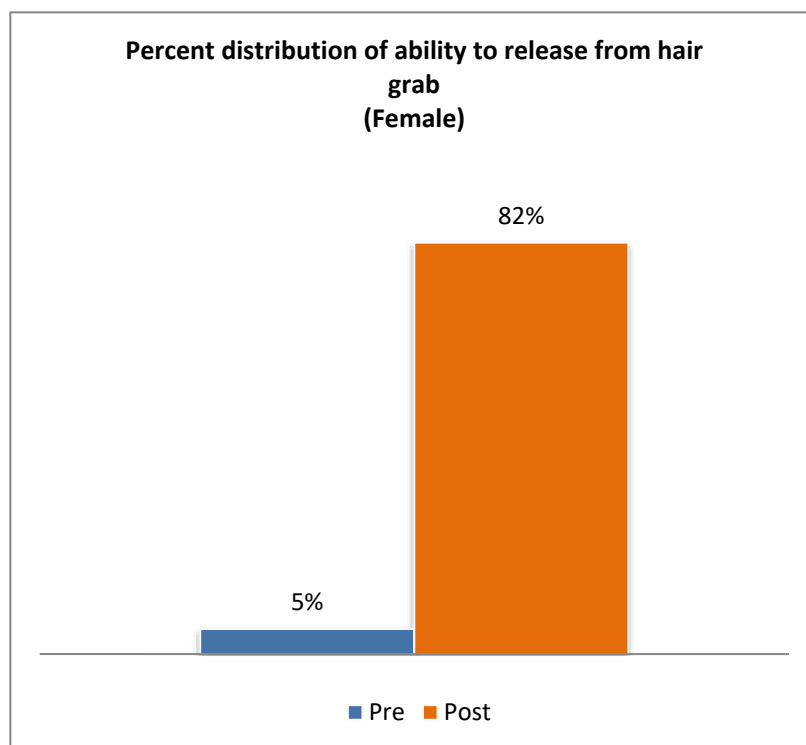
Figure 64: Percent distribution of ability to escape from a neck grab by age category



In the pre intervention survey 9% of the female could escape from a neck grab which increased to 87% in the post intervention survey. The percent distribution according to age category shows that the knowledge in the female aged 20 and above was more than female up to the age of 19 in the pre intervention survey and the change in knowledge in the female aged 20 and above was more than female up to the age of 19

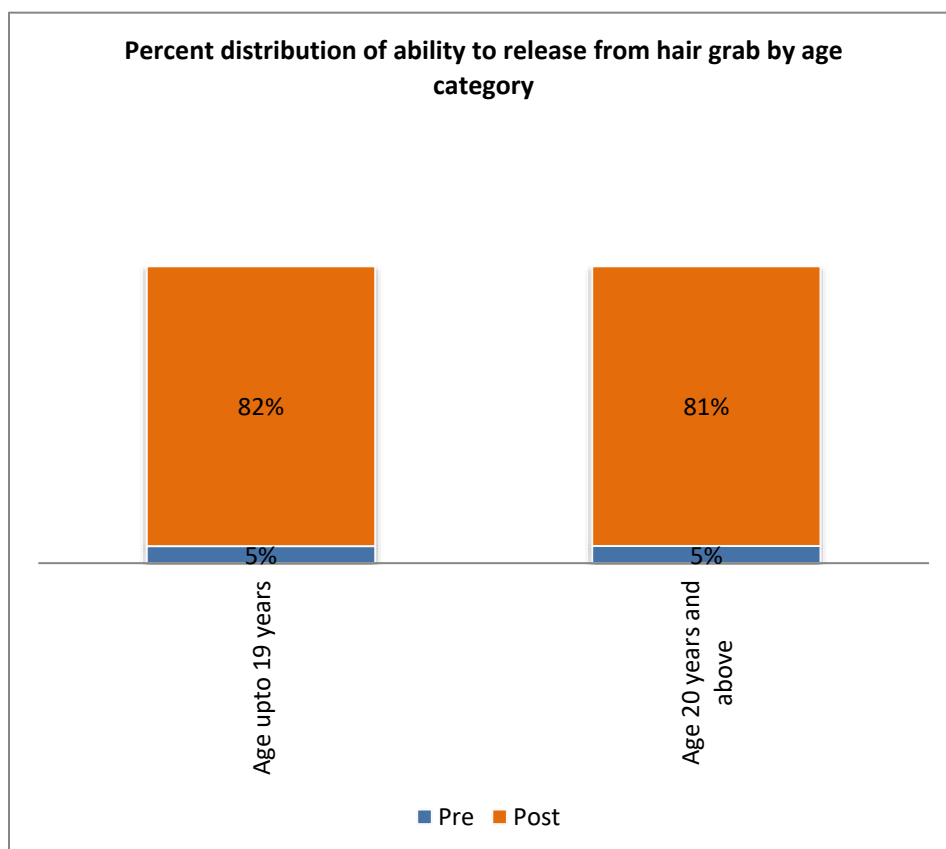
3.4.3 Release from hair grab

Figure 65: Percent distribution of ability to release from hair grab



In the pre intervention survey 5% of the female could release from a hair grab which increased to 82% in the post intervention survey. In the qualitative study too, they shared that they now think they will be able to release themselves from attackers if there is a hair grab. Prior to training, as they did not have knowledge on self-defence techniques making them less confidence in responding such situation but this is not the case now.

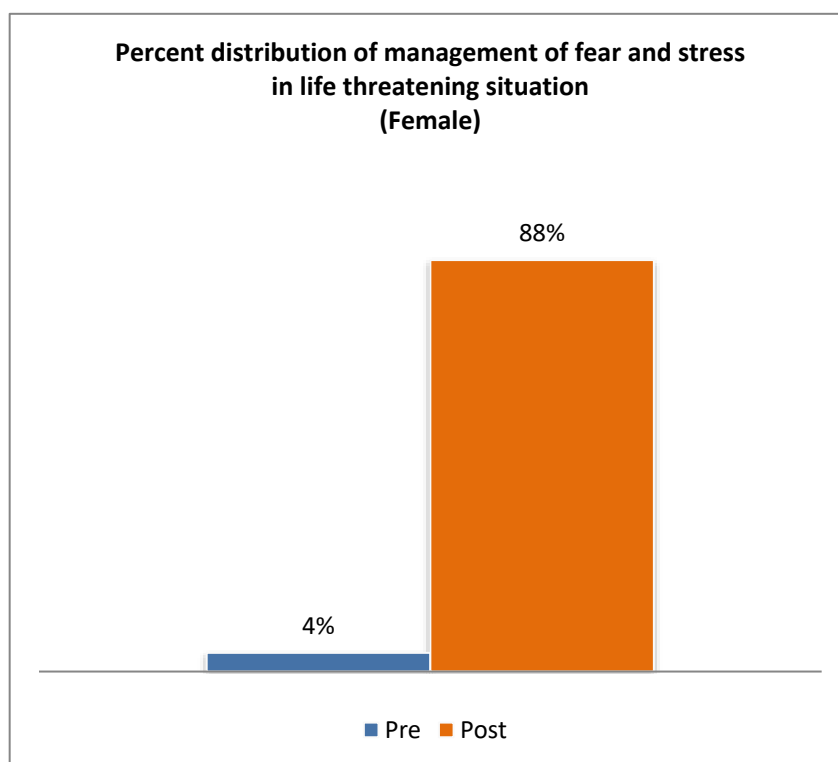
Figure 66: Percent distribution of ability to release from hair grab by age category



The percent distribution according to age category shows that the knowledge in the female upto the age of 19 in the pre intervention survey was the same as the female aged 20 and above. However, the change in knowledge in female under 19 is higher than the female aged 20 and above.

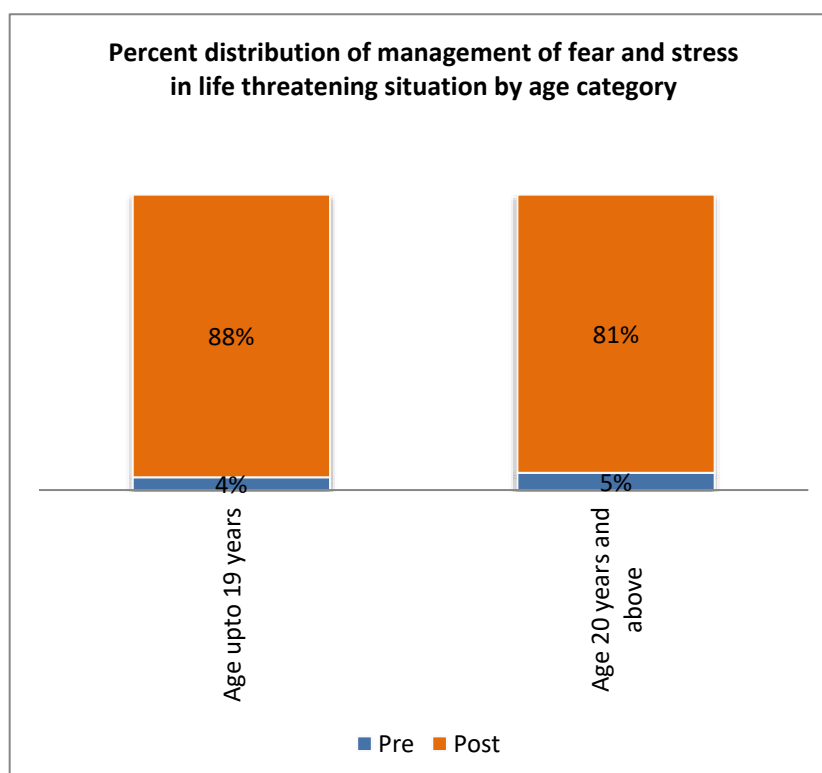
3.4.4 Management of fear and stress in life threatening situation

Figure 69: Percent distribution of management of fear and stress in life threatening situation



In the pre intervention survey 4% of the female could manage fear and stress in life threatening situation which increased to 88% in the post intervention survey.

Figure 70: Percent distribution of management of fear and stress in life threatening situation by age category



The percent distribution according to age category shows that the knowledge in the female aged 20 and above in the pre intervention survey was higher than the female upto the age of 19. However, the change in knowledge in female under 19 is higher than the female aged 20 and above.

4. Conclusion

The study found high level of positive changes in knowledge, attitude and practice around protection. In terms of knowledge, there was a significant change (all above 80%) in knowledge on the different forms of violence. This applied to all the groups- girls, boys, parents and teachers. Prior to the study, respondents only considered rape as sexual violence. However, after the training, they shared that they realized that the forms of violence were very diverse and different from what they were thinking. Additionally, they now understood that sexual violence comes in many forms beyond rape. This was different from what they knew about before.

Respondents shared learning about perpetrators which they did not know earlier. They shared new knowledge in identifying potential perpetrators. Girls shared that they did not know one could look out for perpetrators to keep themselves safe while they have this knowledge after the training. They shared that they now know about potential characteristics of perpetrators such as through their body language, be able to identify high risk zones and keep a minimum safe distance. The other significant increase in knowledge was about cybercrime. This was stated by all the target groups. They shared that they have now learnt what cybercrime entails, its different forms and how use of social media and cybercrime are linked. Girls and boys shared increased knowledge on how to keep themselves protected from cybercrimes. Similarly, they now had idea about victim selection process which helped them to anticipate dangers, to identify options for interventions, and safe responses.

The other new knowledge was around protection and defence. Girls and boys as well as parents learnt why protection and defense was important for girls and how girls can protect themselves from violence as well as defend themselves until they get help in case of assaults. Girls shared that they now know how to maintain the distance and how to act if someone shows inappropriate behaviour.

The study finds change in attitude towards violence upon women and girls among all categories of respondents. 99% of respondents shared that their confidence level had increased after the training.

Increase in consciousness was also evident after the training. Majority of girl student said that, they would now can move around alone for their work but at a same time they are found more conscious about possible violence. Attitude towards stigmatization on reporting violence has also changed among respondents. Before training respondent would hesitant to talk about violence but now they are confident enough to share it with their parents, friends and teachers. Earlier they would be in fear of being blamed if talked, but now due to the broader understating of violence they do not have that fear and can easily share the problem they faced.

The study also shows changes in practices towards protection and intervening as bystanders. Respondents shared that they would now tackling possible violence in general when the need arises but also in daily lives. Majority of girl student said that, they now feel more comfortable to talk with people and have greater mobility and less fear. They are able to defend themselves such as release from bear hugs, neck or hair grab and manage stress and fear in life-threatening situations. Thus, it shows that their practices of protecting themselves has increased. This has also made them less dependent on others for mobility; Before training girls would need someone to accompany her but so is not the case

Unintended social and health consequences

It was evident from the study that the programme also had unintended consequences. Below were some of the unintended social and health consequences the study found related to the training:

- Parents sharing that children now wake up early and practice the skills learnt in the trainings regularly.

- Partners sharing in informal discussions that the Muslim community was very happy that their girls attended this training. This was contrary to our expectations. We were initially expecting resistance from the community based on experiences of the partners.

- We had not expected teachers to ask for refreshers for themselves which is coming out in the interviews.
- Teachers sharing about feelings of positive changes in themselves after the training.
- Teachers interacting with parents about the learnings. This type of interactions between teachers and parents on violence had not happened before.
- Teachers shared realising that their attitude that the training was a waste of students' time was wrong and they felt students had learnt important things.
- Principals interested in the trainings. Some initially were against the training due to their prior bad experience of similar trainings and after the programme.

Positive indirect impact of the training:

Following were the positive indirect impacts of the training apart from what was discussed in change in knowledge, attitude and practices.

- Boys sharing that they realised importance of supporting VAWG as bystanders and girls sharing they will encourage other girls to share incidence of violence/speak about it.
- Parents sharing that children now wake up early and practice the skills learnt in the trainings regularly.
- Partners sharing in informal discussions that the Muslim community was very happy that their girls attended this training. This was contrary to our expectations. We were initially expecting resistance from the community based on experiences of the partners.
- We had not expected teachers to ask for refreshers for themselves which is coming out in the interviews.
- Teachers sharing about feelings of positive changes in themselves after the training.
- Teachers interacting with parents about the learnings. This type of interactions between teachers and parents on violence had not happened before.
- Teachers shared realising that their attitude towards the training itself has changed: they initially thought that the training was a waste of students' time but later they felt students had learnt important things.
- Some principals were initially against the training due to their prior bad experience of similar trainings and after the programme but they became very appreciative of the programme later.

Negative indirect impacts

There were also a few negative impacts in some communities. The most important was financial expectations. Expectations of monetary benefits among parents in low income communities for attending the training was common. We had expected that the free training would be better appreciated by parents as it was protecting their children. Besides this, the expectations from students about lavish snacks was something we could not fulfil due to resource constraints and due to mass interventions. On this as well, we had expected that they would appreciate the valuable lessons they learnt which would have strong and positive reverberations in their life than being slightly upset by the lunch issue.

5.Recommendations

About the training

(from parents and teachers)

Expand the scope of training to cover boys: Both parents and teachers shared that having realized that violence is not limited to girls, boys should also have knowledge about violence, protection and defence. Hence the training should be expanded to boys as well. They also suggested that since changed knowledge and attitude towards VAWG in boys helps minimize VAWG, boys should also be given the training so they can support in minimizing VAWG.

ANNEX

Table 7 Change in Knowledge according to age category

Details	Female up to 19 years (n)=9983		Female 20 years and above (n)= 140		Male up to 19 years (n)= 7537		Male 20 years and above (n)= 105	
	Pre%	Post%	Pre%	Post %	Pre%	Post %	Pre%	Post %
Understanding and awareness about sexual violence and the common methods of violence	11	72	10	55	12	78	10	61
Knowledge regarding violence perpetrated by known perpetrator	7	78	9	72	5	77	8	74
Ability to recognize high risk zone where violence can happen	4	88	5	86	6	86	10	77
Knowledge of maintaining minimum safe distance from a perpetrator in a potential attack scenario	8	90	4	85	8	93	9	90
Learnings on seeking help via hotline numbers	24	87	40	58	17	88	41	82
Knowledge regarding situational awareness	4	93	4	93	5	93	6	90
Ability to recognize the benefits of voice as a weapon	15	79	14	71				
Knowledge on using voice as a weapon	17	93	15	92				
Knowledge that avoiding, fleeing, or running away (flight response) from a potential threat or danger is a good response	6	91	6	91	8	92	6	90
Knowledge regarding focusing on breath to decrease the anxiety and stress from developing further mental	7	76	5	64	4	77	7	70
Knowledge on violence through the visual medium mental					3	57	6	42
Knowledge on options of intervention after assessing the risks								

involved					10	73	35	69
Knowledge on how one should do a bystander intervention when the violence and harassment is perpetrated through vocal means					7	76	9	69
Knowledge regarding the preferred safe responses while intervening					4	70	5	73
Knowledge regarding when one should intervene physically					5	72	8	65

Table 8 Change in Attitude of Female and Male Pre and Post Training

Details	Female (n)=10123		Male (n)= 7642	
	Pre%	Post%	Pre%	Post %
Knowledge on the fact regarding prevalent myth that sexual violence occurs due to the type of dress one wears and it is not about exploitation of various kinds of vulnerabilities	17	81		
Knowledge regarding options on how to seek help and reporting various kinds of violence and harassment	24	82	14	80
Can a man be a home maker and not a provider			5	81

Table 9 Change in Attitude of Female and Male pre and post training according to age category

Details	Female up to 19 years (n)=9983		Female 20 years and above (n)= 140		Male up to 19 years (n)= 7537		Male 20 years and above (n)= 105	
	Pre%	Post%	Pre%	Post %	Pre%	Post %	Pre%	Post %
Knowledge on the fact regarding prevalent myth that sexual violence occurs due to the type of dress one wears and it is not about exploitation of various kinds of vulnerabilities	17	81	13	75				
Knowledge regarding options on how to seek help and reporting various kinds of violence and harassment	24	82	16	71	14	80	12	77
Can a man be a home maker and not a provider					5	81	3	74

Table 10 Change in Practice of Female Pre and Post Training

Details	Female (n)=10123	
	Pre%	Post%
Release from bear hug	4	87
Escape from a neck grab	9	87
Release from hair grab	5	82
Use of voice as a defense in an attack	4	87
Management of fear and stress in life threatening situation	4	88