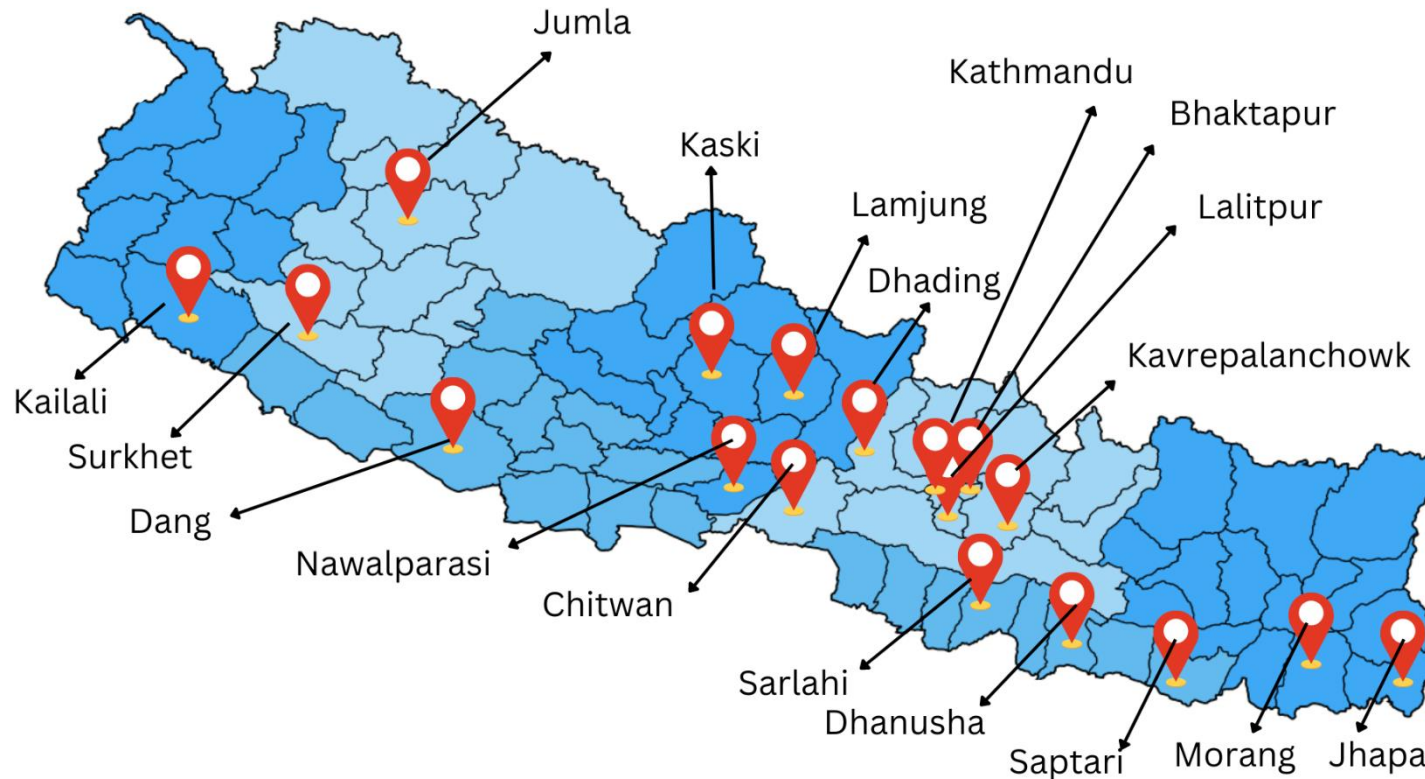


Impact Evaluation On Violence & Harassment Prevention and Mitigation Training During April 2019 to October 2022

Study Site



Study sites: 19 districts. Study districts and sites selected in consultation with partners who implemented VAWG training in the area. The study included low-income rural and urban private schools. Study type: The study used mixed methods, including pre- and post-training surveys and post-training qualitative interviews.

The following 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 reached 19,408 adolescent girls and 11,173 adolescent boys in 120 public and 8 private schools in Nepal.

Qualitative Survey and Respondent Profile

Schools	Girls, Sample Size (n)	Schools	Boys, Sample Size (n)
Public- 106 Private- 4	10123	Public- 103 Private-3	7642
Total 110		Total 106	



68% Hindu, 3% Buddhist and 2% Christian
7% Muslim, 1% Kirat and 19% NA



82% Hindu, 2% Buddhist and 2% Christian
5% Muslim, 1% Kirat and 8% NA

Quantitative Survey and Respondent Profile

- A total of 103 Key Informant Interviews (KIIs) were conducted, including 25 KIIs with teachers, 17 KIIs with parents, 31 KIIs with girls, and 30 KIIs with boys.

Monitoring and Evaluation Findings

We conducted an internal quantitative and qualitative evaluation to see the changes in the **Knowledge, Attitude, and Practice**.



Knowledge

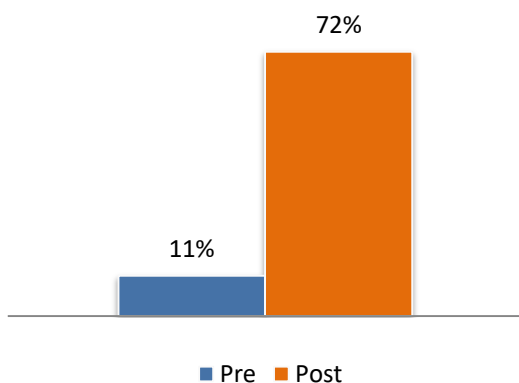


Attitude

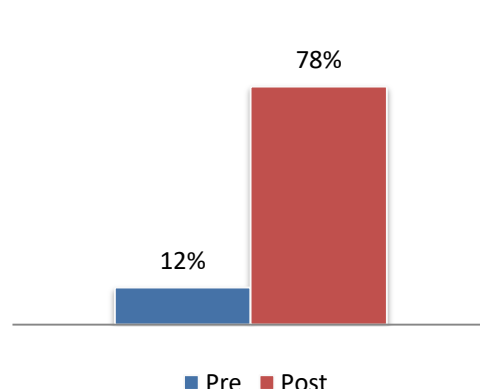


Practice

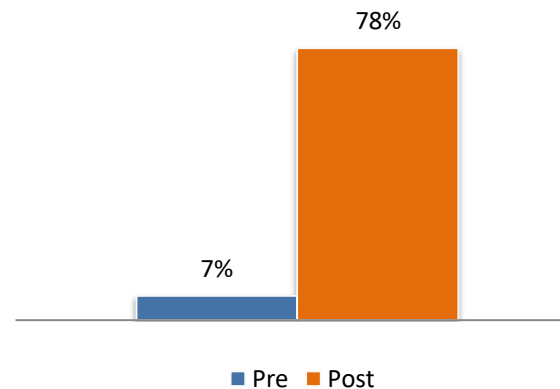
Percent distribution of understanding and awareness about sexual violence and the common methods of violence (Female)



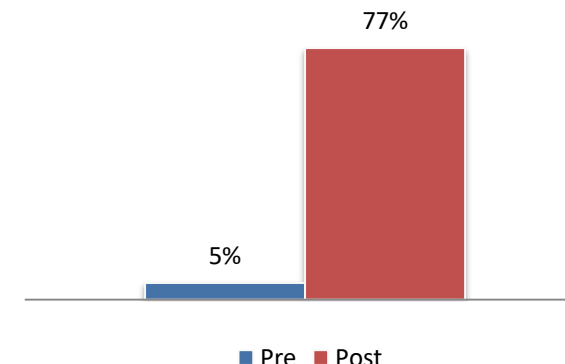
Percent distribution of understanding and awareness about sexual violence and the common methods of violence (Male)



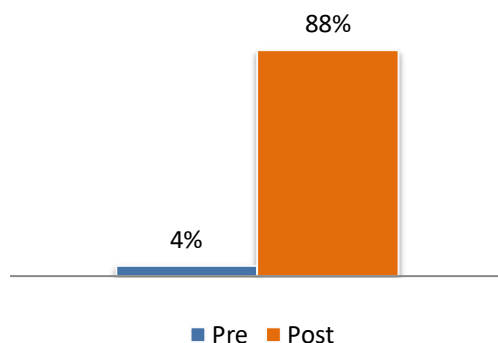
Percent distribution of knowledge regarding violence perpetrated by known perpetrator (Female)



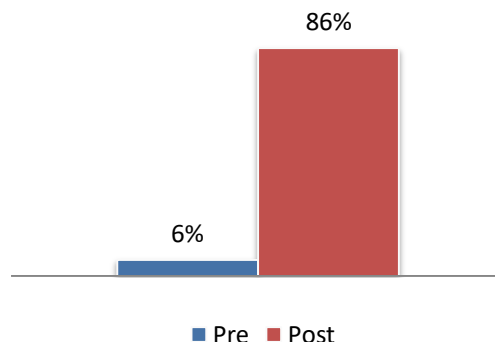
Percent distribution of knowledge regarding sexual violence that can be perpetrated by known individual like family, friends, teachers, etc (Male)



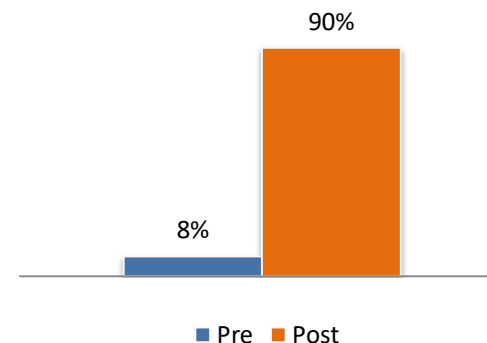
Percent distribution of ability to recognize high risk zone where violence can happen (Female)



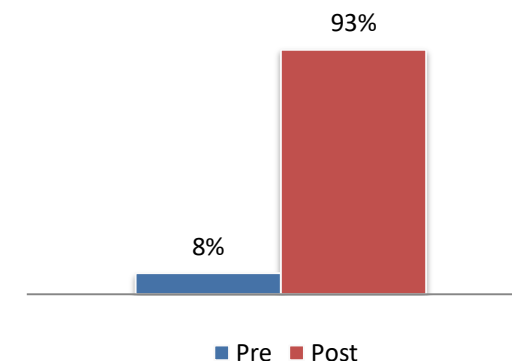
Percent distribution of ability to recognize high risk zone where violence can happen (Male)



Percent distribution of knowledge of maintaining minimum safe distance from a perpetrator in a potential attack scenario (Female)

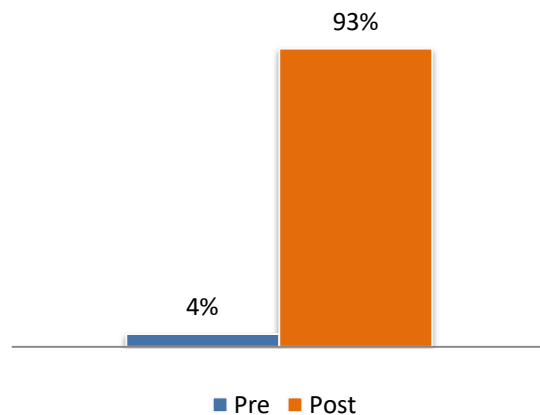


Percent distribution of knowledge of maintaining minimum safe distance from a perpetrator in a potential attack scenario (Male)

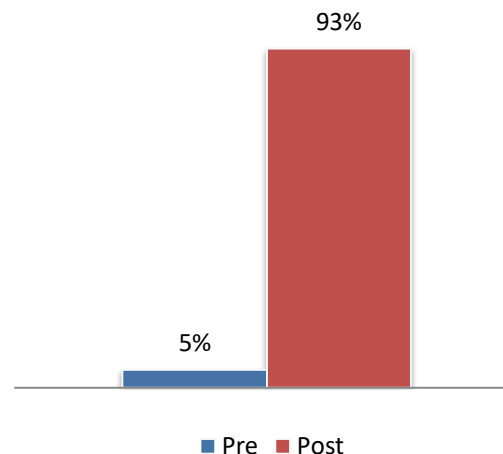


Change In Knowledge

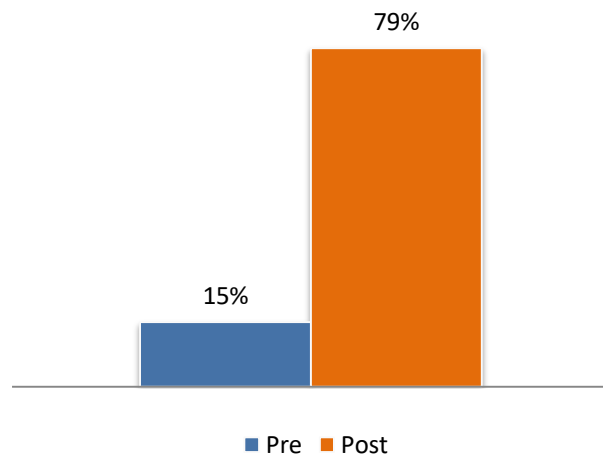
Percent distribution of knowledge regarding situational awareness (Female)



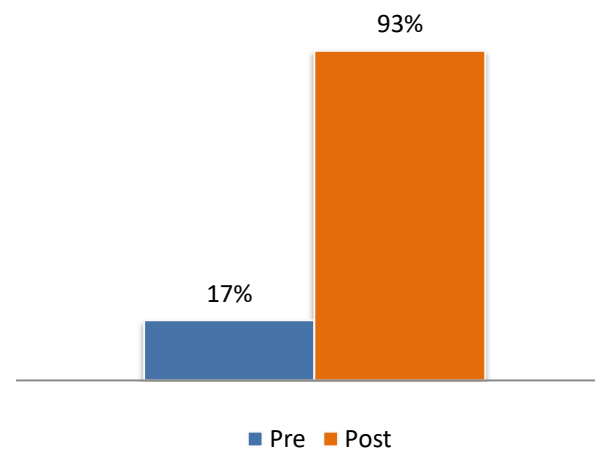
Percent distribution of knowledge regarding situational awareness (Male)



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

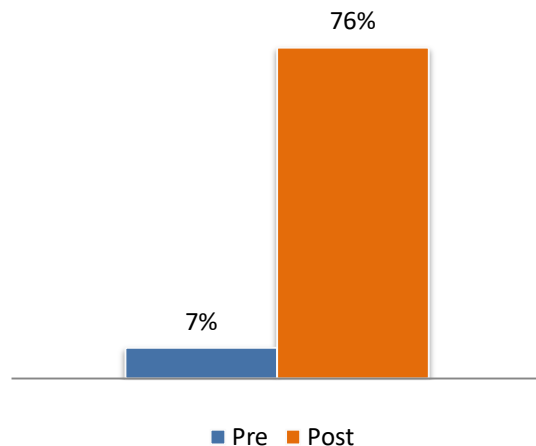


Percent distribution of knowledge on using voice as a weapon (Female)

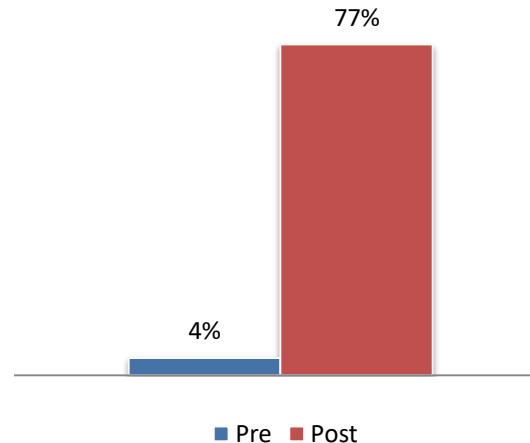


Change In Knowledge

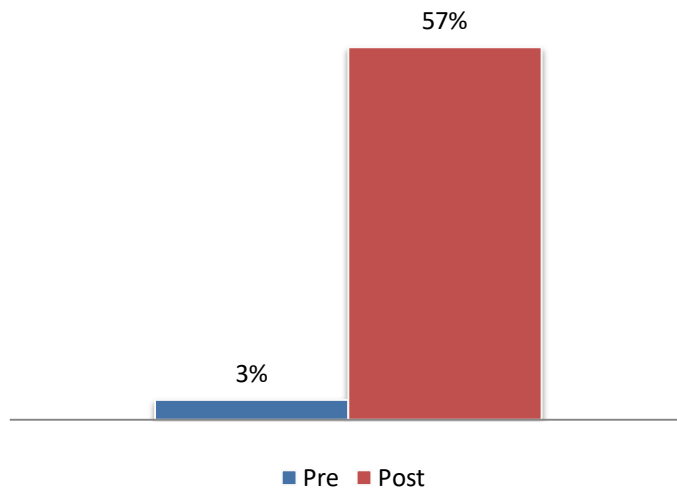
Percent distribution of knowledge regarding focusing on breath to decrease the anxiety and stress from developing further (Female)



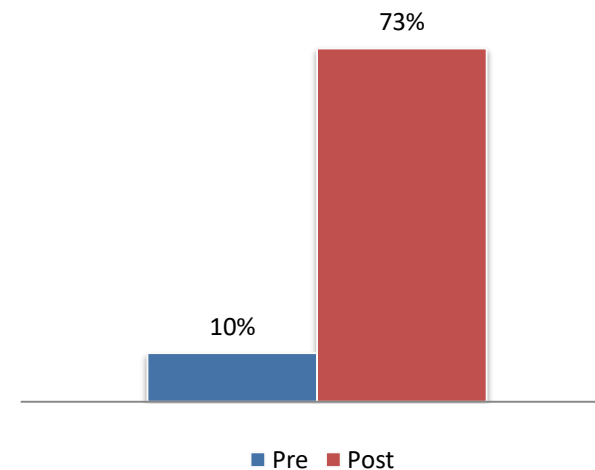
Percent distribution of knowledge regarding focusing on breath to decrease the anxiety and stress from developing further (Male)



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

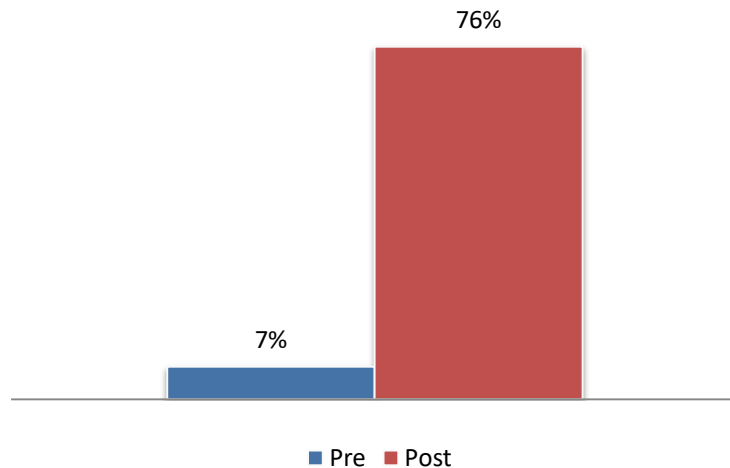


Percent distribution of knowledge on options of intervention after assessing the risks involved (Male)

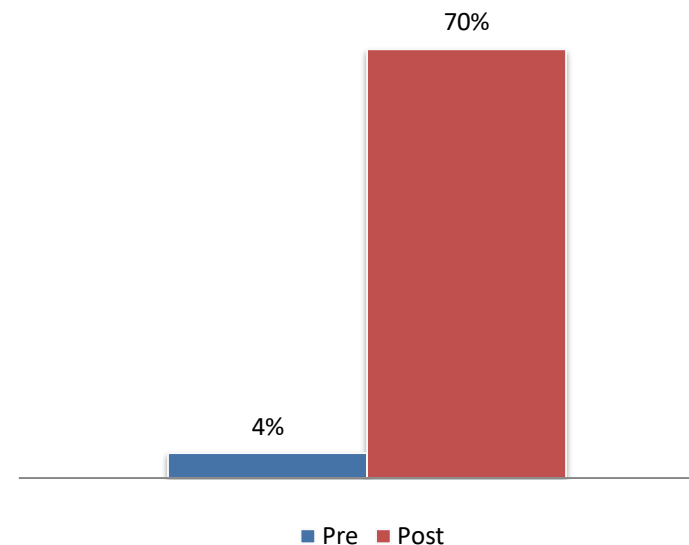


Change In Knowledge

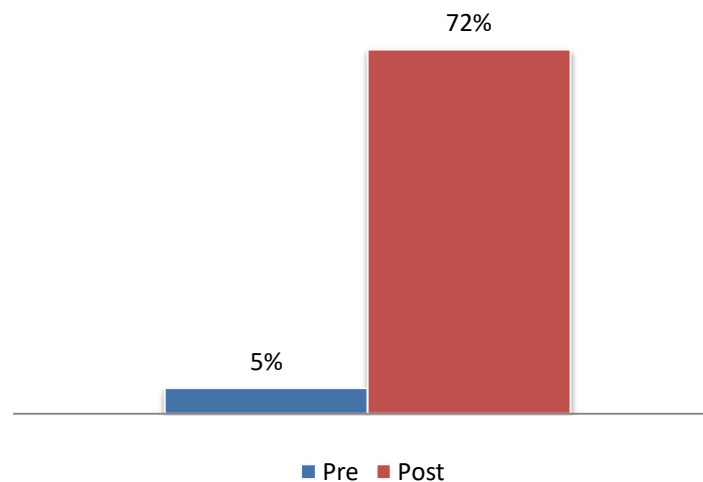
Percent distribution of knowledge on how one should do a bystander intervention when the violence and harassment is perpetrated through vocal means (Male)



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



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



"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.

"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." Female participant

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

"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 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

"I also realized that not just strangers but our own known people can also do such harassments to us." Student_10_Boy

"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.

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

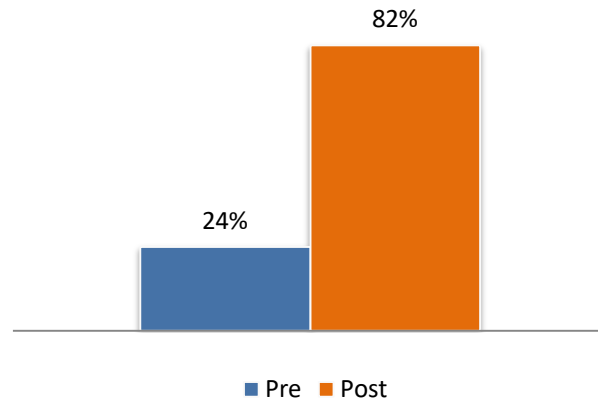
"I now know men and boys can help women or girls fight sexual violence and if I see any acts of sexual violence I can speak against it. I will also suggest the person facing sexual violence to report the incident to his/her parents." Student_8_Boy

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

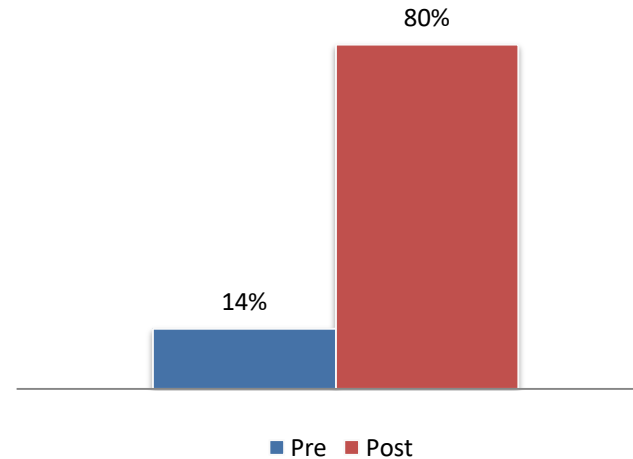
"In this training I learned any actions done without the consent of a person like staring, teasing, calling with some other names, etc. can be considered as sexual violence." Student_5_Boy.

Change In Attitude

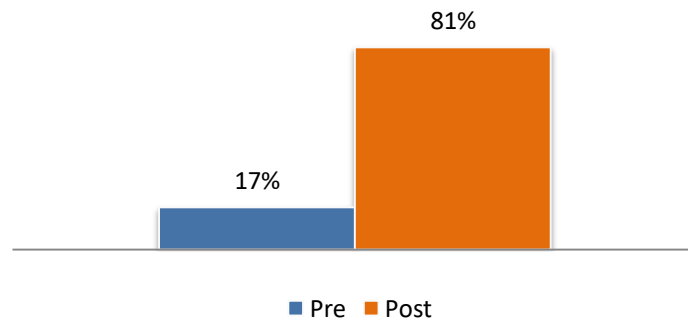
Percent distribution of knowledge regarding options on how to seek help and reporting various kinds of violence and harassment (Female)



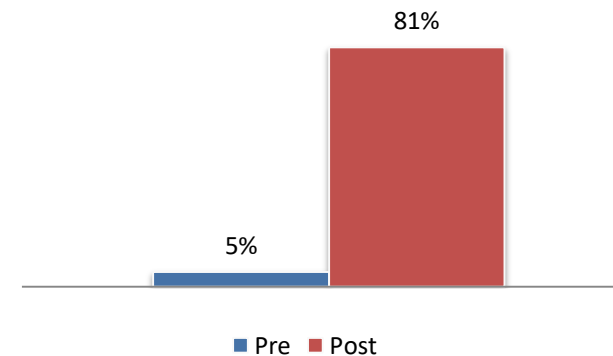
Percent distribution of knowledge regarding options on how to seek help and reporting various kinds of violence and harassment (Male)



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)



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



“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

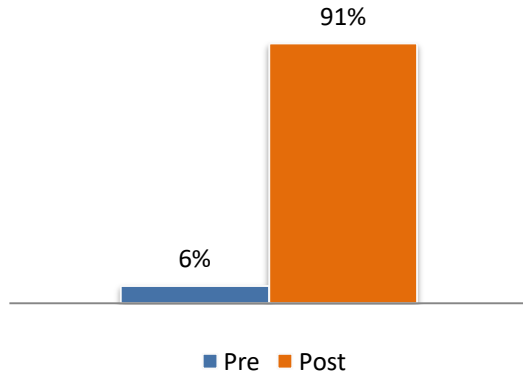
“If boys do it we have to raise awareness and say it is a bad thing. If it happens to my friend I will not intervene alone but with friends.” Student_6_ Boy

“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

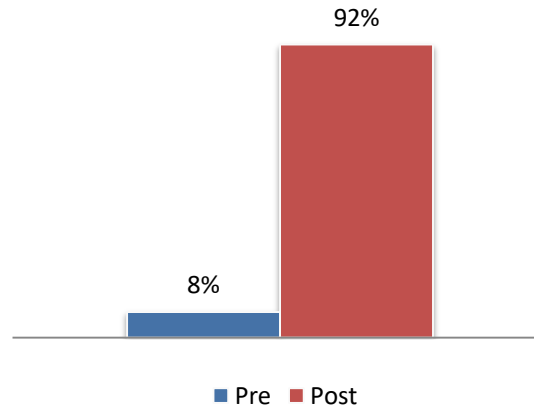
“I think I can help the victim, if the perpetrator is stronger then I will inform someone otherwise I will respond by myself.” Student_2_Boy_Kathmandu

Change In Practice Girls

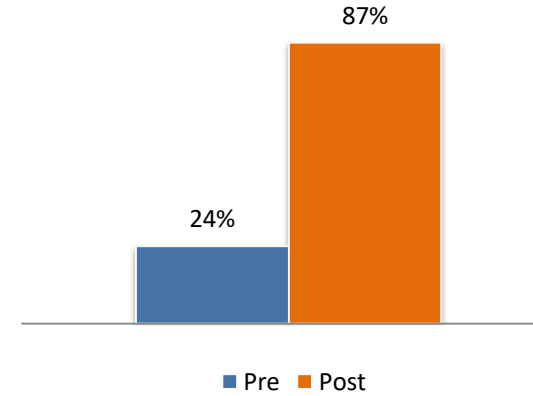
Percent distribution of knowledge that avoiding, fleeing, or running away (flight response) from a potential threat or danger is a good response (Female)



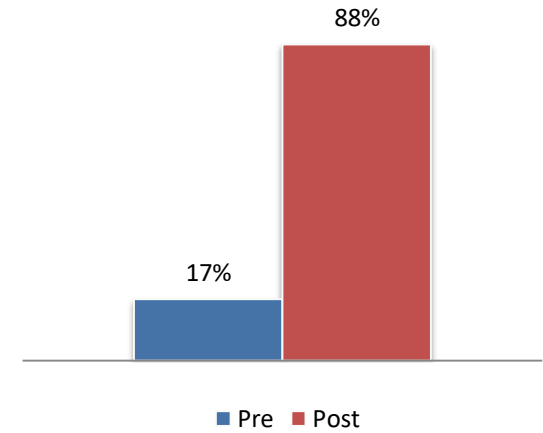
Percent distribution of knowledge that avoiding, fleeing, or running away (flight response) from a potential threat or danger is a good response (boys)



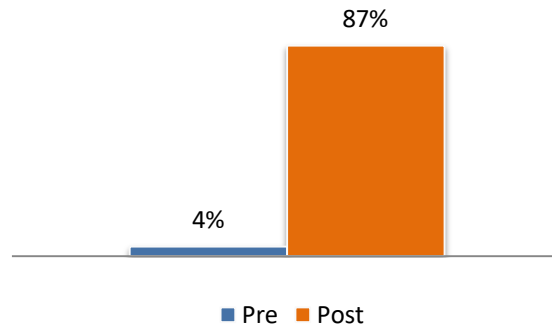
Percent distribution of Learnings on Seeking help via hotline numbers (Female)



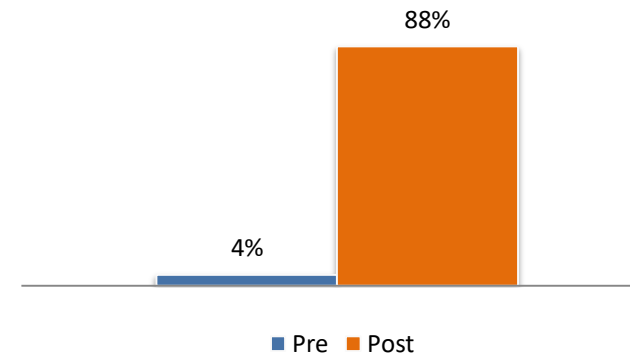
Percent distribution of learnings on seeking help via hotline numbers (Male)



Percent distribution of use of voice as a defense in an attack (Female)

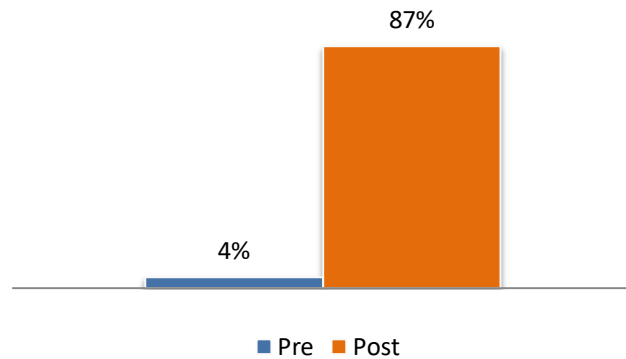


Percent distribution of management of fear and stress in life threatening situation (Female)

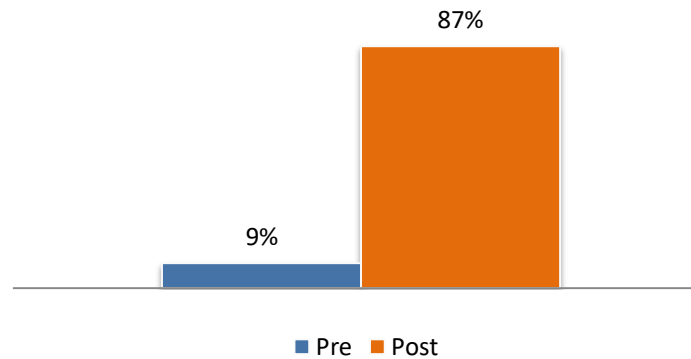


Change In Practice Girls

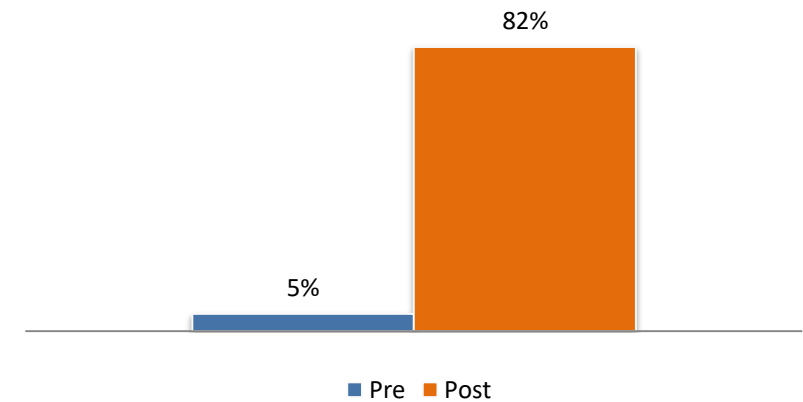
Percent distribution of ability to release from
bear hug
(Female)



Percent distribution of ability to escape from a
neck grab
(Female)



Percent distribution of ability to release from hair grab
(Female)



Unintended Consequences

1. Boys shared that they realized the importance of supporting VAWG as bystanders.
2. Teachers shared that they realized their prior attitude that the training was a waste of students' time was wrong, and they felt that students had learned important things.
3. Principals were interested in the training, although some were initially against it due to their prior bad experiences with similar trainings. After the program, their opinions changed.
4. Parents shared that their children now wake up early and regularly practice the skills they learned in the trainings.
5. Partners shared in informal discussions that the Muslim community was very happy that their girls attended this training, contrary to our expectations. We initially expected resistance from the community based on the partners' experiences.
6. We had not expected teachers to ask for refreshers for themselves, as is coming out in the interviews.
7. Teachers shared feelings of positive changes in themselves after the training.

Health and Social Impact

About knowledge on violence:

"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 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.

"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." female participant

Boys speaking about changes in girls:

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

Health and Social Impact

About new knowledge on cybercrime:

"Another thing I learned is while making friends on social media you have to know more about the person like checking and knowing his background. If you meet, observe his behaviour and if you feel something is wrong, staying aware and if something happens or goes wrong, seeking help." Female participant

Boys realising the importance of training for themselves

"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." Male participant

Health and Social Impact

Application in daily life

"In the neighbourhood of this school there is jungle now because of this training I am confident to walk without fear in this area even without my friends." Female participant

Knowledge on support system

"...if the matter is serious I would suggest her to report it to the police or National Women Commission with the help of the parents." Female participant

Impact on parents

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

Indirect Impact

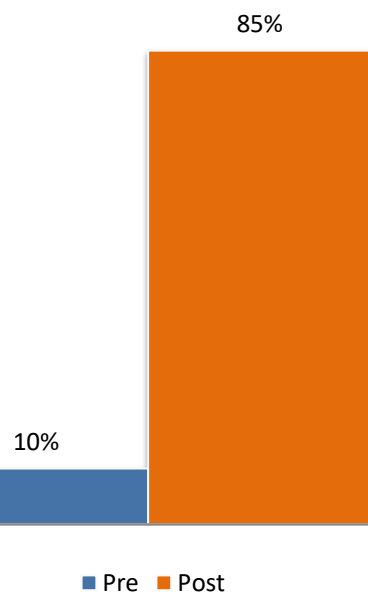
1. Parents observed increased confidence in their children, and both girl and boy participants reported increased confidence.
2. Parents requested intensive training for their male children as well.
3. Some children took further training, such as girls taking additional martial arts training after participating in the event, and their parents supported them in doing so.
4. Parents and teachers discussed violence and safety concerns after participating in the training.
5. Girls shared that they would encourage other girls to share their experiences of violence and speak about it.

Conclusion

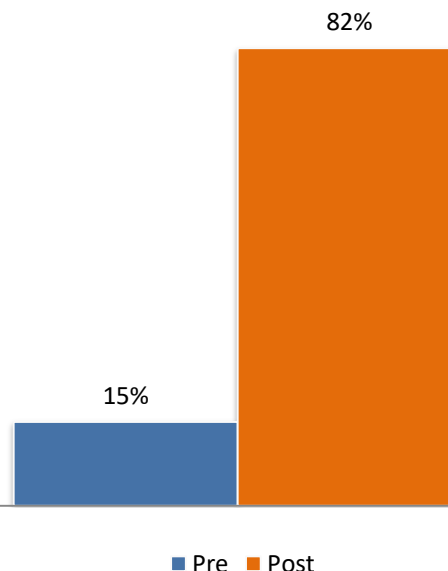
The quantitative feedback and the average changes in knowledge, attitude, and practice among girls and boys before and after the training indicate that it has been very impactful.

Average Quantitative Changes Girls

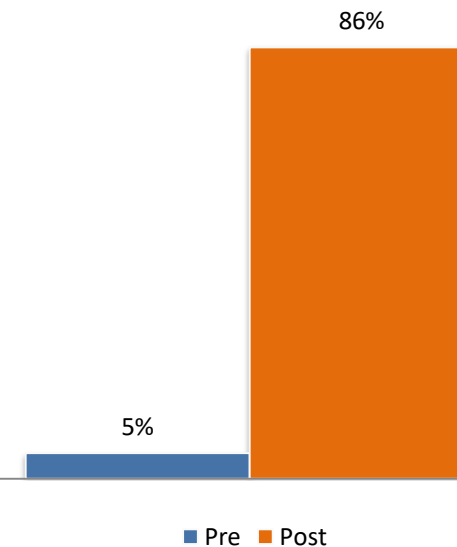
Change In Knowledge
(Female)



Change In Attitude
(Female)

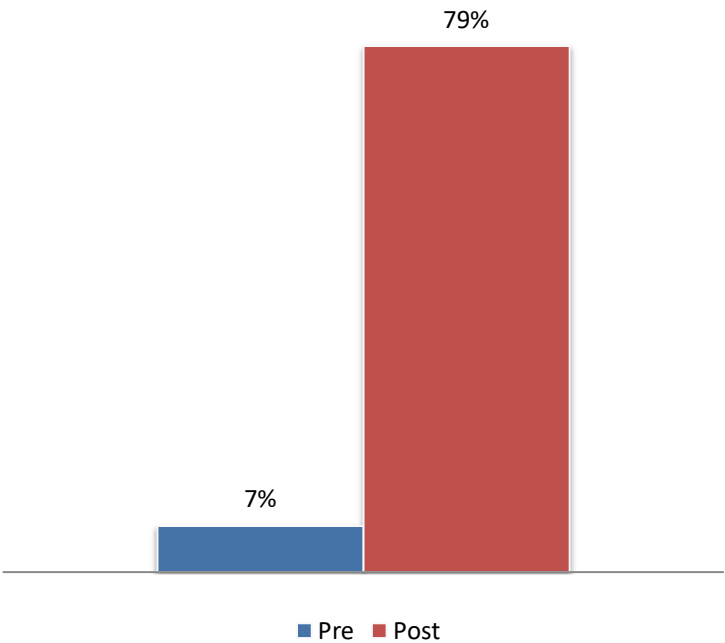


Change In Practice
(Female)

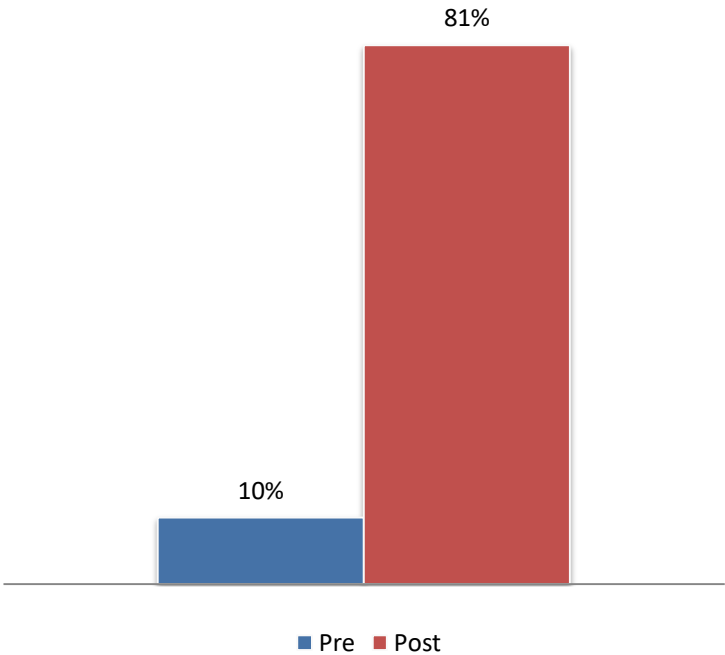


Average Quantitative Changes Boys

Change In Knowledge (Male)



Change In Attitude (Male)



Additionally, the qualitative feedback received from girls and boys indicates that the training has empowered them, increased their self-confidence, and developed their mental, vocal, and physical skills. Based on the feedback received from parents and teachers, the training has led to positive changes in attitudes and increased awareness regarding knowledge and strategies for dealing with violence and harassment.