



Impact Evaluation

Endline Report: Fightback Girls

Coffey help find sustainable solutions to international development challenges and bring extensive experience and understanding of what has worked to across a range of development projects. As a result, we are able to work effectively in even the most challenging security and political environments.

We measure development effectiveness. We've conducted more than 600 evaluations for clients such as the European Commission, DFID, the US Department of State and USAID. The evaluations help donors learn lessons they can apply to future policies and programs, while evidence of what works and what doesn't can be shared more broadly, so that the best ideas and practices are emulated.

Evaluation Team / Management

Impact Evaluation Team



Eileen Lambourne - Impact Evaluation Lead: Eileen brings extensive experience in research design, management, implementation, and analysis, and leads on the coordination of all Impact Evaluations for the SPRING Evaluation. She consults with team members to identify the most appropriate design for each Impact Evaluation, leads on the development of research tools, manages research on the ground, and oversees and inputs into the analysis and reporting of findings. She has been working on the SPRING Evaluation since Cohort 1, and provides support on other components of the evaluation (both the PPE and BPE).



Karolin Krause – Evaluation Advisor: Karolin has been involved in the design and delivery of the SPRING Evaluation since its inception in February 2015. She has a deep understanding of the programme objectives, and of the potential challenges of conducting research with SPRING businesses. She is experienced in designing and managing Impact Evaluations, developing research strategies and tools, and analysing qualitative and quantitative data. Karolin will support Eileen to identify appropriate evaluation designs tailored to each business.



Florian Poli– Statistician: Florian is the statistician and quantitative lead for several of Coffey's most complex evaluation programmes, including the Girls Education Challenge programme, in which he is responsible for preparing, analysing, and reporting quantitative data for one of DFID's largest evaluations. He holds an MSc in Economics and Statistics from ENSAE Paris Tech. He will provide advice and support in designing the Impact Evaluations (in particular designing the sampling approach and methods for identifying comparison groups), analysing quantitative data, and ensuring the appropriate level of statistical rigour.



Jessica Chu – Qualitative Lead: In-house evaluation consultant Jessica brings extensive experience in qualitative field research and data analysis, with a particular focus on the use of participatory research methods, applying these methods to working with civil society organisations and rural communities. Jessica will provide support and advice on the overall design of the Impact Evaluations, ensuring its complementarity with both the PPE and BPE. She will also advise on qualitative methodology, in particular the use of qualitative research methods and tools as part of the Impact Evaluation.



Kamila Wasilkowska – Gender Advisor: Kamila is a gender and youth research expert based in Nairobi, Kenya. In her previous role with Akili Dada, she mentored 12 organisations across East Africa to enhance their M&E capacity, including early stage ventures incubating and accelerating young female entrepreneurship. In addition to her role as BPE Lead, Kamila provides support and advice on Gender and Girls Empowerment in the design of the Impact Evaluation and research tools, and will also input into the analysis of results as required.

Management Quality Assurance



Gordon Freer – Team Leader: Gordon brings over 15 years of experience in leading multidisciplinary monitoring and evaluation and research teams focusing on private sector development and small enterprise promotion. Gordon is responsible for the technical leadership of all aspects of the SPRING Evaluation. He will review and approve all Impact Evaluation designs, tools, and deliverables ahead of submission to the donor group.



Heidi Ober – Programme Director: Heidi is a Senior Evaluation Consultant and has over 15 years of experience in the design of participatory monitoring and evaluation systems for CSOs, academic institutions, and government agencies in fragile and conflict affected states. She is responsible for the successful delivery of the SPRING Evaluation, and will quality assure and approve all deliverables prior to submission to the donor group.



Jenny Price – Programme Manager: Jenny is a PRINCE-2 certified Project Manager in Coffey's Evaluation and Research (E&R) Practice with over eight years' experience managing and supporting large-scale and complex programmes. She has worked on the SPRING Evaluation since its inception in 2015, and is responsible for coordinating and resourcing all of the evaluation components. She will work with the evaluation team to carefully plan activities to ensure that deliverables are submitted on time and of a high quality.

Where required, short term experts may be contracted to provide specialised knowledge on a particular subject (i.e Health / Education / WASH etc.)

FDM has completed more than 100 projects covering a wide-range of topics such as health, governance, education, disaster risk reduction, gender, child rights, sustainable development, livelihood, leadership, social inclusion and organization building.



Shubheksha Rana –Study Lead

Subu specialises in M&E – she has monitored and evaluated the projects of several International and national level non-profit organizations and government organizations; Led the research projects of several national and international organizations; Designed, planned, pursued funding and implemented projects of several non-profit organizations Supported by FDM researchers + data analytics team

This Evaluation Report has been Reviewed and Approved by:



Quantitative Survey



Schools	Target ¹	Baseline	Endline / Matched
Treatment			
Apex Life School	130	91	86
St. Xavier's School, Godavari (SXG)	200	204	204
St. Xavier's School, Jawalakhel (SXJ)	180	120	119
The Excelsior School	180	181	181
Total	600	596	590
Comparison			
Nightingale High School	200	248	247
Pathshala High school	200	140	140
Creative Secondary School	100	114	114
Total/	500	503	501

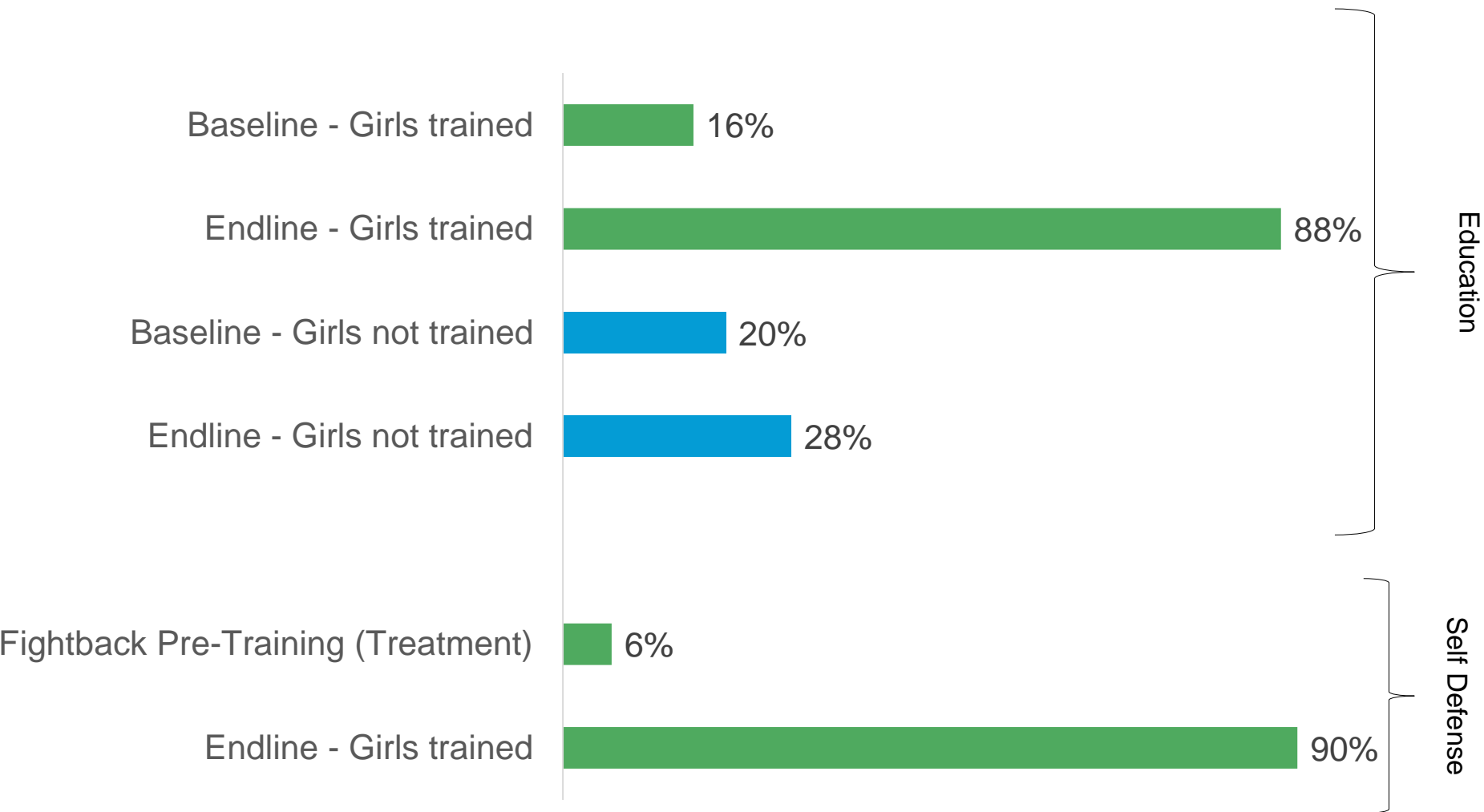


Qualitative Survey and Responded Profile

- **Key Informant Interview:** A total 21 KIIs were completed at baseline and endline: three KIIs with headteachers and nine paired girl and parent KIIs. Three girl and parent KIIs were replaced at endline, but the remaining 15 KIIs were completed with the same participants at both baseline and endline.
- **Focus Group Discussion:** Four focus group discussions were completed at both baseline and endline across the first three intervention schools.

Type	Description
Age:	The average age of girls who received Fightback training was 14 years: 46% were aged 10 - 13, 44% were aged 14 - 15 and 9% were 16 years of age. The average age of girls in that did not receive training was 14 as well. 33% were aged 10 - 13, 55% were aged 14 – 15 and 11% were 16 years of age.
School	A third (31%) of trained girls sampled were from Excelsior, a third (35%) were from St. Xavier's Godavari (SXG), 20% were from St. Xavier's Jawalakhel (SXJ) and 15% were from Apex School. Half (49%) of girls in <u>the that</u> were not trained were from Nightingale school, 23% were from Creative and 28% were from <u>Patshala</u> schools.
Grade	A third (33%) of girls trained were in grade 5-7, a quarter of girls (24%) were in grade 8. Four in ten (41%) of girls trained were in grades 9 – 10. In the comparison group, a quarter (23%) of girls were in grade 5-7, a quarter of girls (25%) were in grade 8 and 52% of girls were in grades 9-10.
District	Half (54%) of girls trained were from the Kathmandu district, compared with a third (32%) of girls not trained; 44% of trained girls and the same 44% of untrained girls were from Lalitpur; the same 2% of trained and of untrained girls were from Bhaktapur; and 23% of girls not trained were from <u>Kirtipur</u> .

Learning how to stay safe - tested recall



“Girls should not be quiet and should be able to shout. The training made us shout to teach us this important skill of shouting when in danger.”

KII Girl 9 Endline

“If somebody attacks me, I will either fight back or I will run away to the safe place. I would see if someone is coming and tell the person to help. If I get caught in such situation, I will use my hands and legs. And if I find mud around me, I will throw the mud in the attackers face so that I will find a safe place.”

KII Girl 1 Endline

Perceived ability to stay safe

	Girls Trained (Treatment)		Girls Not Trained (Comparison)		Difference in Difference
	Baseline (%)	Endline (%)	Baseline (%)	Endline (%)	
I would fight [with words or actions]	56	82	69	70	+25%
I would run [or move] away	29	53	32	41	+15%
I would ignore [pay no attention to]	27	35	22	43	+3%

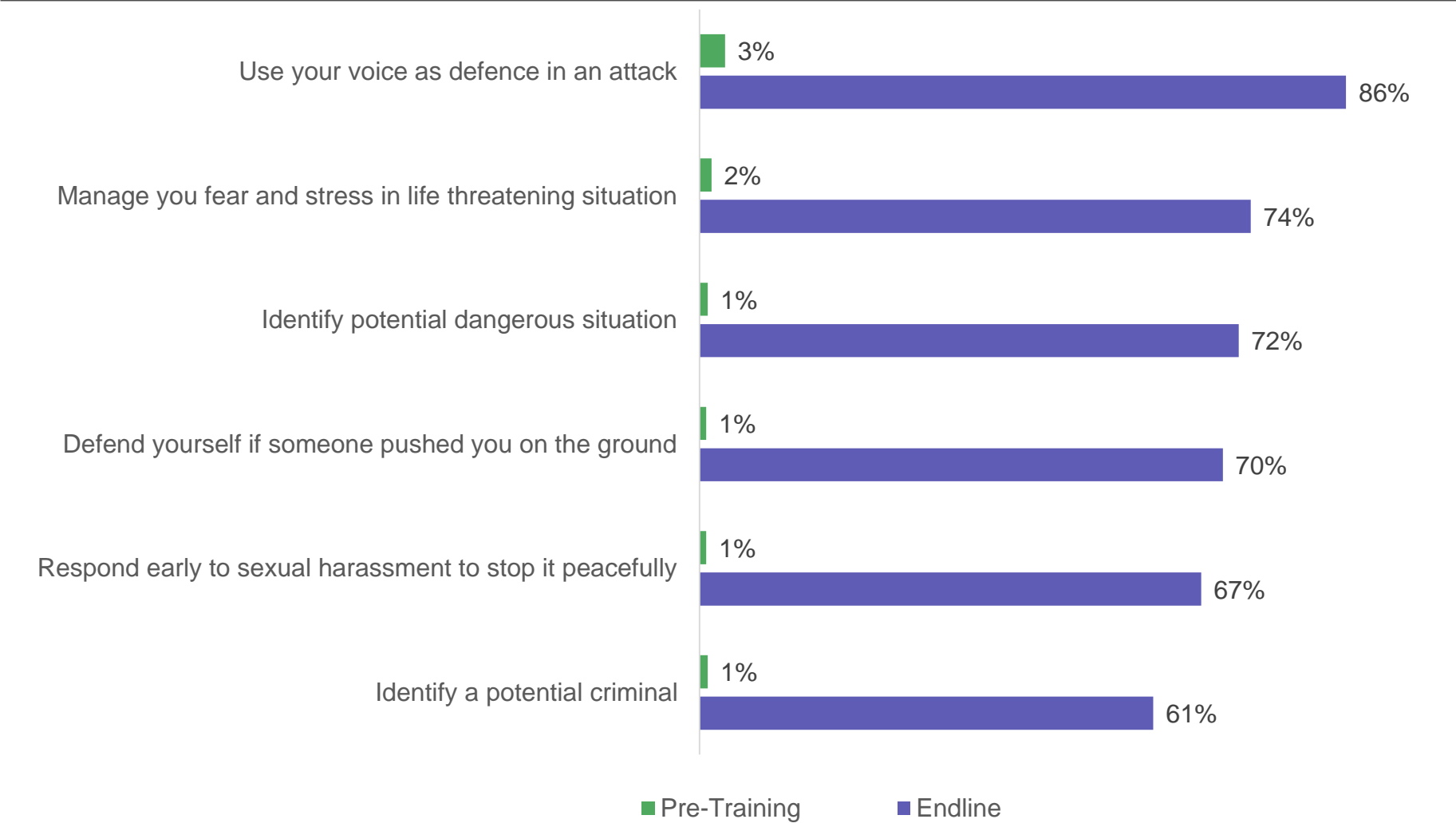
Who girls would speak to about safety issues

	Girls Trained (Treatment)		Girls Not Trained (Comparison)		Difference in Difference
	Baseline (%)	Endline (%)	Baseline (%)	Endline (%)	
An adult in my home	84	93	85	88	+6%
My sister or brother	71	85	74	74	+12%
A teacher at school	41	55	36	46	+4%
Base (all respondents)	590		501		

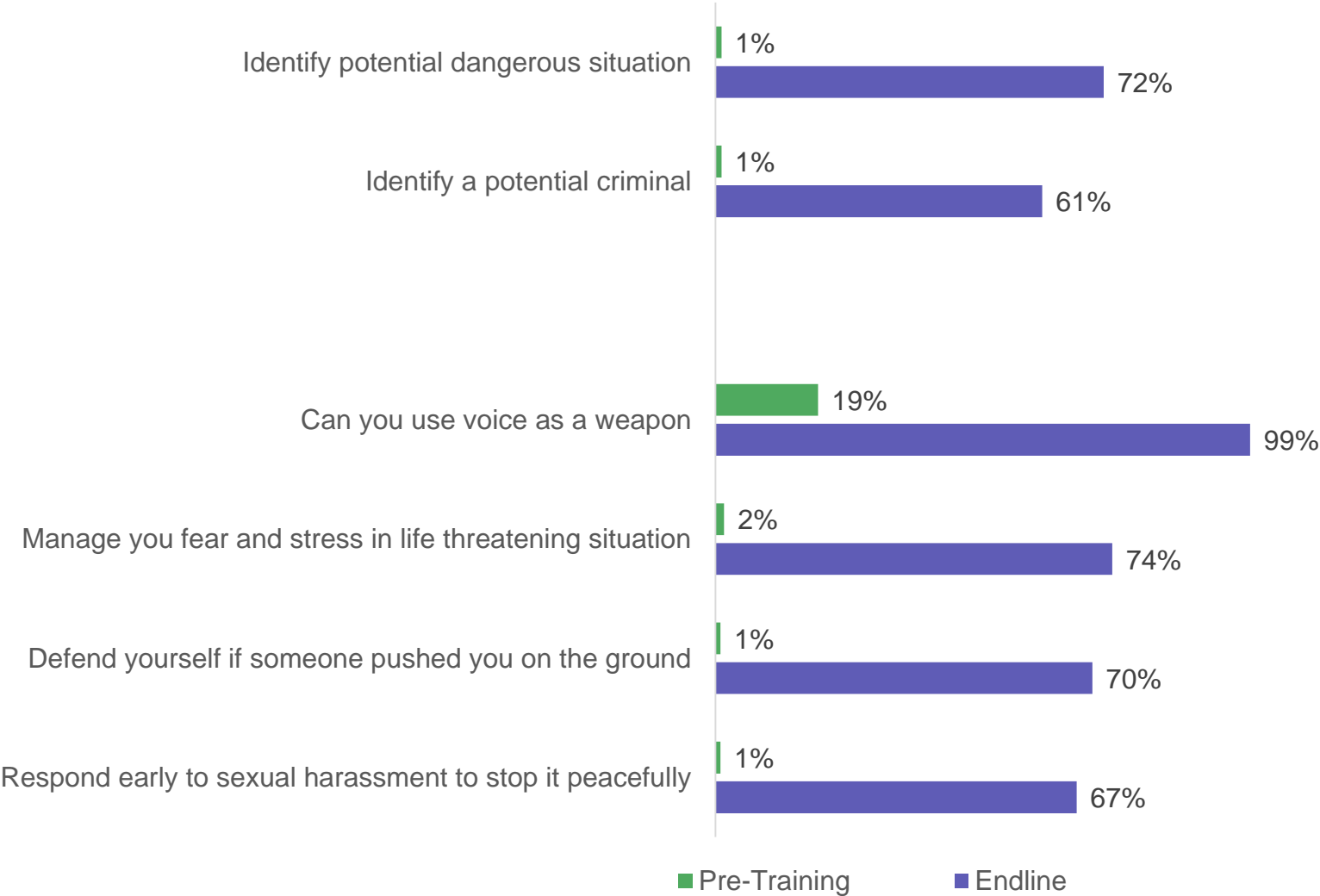
"I do not know much details of exactly what they learned but I have seen girls being more vocal and confident. I'll give you an example. Last week, four girls came to me and said some boys were using abusive language to them. They felt very uncomfortable and offended. These were girls who would never come to me and say something. They are shy in nature. But it must be after the training, they got confidence and were able to speak up. Now, we are taking actions against the boys. We are calling their parents and talking with them. This is a huge success of the program I think"

KII Head Teacher 2 Endline

Perceived ability to stay safe



Perceived ability to stay safe



Satisfaction with safety and ability to stay safe

	Girls Trained (Treatment)		Girls Not Trained (Comparison)		Difference in Difference
	Baseline (%)	Endline (%)	Baseline (%)	Endline (%)	
How safe you feel	68	86	67	79	+6%
Your ability to defend yourself against physical attack	37	74	51	49	+38%
Your ability to avoid dangerous situations	35	71	47	56	+27%
Base (all respondents)	590		501		

“Yes, I feel safer in the last 6-8 months After the training, I feel safer than before as now I know how to avoid risky situations. I have now become more aware of my surroundings and if anything happens, I can push the person, shout and ask for help”

KII Girl 11 Endline

“In the past few months I feel safer as I have learned to defend myself to a certain extent. Yes, the fight back training has contributed to a great extent.”

KII Girl 10 Endline

The questions were aligned with the Paediatric Quality of Life Enjoyment and Satisfaction Questionnaire (PQ-LES-Q), the International Children's Survey and the UNICEF Multiple Index Cluster (MICS) questions on wellbeing.

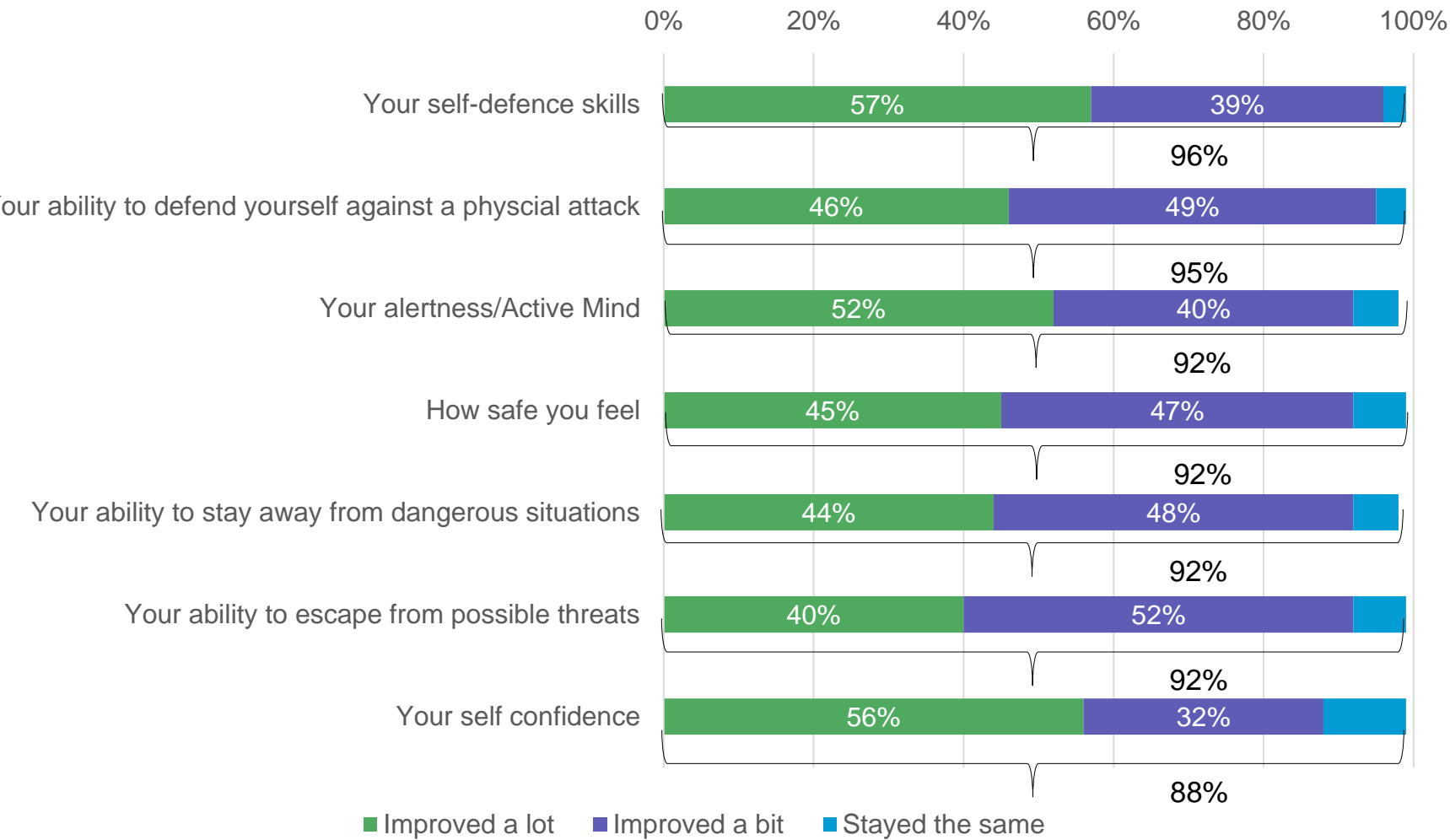
At endline, trained girls rated 14 Quality of Life (QoL) aspects either **significantly or slightly higher** than at baseline.

At endline, trained girls rated their ability to get things done, play/free time, energy, health; mood and feelings, love and affection and life overall, **significantly higher** than those that had not been trained. At baseline, no significant difference between the two groups was evident.

At endline, 35% of trained girls stated they had taken up a new activity in the last six months, this was **significantly more** than the 27% of girls who had not received training taking up a new activity.



Improvement through training



“The examples that I have learned are skills to gain physical and mental strength. Like, wrist grabbing we still practise it in our lunch time”

KII Girl 08 Endline

“After the training we were so interested we even watch YouTube Tutorials on self-defence”

FGD Girls 2 Endline

- 1) Girls Sharing their Knowledge: the qualitative feedback suggest a high incidence of girls` sharing their knowledge.

- 2) Boys safety Concerns: After the training, roughly 30% of interviewed parents and children still thought that boys should receive the training for the benefit of girls, but the majority also believed boys would benefit from protection information.

"[My daughter] even teaches me how to be safe."

Parent 2 EXC Endline

"My daughter showed the moves that she was taught during the training. She also shared the skills she learned regarding vocal and mental self-defence. We have a very good impression of the program. It has definitely made my daughter more vocal and confident."

Parent 11 EXC Endline

- 1) Girls feel safer: There is clear evidence that girls who participate in Fightback Girls training feel safer.
- 2) Girls knowledge and ability in safety awareness and self-defence have improved: There is also clear evidence that Fightback Girls has improved girls' safety awareness and self-defence knowledge, and that girls retain high levels of knowledge eight months after training.
- 3) Girls perceive their quality of life has improved: There is evidence that trained girls feel better about their life in general 6-8 months after training than girls who did not receive training.