

# SPRING Impact Evaluation

## Endline Report: Fightback Girls



Pictures from a Fightback Training session delivered at St Mary Ward School in Kathmandu and Murals from Fightback Training Centre in Kathmandu.

# SPRING Impact Evaluation

## Endline Report: Fightback Girls

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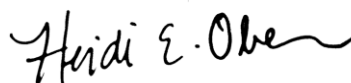
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# Abbreviations and Acronyms

<b>BOP</b>	Base of Pyramid
<b>BPE</b>	Business Performance Evaluation
<b>DFAT</b>	Australian Department of Foreign Affairs and Trade
<b>DFID</b>	UK Department for International Development
<b>DID</b>	Difference-in-difference
<b>FDM</b>	Foundation for Development Management
<b>FGD</b>	Focus Group Discussion
<b>F2F</b>	Face-to-Face
<b>GCC</b>	Grand Challenges Canada
<b>GSP</b>	Girl Safety Protocols
<b>HQ</b>	Headquarters
<b>IE</b>	Impact Evaluation
<b>IP</b>	Implementing Partner
<b>KII</b>	Key Informant Interview
<b>KPI</b>	Key Performance Indicator
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MICS</b>	Multiple Index Cluster
<b>NGO</b>	Non-Government Organisation
<b>IP</b>	Implementing Partner
<b>PQ-LES-Q</b>	Paediatric Quality of Life Enjoyment and Satisfaction Questionnaire
<b>PPI</b>	Poverty Probability Index
<b>SXG</b>	St. Xavier's Godavari School
<b>SXJ</b>	St. Xavier's Jawalakhel School
<b>ToC</b>	Theory of Change
<b>USAID</b>	United States Agency for International Development
<b>USD</b>	United States Dollar

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# Executive Summary

SPRING is a 5-year accelerator programme funded by the Department for International Development (DFID), the United States Agency for International Development (USAID), and the Department of Foreign Affairs and Trade (DFAT)<sup>1</sup>. It supports business ventures to develop products and services which could transform the lives of adolescent girls. As one component of the overall evaluation of SPRING, the Impact Evaluation (IE) gathers information on the economic and social outcomes of girls who benefit from products and services delivered by SPRING businesses. Fightback<sup>2</sup> is one of eight businesses that are included in the SPRING IE, and the third of the eight to have an endline report published.

Fightback is a private company providing training in safety awareness and self-defence. Prior to SPRING, Fightback was largely provided to small groups of up to 50 participants. Primary clients were Non-Governmental Organisations (NGOs) and institutions, and the participants were mostly women. With SPRING support, Fightback launched its prototype of a girl focused training programme, which aims to raise girls' awareness and ability to avoid and respond to threats to their safety, including sexual harassment, physical assaults and violent sexual crimes. The girl focussed training is delivered through schools, allowing for the scaling up of the Fightback programme through reaching up to 1,000 adolescent girls in each training session. Fightback training is charged at 1,000 Nepali rupees (\$10) per person for a 3-day course. There are three models of payment: schools split the cost with parents; parents pay the entire cost; or, to target lower income households, Fightback partner with Government or other organisations to provide a cross-subsidisation initiative free of charge to the participant.<sup>3</sup>

The Fightback Theory of Change (ToC) states that after receiving the training, girls acquire a physical, vocal and mental skill set, leading them to feel safer and more confident and helping them mitigate potentially harmful situations. By learning with their peers' adolescent girls also acquire greater self-confidence. Likewise, parents of the trained girls feel more confident allowing their daughter to engage in educational or economic activities outside the home (girls gain mobility) if parents safety concerns for their daughter are reduced.

This evaluation tests the Fightback ToC and whether the impact to all adolescent girls participating in Fightback is attributable to SPRING. A mixed-methods approach was used to collect qualitative and quantitative data girls in four treatment schools at baseline (prior to engaging in the training) and endline (eight months after training), and from girls that did not receive training in three comparison schools. Fightback's own monitoring & evaluation (M&E) data, collected immediately before (pre) and immediately after (post) the training, provided additional data collection points and was also analysed. The IE tracks girls' knowledge, attitudes and practices of self-defence and pro-active protection techniques, feelings of safety and general well-being and confidence. A total 590 survey respondents were matched in the treatment group, and 510 in the comparison group across baseline and endline, supplemented by qualitative research in the treatment group.<sup>4</sup>

## Key findings include:

### Awareness of safety

At baseline we sought to establish girls' awareness of safety issues to understand the threats to safety they perceived in their daily lives. Our findings reflect that girls were more aware of instances of teasing and bullying through social media or spoken word, than any other threats to personal safety. Girls aged 14 – 16 years were significantly more likely to know of girls that had experienced safety issues than girls 10 – 13 years of age. There was little difference in the experience of safety issues between treatment and comparison groups.

<sup>1</sup> The Nike Foundation was a funder in the earlier stage of SPRING.

<sup>2</sup> At the time of joining SPRING, Fightback was not established as a separate enterprise and was an intervention within the Paritran private company. Paritran has since established Fightback as a separate private enterprise concentrating only on self-defence and safety awareness training. For the sake of consistency in this report we will refer to both the prototype and the business as Fightback.

<sup>3</sup> Paritran and Fightback also provide grant-funded self-defence training, most notably: DFID Integrated Programme for Strengthening Security and Justice (IP-SSJ) which was delivered to smaller groups of girls in rural communities during the SPRING programme; and Grand Challenges Canada Grant Fund (GCC) which targets school girls from lower income households. SPRING Investment Support assisted Paritran to secure GCC funding.

<sup>4</sup> All schools included in this IE were private schools, which is consistent with Fightback's initial business targeting and training delivery over the evaluation period. However, the participants in this IE tend to be from a background of privilege and protection relative to girls on average.

### **Learning how to stay safe - tested recall**

At endline<sup>5</sup>, trained girls demonstrated a high level of recall of the theory they had been taught during the Fightback programme, achieving an average test score of 90%. This represented a significant improvement on their average baseline test score of 10%. Only a slight decrease in knowledge between Fightback's post-training test and the evaluation endline test was evident.

Qualitative feedback provided further insight that the loss of recall was a combination of not needing to put self-defence techniques into practice and some feeling that the training programme was too short to allow girls to integrate the new information into their memories.

At endline, girls demonstrated the highest recall of being able to use their voice as a self-defence weapon (99%) and lowest recall of the key characteristic that would make them vulnerable (83%) or how to respond to a physical attack (83%). The efficiency of acquiring skills in verbal self-defence, or voice as self-defence, in the three-day programme was highlighted in the SPRING Business Performance Evaluation (BPE) case study report. Those aged 14-16 years showed a slightly higher recall than those aged 10-13.

### **Anticipated response to safety risks**

Looking at the differences between baseline and endline, trained girls were significantly more likely to state they would respond to a threatening situation by fighting (+25%) or running away (+15%) than at baseline or compared with girls who had not been trained. These are the safety response techniques taught by the Fightback programme and suggest that the training has improved girls' knowledge of how to respond rapidly to a potential threat.

However, at endline over half of trained girls were worried they would get into trouble for being in a situation where their safety was at risk (57%), which suggests that blame and shame is still an issue. Age had little bearing on how girls perceived they would respond to an incident.

At endline, trained girls were significantly more likely to anticipate speaking to somebody if something happened to them than they were at baseline or compared with girls who had not received training. This suggests that Fightback training has improved girls' safety through encouraging them to speak out and report threats to their safety.

### **Perceived ability to stay safe**

At endline, trained girls felt significantly more able to recognise and respond to potentially harmful situations than before they received training or than girls who did not receive training. In particular, trained girls felt more able to use their voice as a weapon (99%), manage fear and stress under threat (74%), or identify a dangerous situation (72%) than respond to sexual harassment early (67%) or identify a potential criminal (61%).

Surveys administered to the treatment group immediately after training (post-survey) and endline reflect a slight decline in perceived ability eight months after training. The greatest decline was evident in girls' perceived ability to respond early to sexual harassment and their ability to identify a potential criminal. The smallest decline was noted for girls' ability to use their voice as defence.

### **Feelings of safety**

At endline, trained girls felt safest at home (97%) and at school (92%) and least safe while travelling on public transport (57%). Looking at the differences between baseline and endline, the areas of strongest improvements in feelings of safety amongst trained girls were noted where they participated in extra-curricular activities (+16%); where they spent time by themselves (+13%), were at school (+12%) or travelled on public transport (+11%). This suggests Fightback training has been particularly effective in helping girls feel safer when in public spaces.

At endline, most trained girls were satisfied with their safety (86%), and seven in ten were satisfied with their ability to defend themselves (74%) or avoid dangerous situations (71%). Looking at the differences between baseline and endline, the areas of strongest improvement were in girls' satisfaction with their ability to defend themselves against (+38%) or avoid (+27%) dangerous situations. This suggests that training has enhanced girls' ability to stay safe.

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<sup>5</sup> Approximately eight months after baseline data collection.

## Wellbeing

Looking at differences between baseline and endline, and using the framework of the Paediatric Quality of Life Enjoyment and Satisfaction Questionnaire (PQ-LES-Q)<sup>6</sup>, trained girls rated their ability to get things done (+12%); play/free time (+12%); energy (+10%); mood and feelings (+9%); love and affection (+8%); health (+6%); and life overall (+7%), significantly higher at endline than at baseline or than girls who had not been trained. Differences between baseline and endline also reflect that trained girls were more satisfied with their self-confidence (+16%), friendships (+11%), and life overall (+15%). This reflects that girls enjoyed wider psychological benefits and an improved sense of control over their lives after Fightback training.

At endline, 35% of trained girls stated they had taken up a new activity in the last six months<sup>7</sup>. This was significantly more than the 27% of girls who had not received training taking up a new activity, suggesting training might improve girls' mobility. However, qualitative research reflected that trained girls' daily routines had not changed much between baseline and endline. While research suggests girls felt more confident when going about their daily activities, they largely followed the same schedules, frequented the same places and held the same patterns of travel as before the baseline. Parents cited the brief duration of the training as the main reason they had not re-evaluated their child's freedom. They reported that they did not feel that three-days was sufficient preparation for their daughters to assume greater risks.

Differences between baseline and endline reflect that trained girls were slightly more satisfied with their freedom (+10%) and what they did in their free time (+3%). This is consistent with qualitative feedback which reflects that while girls may not have been granted additional freedom, they were more confident to enjoy the freedom they had.

## Attribution and contribution

SPRING has recorded 5,595 girls reached through the programme during 2016 – 2018 and Fightback report that by May 2019, they had reached 12,751 girls. While this is somewhat behind Fightback's target to reach 13,000 girls in its second year of launch and 30,000 girls by 2020, it does reflect the business is showing promising and accelerated growth since launch. At endline, when asked if the training had helped them, 98% of girls agreed that it had, spontaneously citing that the training had: made them feel more confident (47%), safer (15%) and able to walk around their community.

When asked the most important thing they had learnt from the training, while most girls cited a learning associated with self-defence training, such as self-defence techniques, safety awareness or response to danger; a significant minority of girls (22%) felt the most important thing they had learnt was to be confident.

At endline, nearly all trained girls felt their confidence (88%), ability to defend themselves (96%), feel safe (92%), and able to stay away from danger (92%) had improved. Nearly six in ten girls felt their self-defence skills and self-confidence had improved a lot.

## Unintended consequences

Qualitative feedback suggests a high incidence of girls sharing their training with others in their family. This can be expected to not only raise household awareness of safety issues but shift social taboos on blame and shame.

Similarly, moderate changes in attitudes regarding boys' safety in their communities were realised indirectly through the Fightback training. At baseline, self-defence training was seen as less necessary for male audiences as boys were deemed less vulnerable. Where respondents did think that boys should attend self-defence training, it was typically so that boys could also learn about girl safety issues and help protect girls. 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. Furthermore, by endline, respondents were more convinced of the dangers that boys faced in their community. While training did not appear to change boy-girl relations it did appear to raise community sensitivity to abuse beyond that of the attendees alone<sup>8</sup>.

We thought that self-defence training might lead to an increase of girls fighting with other girls and boys using the self-defence techniques taught or that girls might start behaving in an unsafe way. However, neither of these possible unintended consequences were evident in the research findings.

<sup>6</sup> <https://www.sciencedirect.com/science/article/abs/pii/S0890856709620591>

<sup>7</sup> New activities included: dance, drama classes, basketball or additional studies.

<sup>8</sup> In the last year (2018-2019) Fightback has introduced self-defence training for school boys.



## Overall evidence of impact

Fightback has succeeded in delivering the depth of impact as anticipated and gone partway to achieving its targeted girl reach. [Table 1](#) below summarises the key impact pillars and compares the areas the Fightback prototype was expected to impact against where evidence suggests it has succeeded.

**Table 1: Overall evidence of impact<sup>9</sup>**

Impact	Earning	Saving	Safety (& Learning)	Wellbeing
<b>Areas</b>	Limited	Limited	Direct benefit through training to improve safety awareness and self-defence skills; leading to safer behaviour change	Direct benefit through improved confidence, peer network and agency; shift in shame and blame culture
<b>Expected Impact</b>	Low (0)	Low (0)	High (5)	High (4)
<b>Actual Impact</b>	Low (0)	Low (0)	High (5)	High (4)

Turning to look at impact within each pillar:

- **Safety:** There is clear evidence that girls who participate in Fightback training feel safer as a result of it: they feel safer after training and relative to the comparison group, particularly in public spaces; and they spontaneously cite that training has helped them feel more confident, safer and able to move around their community. Evidence also suggests that training has enhanced girls' preparedness for rapid response and in particular, the efficiency in learning '*verbal judo*' within a three-day programme. However, there is mixed evidence that Fightback succeeded in addressing taboos around blame and shame: while girls are more likely to share incidences of risks to safety after training than before, they are also more likely to be worried about getting into trouble for it.
- **Wellbeing:** There is clear evidence that Fightback training improves girls' perceptions of their psychological and physical wellbeing, but there is less evidence that Fightback has succeeded in improving girls' mobility and freedom. By and large, while girls adhere to their existing daily routines, they feel more confident and happier going about their daily routines.

### Summary of impact

- Improved feeling of situational safety and improved satisfaction with ability to keep themselves safe.
- Improved knowledge of safety and self-defence techniques.
- Improved rating of self-assessed psychological and physical health.
- Improved satisfaction with friendships, self-confidence and satisfaction with life overall.

## Implications for Fightback

Reflecting on the findings, the following implications can be drawn for Fightback and their future business:

- Girls and parents alike felt the course was too short to produce long-term change, requiring repeat intervention to properly absorb. However, Fightback do already offer refresher training to schools and have not had much direct demand from girls or their parents for additional self-defence classes. This suggests there may still be an opportunity for Fightback to promote the need and opportunity for additional training classes via another channel.

<sup>9</sup> Note: Shade of colour denotes strength or weakness of impact, darker green showing higher impact and lighter green, less impact.

- Girls demonstrate the highest recall for scenarios they experience and techniques they apply on a regular basis. They demonstrate lower recall for techniques they do not apply on a regular basis, e.g. application of physical self-defence techniques. This can be addressed through tailored refresher training.
- Research findings reflect that younger girls recalled slightly less than older girls and it is to be expected that different ages absorb information differently. This can present a challenge for mass training. Trainers need to be mindful of establishing correct pace of training that suits both young and old alike.
- While Fightback has concentrated on the most serious acts of sexual violence against women and girls, findings reflect that teasing, bullying and harassment are a common source of threat to girls' wellbeing and feelings of safety and could benefit from greater focus in future training content.

### Programme implications

Reflecting on the findings, the following implications can be drawn for SPRING and future programming:

- SPRING programme has succeeded in helping Fightback to both identify the adolescent girl market for self-defence training and also to understand the specific needs of adolescent girls. The impact evaluation demonstrates that girls have benefited from improved perceptions of self-confidence and safety as a result and the Fightback business has proved to be a success for the programme.
- The findings reflect that schools provide an effective means of accessing younger adolescent girls in large numbers in a safe environment. Moreover, while younger girls recall slightly less, the findings indicate they derive greater benefit in self-esteem through the training and this could potentially create a different pathway for girls in how they manage their day-to-day lives.
- Findings point to the success of the training programme in improving girls' feelings of safety and self-confidence. However, at this stage, the training has not produced the depth of impact to change girls' mobility or their ability to learn and earn, as outlined the ToC. It is likely that a greater frequency of training would be required to produce this type of outcome and impact, reflecting the limitations of the three-day programme in delivering long-term change.
- Targeting private schools and parents has proved an effective mechanism to reach adolescent girls. However, the business model relies on the ability of parents and schools to pay for the training, which suggests that without grant funding, the needs of girls who cannot afford to pay for training go unmet.
- In recognition of this shortfall, SPRING's provided investment support to assist Fightback to secure additional grant funding to address the needs of the BOP, most notably the Grand Challenge Canada Grant (GCC). In the last year (2018-2019), Fightback has also actively pursued a low-income cross-subsidisation programme to provide Fightback training that is fully subsidised by Government or other organisations, to girls in lower-income schools.
- Despite the success of the training programme, Fightback did not achieve its SPRING targets, though the business is now growing at an accelerated rate. This reflects both that small business growth may take more time than programme assumptions allowed for; but also, that there were either incorrect assumptions in the forecast model or in the business implementation. Understanding why Fightback has not achieved its predicted target is important in identifying how the programme may have achieved better girl reach.
- There is evidence that through sharing the training content and techniques with their families, girls raise awareness of safety issues and challenge social taboos around blame and shame, presenting girls as victims and not instigators of harassment. Evidence also suggests that training helps girls to speak out.

# 1. Context

## 1.1 Purpose and structure of this document

This document presents the findings from the impact evaluation (IE) research for Fightback, a business supported during the second SPRING cohort (October 2016 – July 2017). The report is divided into four sections. **Section 1** provides an overview of the SPRING impact evaluation, and an introduction to Fightback's SPRING prototype, Fightback Girls, and IE design and methodology.<sup>10</sup> **Section 2** presents the research findings in line with the Fightback's Theory of Change (ToC), mapping the findings across the impact pillars of: safety and well-being. **Section 3** presents the conclusions against the evaluation questions before interpreting these in **Section 4** with lessons for the business and, **Section 5**, lessons for the programme.

Annexes A, B and C provide tabular detailed results from a series of examination tests set for girls to test their recall of training. Annex D provides a detailed description of the evaluation Methodology and Fieldwork. Copies of the data collection tools are provided in the following Annexes:

- Annex E: Endline Survey;
- Annex F: Key Informant Interview (KII) guide; and
- Annex G: Focus Group Discussion (FGD) guide.

## 1.2 Overview of the SPRING Impact Evaluation

SPRING is a five-year accelerator programme that supports business ventures to develop products and services to help girls earn, learn, save, keep safe and experience increased well-being. SPRING envisages that their successful engagement with businesses will lead to a broader shift in markets that enable girls and their communities to contribute to ending the cycle of poverty.

As one of the three components of the SPRING evaluation, the IE provides evidence of the overall effects of SPRING in terms of improvements in economic and social outcomes for girls as a result of using products and services delivered by SPRING businesses. While other components focus on how well the programme works and what works (or does not work) well, the IE contributes evidence to help understand the effect of SPRING-funded business activities on the socio-economic circumstances of the adolescent girls. Over the lifetime of SPRING, the evaluation team will conduct a total of eight IEs, two per cohort.

Following an evaluability assessment of Cohort 2 businesses, and in consultation with the IP, **Fightback** and **iSocial** were selected for the IEs for Cohort 2. This report presents the findings from the impact evaluation research for Fightback's programme.

## 1.3 Introduction to Fightback

### 1.3.1 Description of the business and prototype

Fightback is a private company providing self-defence and safety awareness training for women of all age groups, physical conditions and socio-economic backgrounds and aims to address the skills deficit to counter sexual harassment, physical assaults and violent sexual crimes<sup>11</sup>.

The Fightback training programme seeks to empower and enable women to avert, mitigate, confront and/or escape from the perpetrators of violent sexual crimes. It is designed for women who have not had any previous exposure to any forms of martial arts or combative training, to be easy to learn and assimilate. The focus is on simple life saving tools and techniques uniquely designed with a specific purpose – protection of women at their most vulnerable state.

<sup>10</sup> Details of the Fightback evaluation, including the evaluation design, data collection methodology, data sources, sampling strategy are provided in Annex C.

<sup>11</sup> At the time of joining SPRING, Fightback was not established as a separate enterprise and was an intervention within the Paritrans private company. Paritrans has since established Fightback as a separate private enterprise concentrating only on self-defence and safety awareness training. For the sake of consistency in this report we will refer to both the prototype and the business as Fightback

With SPRING funding, Fightback launched their SPRING prototype: en masse training programme delivered to adolescent girls through schools, reaching as many as 1,000 in one training session.

The Fightback Girls mass training is slightly modified on the original Fightback programme to suit a large group of younger participants. Additionally, through their SPRING girl research, Fightback realised that to improve girls' safety, training itself needed to focus on improving girls' self-confidence as well as self-defence skills. Fightback girls training thus has a greater focus on activities to build girls self-confidence, such as role play, group exercises and speaking up in trainings<sup>12</sup>

The girl mass training model has allowed the business to scale up by targeting adolescent girls in school.

Fightback girls training is charged at 1,000 Nepali rupees (\$10) per person for a 3-day course and 300 rupees for a 1-day course. Within the prototype, generally schools split this cost 50:50 with parents or parents cover the entire cost themselves. The only exception to this is where institutions (e.g. NGOs or donors) fund training, as was the case with St Mary's Ward School, which was funded by an alumni group of the school. Fightback has set a target of reaching 30,000 girls by 2020, which is equivalent to providing training to approximately 30-35 schools<sup>13</sup>.

Fightback also envisioned providing sensitisation sessions, or workshops, for parents of girls who participated in the Fightback training. Through discussion and presentation of evidence, the workshops aimed to raise parental awareness and recognition of girls as victims of crime rather than instigators, so shifting norms of shame and blame in crimes against girls.

The Fightback Girls prototype has largely remained unchanged through the evaluation. The only notable changes were implementation challenges of a lack of demand for parental sensitisation sessions<sup>14</sup> .which meant that no parental sensitisation sessions were delivered to parents whose daughters attended the evaluation treatment schools<sup>15</sup>; and difficulties coordinating schools to achieve en masse training numbers originally envisaged.

### 1.3.2 Fightback Girls Theory of Change

The ToC of Fightback Girls envisions that by attending an en masse training session, girls gain a physical, vocal, and mental skill set that will lead to their greater safety and confidence and help to mitigate harmful situations. In addition, training in large groups with peers will create a sense of power through the creation of a network of empowered and strong girls, also leading to improved self-confidence. Lastly, through the programme's engagement and sensitisation with parents, parents will feel more able to allow girls to engage in economic or educational activities outside of the home, and parents will increasingly recognise girls as victims rather than instigators of violence, shifting the norm around 'shame and blame' culture of violence against girls, resulting in girls' greater mobility.

## 1.4 Fightback Impact Evaluation design

The IE tests if the impact to all adolescent girls participating in the en masse Fightback Girls programme are attributable to SPRING.

To assess the attribution of the impact of Fightback Girls mass training programme, we used a quasi-experimental impact evaluation approach comprised of treatment and comparison group data collected at baseline and endline. The impact evaluation utilises quantitative surveys as well as qualitative KIIs and FGDs. We collected baseline data between May – August 2018 to coincide with Fightback's training schedule. Baseline data was collected a few days before Fightback Girls training was delivered to each of the treatment schools. Comparison school's data collected was scheduled between data collection from the treatment schools. Endline data was collected approximately eight months after baseline. Further details of the methodology, including a detailed schedule of baseline and endline data collection for each school and the criterion for selecting comparison schools, is detailed in full in Annex D.

<sup>12</sup> See SPRING Cohort 2 Fightback BPE Case Study Report.

<sup>13</sup> Outside of the prototype, Fightback training may be fully funded by institutions or as part of specific programmes, e.g. where Paritran delivered training funded by DFID's [IP-SSJ programme](#).

<sup>14</sup> The lack of demand for the sessions is believed to be a combination of a lack of willingness amongst schools to pass on the cost of attending the sessions and a lack of time amongst working parents.

<sup>15</sup> While Fightback are still committed to providing the sensitisation sessions, only six parental sensitisation sessions have been taken up by parents in schools in Kathmandu due to a low demand and absence of momentum in schools to promote this opportunity for discourse to parents.

The IE is guided by the overall impact evaluation questions from the SPRING M&E Evaluation Framework. Building on this framework, the evaluability assessment identified the following pathways to impact adolescent girls:

- **Providing learning through teaching skills of awareness and self-defence:** Adolescent girls 10 – 19 years old will participate in 1 to 3-day training on awareness of their surroundings, pro-active protection and self-defence techniques.
- **Improving safety and wellbeing:** Adolescent girls are taught safety techniques, which ensures their wellbeing.
- **Promoting empowerment:** Girls become more empowered through course training through improved confidence and involvement in peer network.
- **Greater mobility:** Girls gain greater mobility when parents are sensitised. If parents' fears about girls' safety are reduced, they will feel more able to allow girls to engage in educational or economic activities outside the home. Parental sensitisation will also lead to recognition of girls as victims rather than instigators, shifting norms around violence against girls ("shame and blame").

The IE assesses the retained knowledge directly attributable to Fightback Girls training and the impact of this knowledge on girls' overall sense of wellbeing; and their perception of their ability to stay safe and defend themselves using techniques learned during Fightback training. Perception is used as a proxy for girls' ability to stay safe.

#### 1.4.2 Data sources

The Fightback Girls impact evaluation draws on qualitative and quantitative primary data:

#### 1.4.3 Quantitative data collection

There are two components of quantitative data collection:

1. **The Pre/Post-training survey:** This is a self-complete survey designed by Coffey and Fightback, and part of Fightback's ongoing Monitoring and Evaluation (M&E). The survey was administered as a census of the adolescent girls who participated in the training, completed before the training is administered and then again immediately following the training. The survey was administered by Fightback and processed by Foundations for Development Management (FDM), the local research partner. The pre and post surveys were only administered to the treatment group (girls that received training).
2. **The baseline/endline survey:** This was an facilitator-led self-complete survey designed by Coffey. The was the main tool designed to collect data on the outcome and high-level indicators of Fightback's ToC and girl impact pathways. It was administered to a sample of trained adolescent girls and a comparative sample of girls who did not participate in the training. FDM both administered and processed the survey. The baseline and endline surveys were administered to both treatment and comparison groups.

#### 1.4.4 Qualitative tools

Qualitative tools were designed to supplement the baseline survey and were only administered to the treatment group. All qualitative research was conducted by FDM. There are three components of qualitative data collection:

3. **KIIs** conducted with headteachers.
4. **Paired KIIs** with adolescent girls who participated in trainings, and separate KIIs with their guardians.
5. **FGDs** with adolescent girls who participated in trainings, and an additional FGD held with a comparable sample of boys who did not participate in training.

At both baseline and endline, the qualitative tools were administered to girls in the treatment group to gather further information on girls' knowledge, perception, and experiences of safety issues as well as their overall wellbeing.

Coffey partnered with FDM for data collection purposes. Coffey designed the data collection tools in collaboration with FDM and Fightback.

### 1.5 Final achieved and matched sample

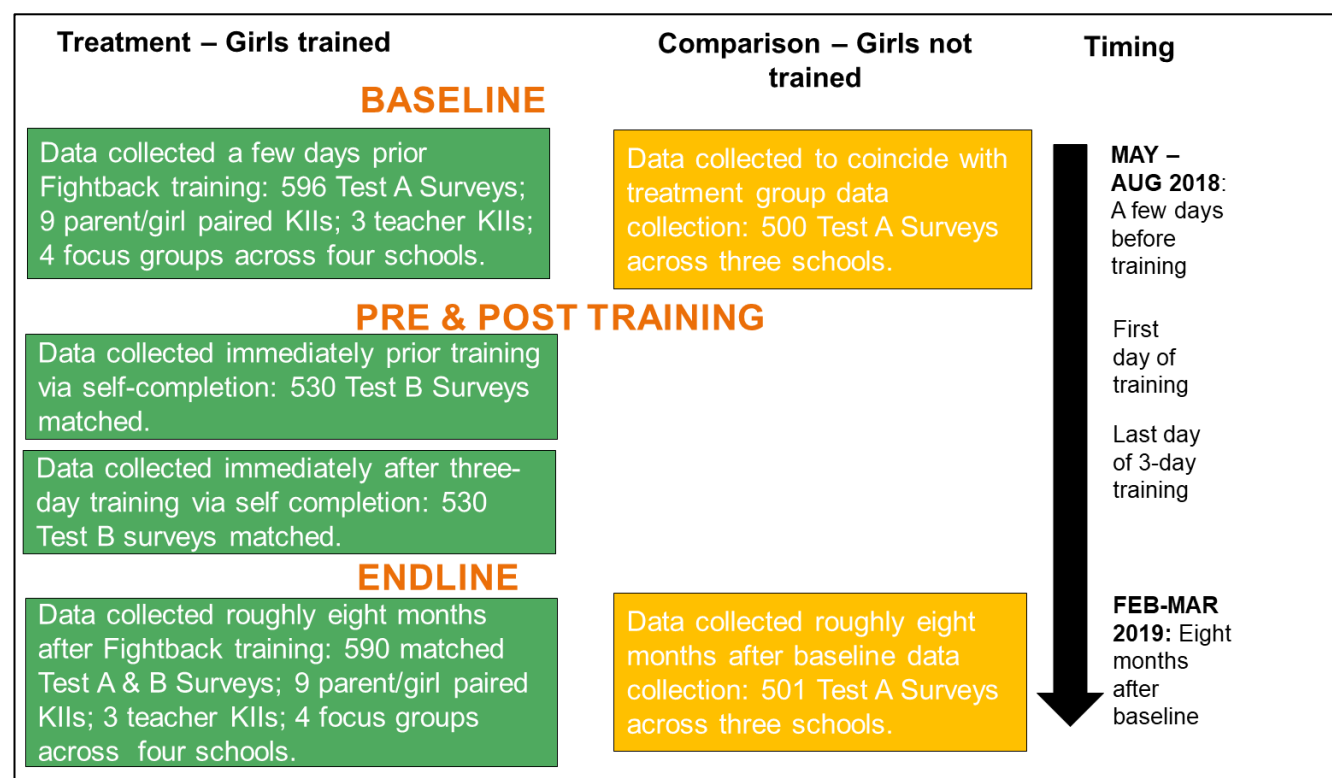
The sampling frame captures information from a representative sample of girl beneficiaries who benefited from the training as well as a comparison group of girls that have not received training. At the point of design, Fightback



Girls planned to train three schools in the last academic term of 2018 and we used this as a basis for our sample design. Ultimately, changes in the schools training schedule required us to extend our fieldwork period as well as include an additional treatment school. Data collection from the comparison schools was contingent on training (and data collection) from the treatment schools<sup>16</sup>.

Figure 1 outlines the different stages of data collection. Each stage is detailed below.

**Figure 1: Stages of data collection for Fightback Girls evaluation**



### 1.5.1 Completed interviews – Quantitative Surveys

A total 590 quantitative surveys were matched at baseline and endline across the intervention schools, and 501 surveys were matched across the comparison schools. Table 2 details sample achieved at each school.

**Table 2: Quantitative Survey - Final matched sample achieved, treatment and comparison schools (endline)**

Schools	Target <sup>17</sup>	Baseline	Endline / Matched
<b>Treatment</b>			
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

<sup>16</sup> Further details on the sample design can be found in Annex D: Fieldwork Methodology.

<sup>17</sup> Targets are the initial figures provided by schools on the estimated number of participants to participate in the training. At baseline, all girls who were participating in Fightback training and present on the day of data collection were interviewed. At endline, we surveyed all girls interviewed at baseline. The target for Nightingale comparison schools was exceeded because the number of students per class was larger than anticipated.

<b>Total</b>	<b>600</b>	<b>596</b>	<b>590</b>
<b>Comparison</b>			
Nightingale High School	200	248	247
Pathshala High school	200	140	140
Creative Secondary School	100	114	114
<b>Total</b>	<b>500</b>	<b>503</b>	<b>501</b>

### 1.5.2 Quantitative data analysis and matching

In addition to the baseline and endline data collected, Fightback Girls's own pre-and-post survey data was processed, analysed and matched to the endline sample. Only the respondents who could be matched across the pre-survey and post-survey datasets were kept in the pre-and-post survey analysis. 77 students who appeared only in the pre-survey or in the post-survey dataset were subsequently removed (58 students from the pre-survey, 19 from the post-survey). The resulting pre-and-post survey dataset was then matched with the endline dataset. 24 students who could not be found in the endline dataset were removed from analysis. The resulting cohort size for the pre-and-post survey was of 530 students.

Throughout the report, we use difference-in difference (DID) analysis to highlight the additionality of participating in Fightback Girls training on girls' awareness and knowledge of safety and self-defence, their feelings of safety and their overall wellbeing.

### 1.5.3 Completed Key Informant Interviews

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. The final achieved sample is detailed in Annex D.

### 1.5.4 Completed Focus Group Discussions

Four focus group discussions were completed at both baseline and endline across the first three intervention schools. The final achieved sample is detailed in Annex D.

## 1.6 Respondent profile

The basic demographics of participants in the endline data collection are outlined below:

Type	Description
<b>Age:</b>	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.
<b>School</b>	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 the that were not trained were from Nightingale school, 23% were from Creative and 28% were from Patshala schools.
<b>Grade</b>	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.
<b>District</b>	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 Kirtipur.

Type	Description
<b>Poverty Probability Index (PPI)<sup>18</sup></b>	<p>PPI scores were calculated using the Simple Poverty Scorecard Poverty-Assessment Tool for Nepal and data collected at endline. The PPI score ranges from 0 to 100, its value being a proxy to poverty likelihoods<sup>19</sup>.</p> <p>The mean PPI score across in intervention group was 60, and 61 in the comparison group<sup>20</sup>. According to the Index, there is a 2.3% chance that a person in Nepal with an index rating of 60 or 61 lives on less than \$1.25 a day (2005 PPP); a 17.7% they live on less than \$2 a day and a 42.3% chance they live on less than \$2.50 a day.<sup>21</sup></p>
<b>Disability</b>	<p>The Washington Group Short Set of Disability Questions was included in the baseline survey. Seven percent of those in the treatment group and 3% of those in the comparison group reported some form of disability. Across all respondents to the surveys, 0.9% reported great difficulty and 0.7% reported inability to see; 0.2% reported great difficulty and 0.2% reported inability to hear; 0.5% reported great difficulty to walk or climb steps; 2.8% reported great difficulty, and 0.3% inability to remember or concentrate on activities; 0.6% reported great difficulty and 0.4% reported inability to provide self-care<sup>22</sup>.</p>

<sup>18</sup> All SPRING impact evaluations use PPI as a proxy for poverty.

<sup>19</sup> More information on PPI score calculations for Nepal as well as poverty likelihood equivalences can be found here: <https://www.povertyindex.org/country/nepal>.

<sup>20</sup> The PPI uses data collected from ten questions about household characteristics and asset ownership and calculates the likelihood that the household is living below the poverty line. Questions are tailored to each country: <http://www.progressoutofpoverty.org/country/nepal>

<sup>21</sup> This low incidence of poverty is consistent with Fightback's purposeful targeting of private schools in the Kathmandu region,

<sup>22</sup> Note – we anticipate the latter response was a misinterpretation of the question as the Coffey Evaluation team met completed a KII with this respondent during which she did not mention nor display any obvious issues with self-care.

## 2 Findings

This section details findings from data collected throughout the Fightback Girls IE:

- Section 2.1 reports on awareness of safety and who girls have spoken to about safety concerns
- Section 2.2 reports on girls' recall of the Fightback training programme and their anticipated response to a potentially harmful situation;
- Section 2.3 reports on girls perceived ability to stay safe both before and after training;
- Section 2.4 details girls' feelings of safety in different situations, as well as satisfaction with safety overall;
- Section 2.5 details girls' perception of their quality of life and overall wellbeing;
- Section 2.6 explores attribution & contribution of SPRING to girl impact
- Section 2.7 explores unintended consequences of the Fightback programme

Throughout the report: use of the terms '*baseline and endline*' refers to data collected by Coffey from both treatment and control groups as part of the evaluation; use of the terms '*pre and post training*' refers to data that was collected by Fightback immediately before and after training as part of their ongoing M&E.

### 2.1 Safety awareness

Spring's landscape study documents that violence against girls is a major concern for girls and their parents in Nepal<sup>23</sup>. Social norms and taboos create an environment where girls are seen instigators instead of victims of violence. Fightback Girls' ToC recognises the threat to girls' safety and states that girls are subject to safety risks and that by attending Fightback Girls' en masse training girls improve their awareness and ability to manage situations where they might feel vulnerable or at risk. It encourages girls to speak out about their safety concerns.

To test Fightback Girls' assumption that girls were subject to threats to their safety, our first step at baseline was to collect data on girls' awareness of safety issues, who they had spoken to about safety concerns, and their perceived need for self-defence training to confirm the need for the training programme.

#### 2.1.1 Awareness of Safety Issues

At baseline, to establish girls' awareness of safety issues we asked them if they were aware of potential risks to their safety.

Their responses are detailed in [Box 1](#) below and reflect that treatment girls were most likely to be aware of instances of verbal bullying/harassment, with 53% aware of unpleasant teasing and 45% of unpleasant comments. A significant minority were also aware of teasing and intimidation through social media or text and phone calls. While the Fightback Girls training programme does place some focus on how girls handle teasing and bullying, it is not the primary emphasis of the training programme.

Over four in ten (42%) were aware of girls feeling harassed on public transport, 36% were aware instances of theft, 32% were aware of girls who had been inappropriately touched and 29% were aware of girls who had been followed by a stranger in a public place. These are all core themes in the Fightback Girls training programme.

Girls aged 14 – 16 years were significantly more likely to know of girls who had experienced safety issues than girls 10 – 13 years of age. The only exception was the experience of having something stolen, where older girls were only slightly more likely to know of girls who had something stolen than younger girls (39% v 33%, respectively). PPI score had little bearing on girls' experience of safety issues.

With the exception of being followed in a public place, there were no statistically significant differences in the awareness of any of the measured safety issues between the treatment and comparison groups.

<sup>23</sup> SPRING Nepal Girls Landscaping Report

**Box 1: Awareness of safety issues in the treatment community at BASELINE (heard of girls like them experiencing issues %)**

**Box 1. Summary of girls' safety awareness:**

- At baseline girls were more aware of instances of verbal teasing and bullying than any other safety issue. Girls aged 14 – 16 years were significantly more likely to know of girls who had experienced risks to their safety than girls 10 – 13 years of age. There was little difference in the awareness of safety issues between treatment and comparison groups.
- Overall, girls at baseline were most likely to have spoken to an adult in their home and their friends about safety issues. Girls in the comparison group were significantly more likely to have spoken to someone about safety issues than those in the treatment group.
- Girls in the treatment group opted to participate in Fightback training to improve their self-defence knowledge; parents supported the training to improve their daughters' self-defence, safety and confidence.

From qualitative feedback, when describing their awareness of safety issues, most girls were not aware of issues at home or at school.

A few girls mentioned incidents of other girls who had been bullied by boys at school, though none reported a sexual element to this teasing. There was one story of sexual harassment by a member of staff at school, shared by a student informant. This staff member had inappropriately touched a student at the school and had been subsequently fired.

When asked about more specific incidents, girls were more likely to be concerned about cyber bullying and harassment:

*"Probably cybercrimes through the sharing of photos and videos, girls hanging out at late night at pub and bars, girls getting friendly with the boys they do not know and trusting someone very fast without knowing their background."* KII Girl 8 Baseline

*"I don't feel unsafe in my locality. Neither do I feel unsafe in my school. But I feel unsafe over social media where people can easily defame you and make you uncomfortable in front of hundreds."* KII Girl 6 Baseline

Parents also voiced similar concerns for their daughters:

*"Now I think education in the home has changed a lot but still more education is required since many are not aware of problems that can occur via tab, internet, TV, mobile and computer."* KII Parent 8 Baseline

*"I also have various concerns about other negative things that she might have picked up. Although we do not give her much access to mobile phones or laptops, she might have picked up a few things from when she is with her friends or other people, might have watched videos with adult content. She will not share these things with her parents obviously. The children these days are very forward, and I just doubt she might have been exposed to contents like those."* KII Parent 2 Baseline

Public spaces presented girls with risks of sexual harassment and discomfort that home and school did not. A participant in an endline focus group with SXG schoolgirls said that she was scared to go to a grocery store alone, because her friend had had an incident where she was harassed by the owner of the store.

One girl gave a more proximate account:

*"Yesterday after my exams, I went out with friends. I was wearing a small skirt because it was really hot. We were walking around Pulchowk and my friend told me that people were staring at my legs. I became uncomfortable and conscious. So, instead of roaming around I went to a restaurant with my friends and sat there where I could sit comfortably. This type of things makes me awkward and conscious about myself."* KII Girl 5 Baseline

While another girl shared the experience of a friend of hers who received unwanted attention on a public bus.

*"She feels her bus conductor always stares and looks her in a weird way which always makes her uncomfortable. She is not even sure whether it is just her imagination, or he is actually doing this to make her feel uncomfortable."* KII GIRL 7 Baseline

These examples reinforce the need for self-defence education in the first place.



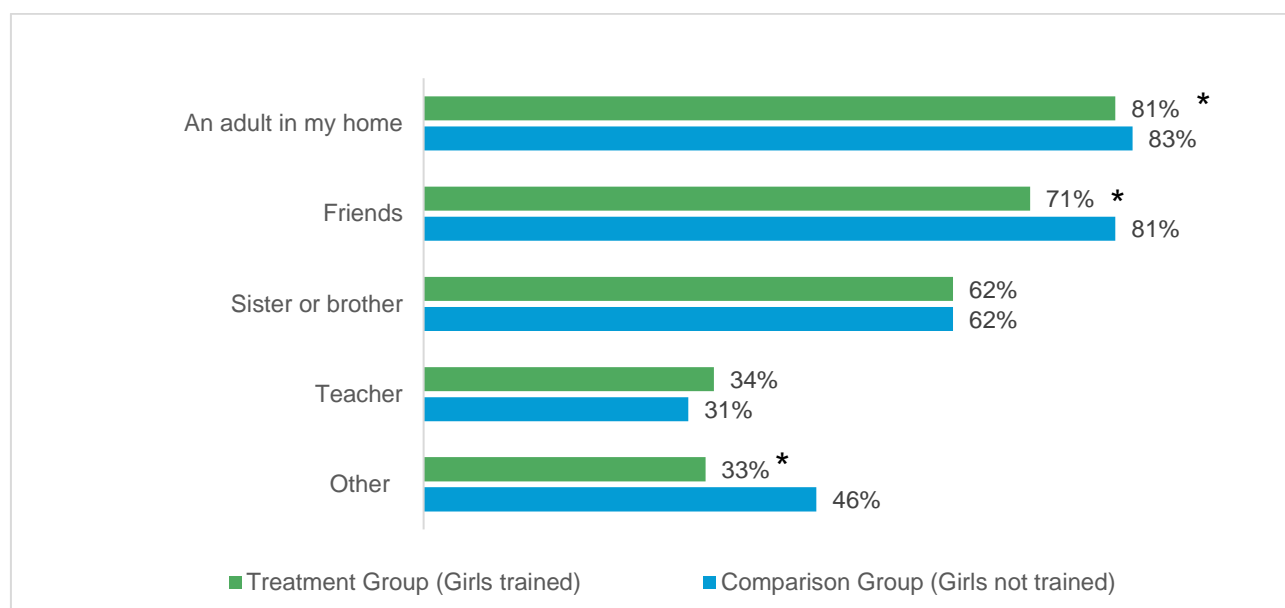
## 2.1.2 Who girls had spoken to about their safety concerns

Fightback training also aimed to teach girls to share their safety concerns with people around them who would be able to support and guide them. To assess the impact of this training, at baseline we asked girls who they had spoken to about safety issues and Figure 2 details their responses.

Overall, girls were most likely to have spoken to an adult in their home and their friends about safety issues and girls in the comparison group (98%) were significantly more likely to have spoken to someone about safety issues than those in the treatment group (96%).

With the exception that girls aged 10 – 13 were less likely than those aged 14 – 16 years to have spoken to their siblings (51% v 72%) or friends (62% v 79%), age and PPI score had little bearing on who girls had spoken to.

**Figure 2: Who girls have spoken to about safety issues? (baseline)**



Asterisk (\*) denotes statistically significant differences

Qualitative feedback provided further insight into the nature of conversations girls had:

*“My parents share news where girls are harassed or abused and tells me that how important it is to be conscious everywhere, we go. Whenever I go out, my mum gives me certain time frame to be back home by and I follow that. I understand she gets worried and I have to be careful when I am on my own.”* Girl 6 Baseline

*“Both my father and mother give me advice regarding my studies and my safety... They always keep me telling to be safe. My father always tells me not to add unknown people on Facebook.”* KII Girl 8 Baseline

*“There wasn’t any issues so I have not talked about it. Had there been any issues, I would have definitely talked about it with my parents”.* KII Girl 5 Baseline

The majority of parents reported that they spoke to their children about their safety, but the content communicated varied greatly. As a minimum, parents advised their children not to speak to strangers and to be wary of unfamiliar people and places. The most common advice from parents instructed girls to ‘stay aware’ and ‘alert’. In general, the more ubiquitous the advice, the more theoretical it was:

*“Yes, both of us, i.e. my wife and me discuss safety with our daughter... Apart from us, her mother’s sister has spoken to her about her safety.”* KII Parent 5 Baseline

*“[I discuss safety with my daughter] but more than I she is close with her mother. I keep her telling to be safe and avoid unknown people.”* KII Parent 7 Baseline

*“Her relatives sometimes give her advice. Her aunts, both maternal and paternal give her advice. It is easier for them to talk to her.”* KII Parent 2 Baseline

*“I ask [my daughter] not to speak with stranger and don’t eat anything given by others. No one would come to help in the silent small streets so take a long route but don’t walk down the silent streets.”* KII Parent 9 Baseline

Parents also reported that they encouraged their children to share with them any instances of abuse or bullying so that they, the parents, could get involved.

Age usually determined the content parents discussed with their children. Understandably, younger participants were spared more mature or fearful information, and thus, older girls tended to have a greater awareness of the dangers present in their communities. Some parents chose to share high profile cases of sexual harassment or assault with their daughters and expound on them for learning opportunities, but this was rare. Owing to this, girls were insulated from exposure to occurrences of bullying, sexual assault, harassment and crime in their wider community.

### 2.1.3 Motivation and take up of self-defence training

The Fightback Girl training assessed as part of the evaluation were three-day training courses. Ninety-three percent of girls surveyed attended all three days. The en masse training was targeted at all girls in a school, and paid for by girls’ parents, implying that parents were supportive of the initiative.

All treatment schools included in the IE made participation in the training compulsory for girls to attend. However, parents, girls and teachers were still able to explain why they supported the initiative:

Parents wanted to equip their children with the tools necessary to defend themselves (most common answer), educate them on such issues as personal safety (second most common answer) and instil confidence in their daughters (third most common answer).

Girls wanted to gain a better understanding of how to stay safe, which for most of them, they only had peripheral experience or understanding of. Many hoped that the improved knowledge and understanding would give them greater confidence moving about day to day.

Teachers did not comment as to whether or not they held private hopes that their female pupils would enrol in Fightback, however they did surmise that parents would want their daughters to be safer by knowing how to react during dangerous situations.

## 2.2 Tested recall and anticipated response to potential harm

The Fightback Girls training programme seeks to teach girls risk awareness and a mental, vocal, and physical skillsets to improve girls’ confidence and safety through teaching girls how to recognise and respond to situations of potential harm.

To assess the effectiveness of the training, we designed a series of tests for girls. The tests were aligned with Fightback Girls’ own Monitoring and Evaluation data, enabling the collection of data both immediately before training, immediately after training and then again at endline, eight months later. At baseline and endline, we also tested how girls anticipated they might respond to a situation of potential harm to assess the impact of training on girls’ behaviour.

**Box 2. Summary of girls' tested recall and anticipated response to a potential threat****Tested recall**

- Trained girls demonstrated a high level of recall at endline, achieving an average test score of 90%. This represented a significant improvement their average baseline test score of 10%. A slight drop off in knowledge between Fightback's post-training test and the endline test was evident.
- Qualitative feedback provided further insight that the loss of recall was due to a combination of not needing to put self-defence techniques into practice and some feeling that the training programme was too short to allow girls to integrate the new information into their memories.
- Girls demonstrated highest recall of being able to use their voice as a self-defence weapon (99%) and lowest recall of the key characteristic that would make them vulnerable (83%) or how to respond to a physical attack (83%).

**Anticipated response**

- At endline, trained girls were more likely to state they would respond to a threatening situation by fighting (82%) or running away (53%) than at baseline or compared with girls who had not been trained. This suggests that trained girls have improved their knowledge of how to respond rapidly to a potential threat.
- Similarly, reflecting on how they would respond after the incident, trained girls were significantly more likely to state they would try not to return to the place it had happened (66%). However, at endline trained girls were also more likely to be worried they would get into trouble (57%). While these girls were still less likely to be worried than girls who had not been trained, it suggests that blame and shame it still an issue. Age had little bearing on how girls thought they would respond to an incident.
- At endline, trained girls were significantly more likely to anticipate speaking to somebody if something happened to them than they were at baseline or compared with girls who had not received training. This suggests that Fightback training has helped girls know how to report threats to their safety.

**2.2.1 Tested recall – Overall**

Respondents completed a series of multiple-choice questions to assess their recall of the training content of the Fightback Girls programme. The questions were developed in collaboration with Fightback Girls and aligned with the monitoring surveys Fightback Girls themselves administer both immediately before and immediately after training. Detailed responses to the tests are provided in Annex A and B.

At baseline and endline we asked six questions<sup>24</sup> of both trained girls and girls not trained. Full responses to the questions are detailed in Annex A. Aggregating all correct responses to the six questions asked, at endline, 88% of statements were answered correctly by trained girls, a marked improvement on baseline where only 16% of statements were answered correctly<sup>25</sup>. This compared with only 28% for those girls not trained, against 20% at baseline.

At endline, to supplement Fightback Girls' own M&E data, we asked an additional five questions<sup>26</sup> of trained girls<sup>27</sup>. and matched these with Fightback's pre-and-post training data. Full responses to the questions are detailed in Annex B. Aggregating all correct responses to the five questions asked at endline, trained girls were able to provide a correct response to 90% of statements on average, representing a marked improvement from the average 6% of correct responses before the training. However, this a slight decline on the 97% of correct responses immediately after training. This is illustrated in [Figure 3](#).

<sup>24</sup> Test A: 6- Test questionnaire: 1) Choose the key characteristic a criminal looks for most in a victim.; 2) Which part of an assailant's grip is the weak point?; 3) What should your FIRST RESPONSE be if an assailant grabs you by the neck?; 4) What should your FIRST RESPONSE be if an assailant [mugger] grabs you by the hair?; 5) What is your FIRST RESPONSE when someone tries to press their body against yours in a public vehicle [to resolve the situation peacefully]; 6) Which of these is NOT a FIRST RESPONSE if someone tries to physically attack you?

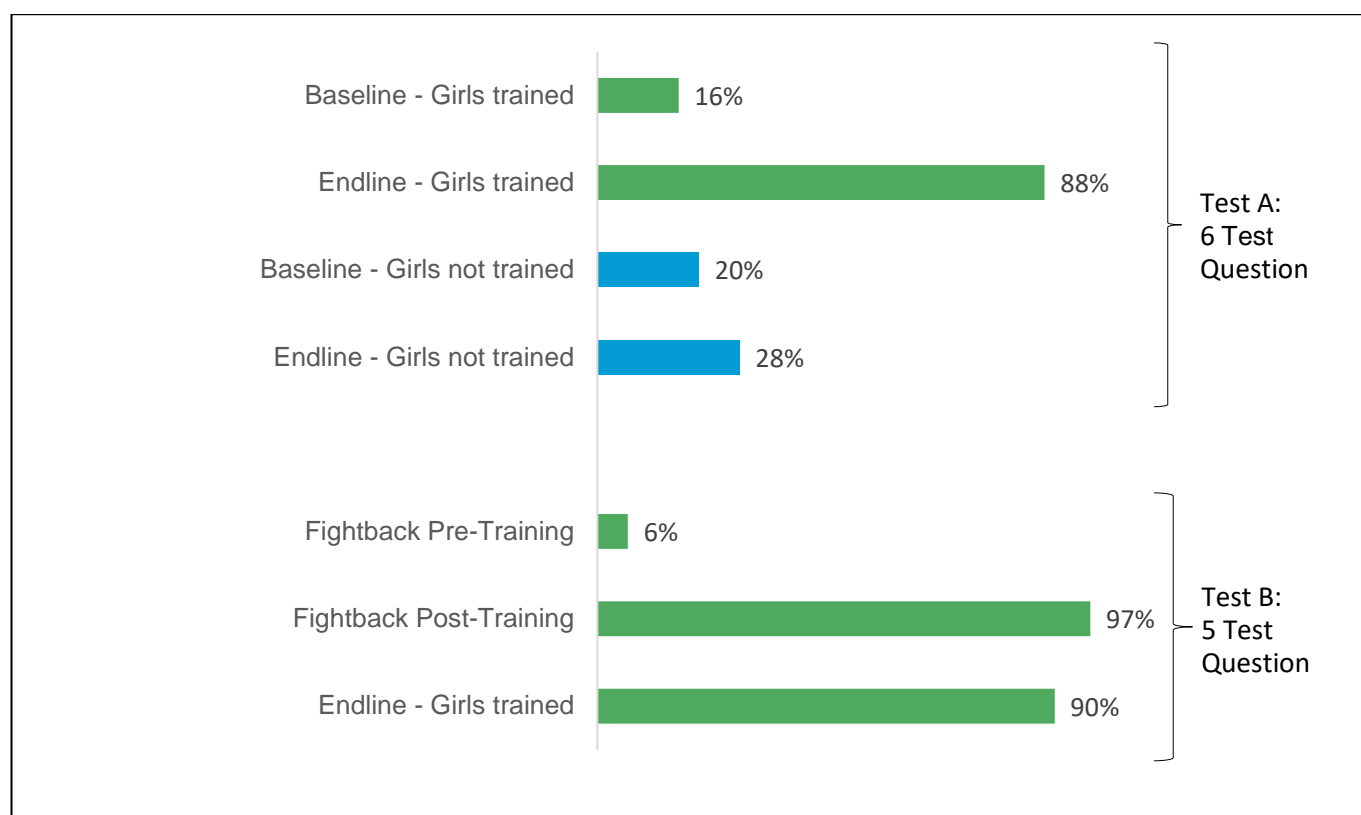
<sup>25</sup> Repeat testing amongst respondents in the treatment group is also likely to have improved levels of recall.

<sup>26</sup> Test B: 5-Test questionnaire: 1) A place can be high risk zone if you ask for help but do not get it within; 2) What colour should you be for situational awareness; 3) When you face a threat is flight a good response?; 4) What is the minimum safe distance that one should maintain in a potentially dangerous situation?; 5) Can you use your voice as a weapon?

<sup>27</sup> The questions were also part of Fightback's pre-and-post train surveys and, as they were specific to Fightback training theory which was assessed in the six questions described above, they were not completed by the comparison group.

Girls aged 10—13 years tended to score slightly lower than those aged 14 – 16 years of age across all test questions. PPI score had little bearing on girls' ability to provide a correct response.

**Figure 3: Girls average Test A and Test B scores (%)**



In qualitative feedback, most girls spoke generally about the lessons learned from the Fightback training, demonstrating that girls remembered more salient lessons from their training. A few girls demonstrated very good recall of the training, providing specific, factual description of what they learned, for example:

*"I remember talking about bullying and how to stand up against it. Also, it was important to learn about the weaker body parts of boys. The training made us kick the dummy and it gave us confidence that we can actually hit boys if needed."* KII Girl 9 Endline.

*"If someone follows me, I would first change direction and see if the guy is still following. If yes, I would look back and look into his eyes and wait for him to go first. In public transport, if someone tries to come close to me, I'll create distance by using my hand and placing in my waist. For anything more than that, I'd shout and call the conductor for support."* KII Girl 11 Endline

However, some loss of knowledge between baseline and endline was evident, where girls' answers were vague and general. Such phrases as 'staying alert' that did not contain any further information

*"Some of the issues that were talked during the training were how to how to defend when somebody attacks you, how to be aware while travelling and the things to be alert in order to stay safe and protective."* KII Girl 8 Endline

Most participants and parents felt that one three-day training did not provide sufficient time for girls to fully integrate the new information into their memories.

*"Fightback training was good...[but]. It's hard to remember everything in 3 days so it should have been extended for at least 2, 3 weeks by practical test."* FGD Girls 1 Endline

The greatest benefits from training were psychological/emotional rather than practical/tangible.

### 2.2.2 Tested Recall of strategies to recognise potentially harmful situations (Trained Girls)

Both sets of test questions were grouped into two categories: questions about *recognising* and questions about *responding* to potentially harmful situations. As the comparison group had only responded to some of the questions, the analysis focuses on trained girls only, though where available results from the comparison group are provide in a footnote.

Analysis of trained girls' responses to questions about how to recognise potential safety threats reflects that 90% of could correctly identify a high-risk zone, 84% what colour situational awareness<sup>28</sup> was and 83% could correctly identify the key characteristic that a criminal would look for in a victim<sup>29</sup>.

Similarly, from qualitative feedback, after participating in the training, girls provided much more concrete knowledge of situational awareness. A few girls identified that unpopulated/deserted areas posed greater threats than places with many people present, while others stated that unfamiliar places are also more dangerous than familiar ones. It is clear that these girls had developed a deeper understanding of the environmental factors of insecurity and were now able to analyse not only a physical environment itself, but the people populating it.

Prior to the Fightback Training, girls offered ambiguous answers as to how to recognise a potentially harmful or dangerous situation. Often, they provided general circumstances but could not provide specific qualities of a dangerous environment. For example, at baseline, two girls identified 'night-time' as a potentially problematic environment, and two girls could not even do that.

Conversely, recognising agents of possible harm was a difficult topic for girls to answer adequately both before and after the Fightback training. In both cases, girls felt that the predominant indication of malicious intent was for someone to either stare at or follow them. It should be noted, however, that five more girls identified this as suspicious behaviour after the training than before. Evidently, this lesson was clearly communicated to training participants. More abstract knowledge for detecting and deducing harmful intent remained elusive. Only one interviewee (KII Girl 3 SXG) at endline recounted the counter-intuitive lesson that excessive or unwarranted friendliness can also be a warning sign. Otherwise, girls could only reference 'intuition' or a 'bad sense' as effective instruments for detection.

Qualitative feedback at endline indicated girls better understood how remaining calm in dangerous situations enabled greater situational awareness and therefore, preparedness.

### 2.2.3 Tested recall of strategies to respond to potentially harmful situations (Trained girls)

Analysis of trained girls responses across both sets of questions reflects that at endline, 99% of trained girls identified they could use their voice as a weapon, and 95% could recall how to respond to harassment in public transport; slightly fewer girls recalled their first response against physical attack (83%) or their assailant's weakpoint (85%) or that flight was a good response to danger (88%)<sup>30</sup>. In general, trained girls demonstrated a higher recall for techniques they might expect to use or be regularly exposed to (e.g. public transport) than techniques of self-defence against an attack. The efficiency of acquiring the skills of 'verbal judo' or voice as self-defence, was highlighted in the SPRING BPE case study, and it is encouraging to see high retention in this skill eight months after training.

Qualitative feedback at endline also indicated an improvement in girls' ability to provide a definitive description of how they would react and describe specific techniques compared to baseline.

The most common response was to shout for help or otherwise use the voice for defence and while girls before and after the training relied on their voice for their defence mechanism, it was clear that girls honed this skill through the training.

*"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

Girls also described specific physical techniques they had learned, for example:

<sup>28</sup> Fightback teaches girls the colours of situational awareness, which is a common concept in self-defence training, as detailed in: <https://www.wideopenspaces.com/color-coding-situational-awareness/>

<sup>29</sup> This compared with only 35% of girls who had not been trained who could correctly identify the characteristics that a criminal would look for in a victim.

<sup>30</sup> Compared with girls that had not been trained, only 15% could correctly identify an assailants weakpoint and who 42% could identify the correct first response to an attack.



*“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

## 2.2.4 Anticipated response to a threatening situation

Girls were asked how they would respond to a threatening situation and provided a list of potential responses, both at the time of the incident and after the incident. Table 3 details girls’ responses.

At endline, trained girls were more likely to anticipate how they would respond to a threatening situation than they were at baseline. They were significantly more likely to state they would respond by fighting (82%), running away (53%) than at baseline or compared with girls who had not been trained. This suggests that Fightback training has improved girls’ intention to respond to a potential threat.

Similarly, reflecting on how they would respond after the incident, at endline trained girls were significantly more likely to state they would try not to return to the place it had happened (66%) than at baseline (50%) or than girls who had not received training (56%). However, at endline trained girls were also more likely to be worried they would get into trouble than at baseline.

Age had little bearing on how girls anticipated they would respond to an incident. The exception was that older girls 14-16 years were more likely to anticipate they would ignore the incident than girls 10-13 years (42% v 27%). Likewise, PPI score had little bearing on how girls anticipated they would respond, with the exception that girls from poorer households (PPI score of 0-55) were more likely than those from richer households (PPI score of 66-99) to feel worried (66% v 49%) or embarrassed (26% v 16%).

**Table 3: How would you respond if someone made you feel uncomfortable or threatened**

	Girls Trained (Treatment)		Girls Not Trained (Comparison)		Difference in Difference
	Baseline (%)	Endline (%)	Baseline (%)	Endline (%)	
<b>At the time</b>					
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%
<b>After</b>					
I would try not to go to the place where it happened	50	66	46	56	+6%
I would be worried that I would get into trouble	37	57	53	63	-10%
I would be embarrassed to talk about something that had happened to me	22	18	31	31	-4%
<i>Base (all respondents)</i>	590		510		

At baseline, before Fightback, qualitative data revealed that girls had a vague awareness and understanding of how to respond to signs of danger. They most commonly mentioned avoiding strangers, but were generally unable to explain the psychology and active behaviour to improve their safety.

While all of these are appropriate strategies, they presume a level of control over a situation that is unlikely to be replicated in a reality. Of course, when prompted, girls were willing to fight to protect themselves, however this was usually much later in the order of responses. Fleeing was also a common answer.

In qualitative feedback at endline, girls were much more cognizant of specific pre-emptive tactics for staying safe, such as alertness to one's surroundings, displaying confidence in oneself, and remaining calm than the generic responses given at baseline. When girls who had attended the training did provide similar answers to baseline—staying aware and calm—they had a better understanding of how and why these are effective strategies. They were able to assign a practical utility to these response strategies. They also emphasised the importance of mental fortitude.

Furthermore, after the training, girls volunteered more proactive ways to assert their safety when tangible danger arises. All but one girl interviewed said they would fight an attacker. Again, this alone is not significantly different to baseline figures, but the specificity of their answers greatly increased, as did their intentionality.

*“My first response would be to shout out loud and try to escape from the attack. If I cannot escape, I’d try to strike and hit them hard where it hurts.” KII GIRL 11 Endline*

### 2.2.5 Anticipated response - who girls would speak to about safety issues

In addition to asking girls who they had spoken to about safety issues (Section 2.1.2), we also asked girls who they thought they would speak to if something happened to them. This allowed us to canvas views of girls who had not discussed safety issues with anyone. Their responses are detailed in Table 4.

At baseline, consistent with whom girls told us they had spoken to about safety issues, eight in 10 girls would speak to an adult in their house, and seven in 10 their sibling, four in ten a teacher at school.

At endline, trained girls were significantly more likely to know who they would speak to if something happened to them than they were at baseline or compared with girls who had not received training. This suggests that Fightback training encourages girls to speak out where they are victims of crime and discuss concerns with their support network.

At baseline, girls aged 10-13 years were less likely than girls aged 14-16 years to anticipate speaking to their siblings (68% v 78%) or a teacher (35% v 45%). At endline, age had little bearing on who girls would speak to. PPI score had little bearing on who girls would speak to, with the exception that poorer households (those with a PPI score of 0-55) were less likely than richer households (those with a PPI score of 66-99) to speak to a teacher at either baseline or endline.

**Table 4: 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%
A friend	-	88	-	85	
I would not know who to speak to	24	3	27	9	-3%
<b>Base (all respondents)</b>	<b>590</b>		<b>501</b>		

Qualitative feedback confirmed that between baseline and endline, there was an improvement in girls' awareness of the safety benefits of reporting or sharing safety concerns or any incidents. Girls felt most comfortable speaking to their parents about their concerns for their own safety or that of their friends. Understandably, parents were their children's closest confidants. Teachers were also frequently identified 'counsellors' for girls.

After the training, girls understood reporting/sharing as an effective mitigation strategy, like the deescalating abuse and preventing recurrence—rather than just elementary function of simply 'telling mom'. Girls had learned that silence can actually facilitate abuse and advantages abusers, and by sharing their experiences, they can potentially

interrupt these patterns. Furthermore, they put this into practice and had witnessed the how this simple action may resolve a safety violation.

*“I have heard only one case of bully in my school of grade 10 sister. The guys were teasing her and thought they could say anything to her, but she informed about it with her teacher, so the action was taken.” KII Girl 1 Endline*

Parents, on the other hand, identified their children's friends as likely recipients of their children's insecurities. Parents said that they maintain open communication about such things with their children too, but they were much more likely to volunteer 'friend' as an answer to the question above.

Open communication between children and parents was not a given though. At baseline, two girls said they had not talked to anyone about dangerous situations or feelings of insecurity, and one explicitly denied the possibility of speaking to their parents about it. However, there was an observable change in these two girls after the Fightback training. At endline, one said that she would speak to a teacher, and one said that she would speak to her sister if such things occurred. In both circumstances, the Fightback training impressed upon them the need for trusted disclosure of feelings and encouraged them to identify people in their community they would feel comfortable confiding in.

A head teacher similarly recounted an improvement in girls sharing safety concerns between baseline and endline:

*“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*

## 2.3 Perceived ability to stay safe

Fightback's ToC states that by attending the Fightback en masse training, girls improve their awareness and ability to manage situations of potential harm. To test this and building on girls' recall of training as detailed in Section 2.2, we collected data on girls' perceived ability to recognise and respond to potentially harmful situations before and after training.

### Box 3. Summary of girls' perceived ability to stay safe

- At endline, trained girls felt more able to recognise and respond to potential harmful situations than before they received training. In particular, these girls felt more able to use their voice as defence (86%), manage fear and stress under threat (74%), or identify a dangerous situation (72%) than respond to sexual harassment early (67%) or identify a potential criminal (61%).
- At endline, girls who had not received training were significantly less likely to feel able to recognise and respond to potentially harmful situations than those trained.
- A dramatic increase in girls perceived abilities to identify and manage threats to their safety was evident immediately after training. However, eight months after training, a slight decline in perceived ability was evident. The most notable decline was in girls' perceived ability to stop sexual harassment and their ability to identify a potential criminal. The smallest decline was noted for girls' ability to use their voice as defence.

To assess the effectiveness of the training, trained girls were asked questions on their perceived ability to recognise and respond to potential threats to their safety. Questions were asked as part of Fightback's own pre-and-post training M&E, and also included in the evaluation endline data collection, six-eight months after training. Girls responses are detailed in [Figure 4](#).

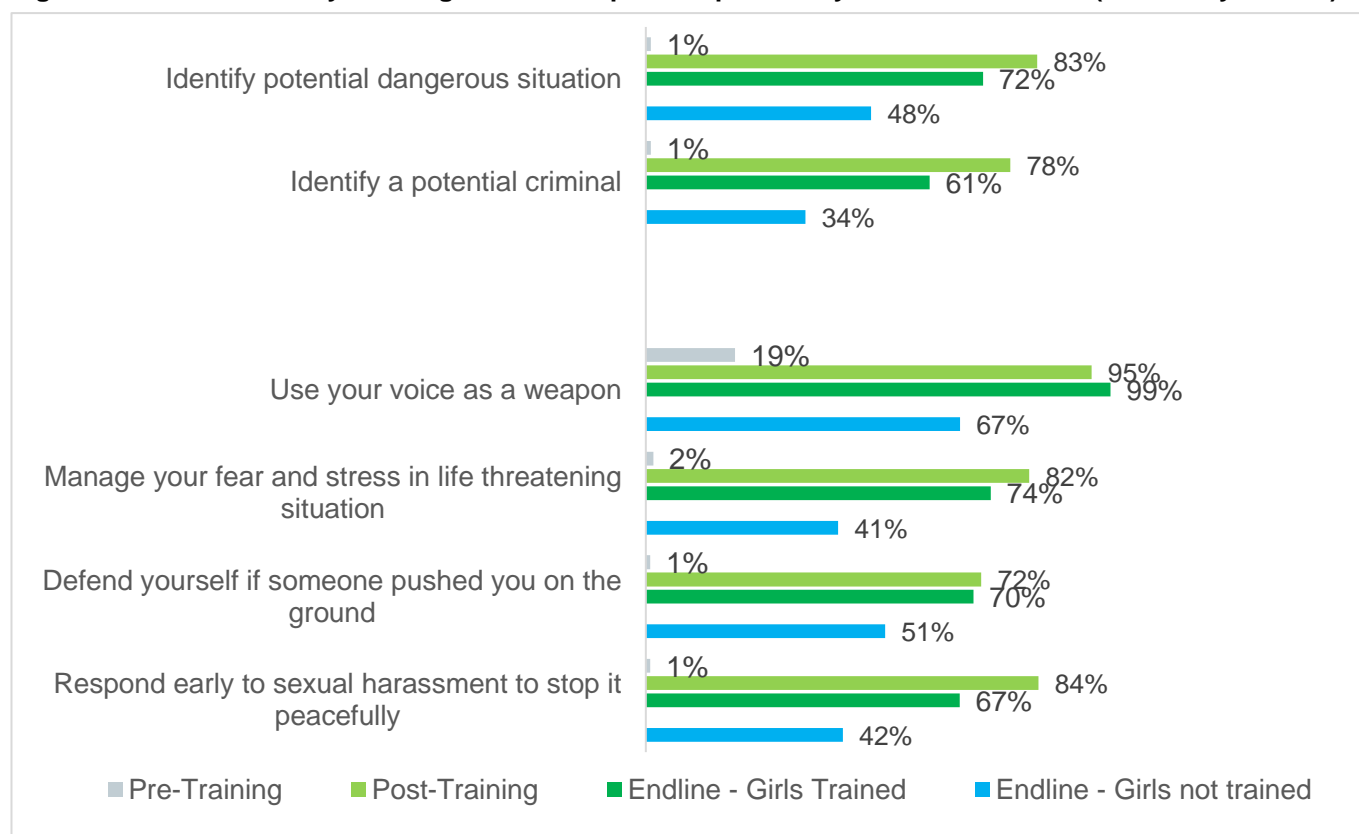
As detailed in Figure 4, at endline, trained girls felt more able to recognise and respond to potentially harmful situations than before they received training. In particular, trained girls felt more able to use their voice as defence (86%), manage fear and stress under threat (74%), or identify a dangerous situation (72%) than respond to sexual harassment early (67%) or identify a potential criminal (61%).

Girls who had not received training were significantly less likely to feel able to recognise and respond to potentially harmful situations than those trained. They felt most able to use their voice as a weapon (67%) and least able to identify a potential criminal (34%), manage fear and stress (41%) or respond to sexual harassment (42%).

Surveys administered to the treatment group just before training (pre-survey) and immediately after training (post-survey) reflect a dramatic increase in girls perceived abilities to identify and manage threats to their safety. However, between post-training and endline, a slight decline in perceived ability was evident. The greatest decline was evident in girls perceived ability to respond early to sexual harassment to stop it and their ability to identify a potential criminal. The smallest decline was noted for girls' ability to use their voice as defence or defend themselves if pushed to the ground.

Age and PPI score had little bearing on girls perceived ability to respond to a potentially harmful situation.

**Figure 4: Perceived ability to recognise and respond to potentially harmful situations (Able+Very Able %)<sup>31</sup>**



## 2.4 Feeling safe

Fightback's ToC states that training will lead to improved feelings of safety. To assess this, we gathered data on girls' feelings of safety in a variety of situations both before and after training.

<sup>31</sup> Pre and post training data is collected by Fightback as part of their M&E; baseline and endline is data collected as part of Coffey's Evaluation.

**Box 4. Summary of girls' feelings of safety**

- At endline, trained girls were significantly more likely to feel safe than girls who had not been trained; whereas at baseline (prior training) girls in the treatment group were less likely to feel safe than those in the comparison group. In particular, trained girls felt safer when doing extra-curricular activities (either at school or away from school), spending time by themselves, at school or travelling on public transport.
- At endline, most trained girls expressed satisfaction with how safe they felt (86%), and their ability to defend themselves (74%) or avoid dangerous situations (71%). In all instances, girls were significantly more satisfied with their safety than at baseline.
- Trained girls were significantly more satisfied with their ability to respond to or avoid dangerous situations than girls who had not been trained. This suggests that training has enhanced girls' ability to stay safe.

**2.4.1 Feelings of safety**

At both baseline and endline, we asked girls about their feelings of safety in the preceding six months. [Table 5](#) details girls' perceptions of their safety at endline and baseline and the difference between comparison and treatment groups at endline and baseline.

At endline, nearly all trained girls felt safe at home (97%) and at school (92%) and most felt safe doing activities either at school (88%), away from school (88%) or outside the home (86%). Girls were least likely to feel safe while travelling on public transport (57%). Girls' feelings of safety improved between baseline and endline across both groups, although to a larger extent among trained girls.

At endline, trained girls were significantly more likely to feel safe than girls who had not been trained. This compared with baseline, where girls in the treatment group were generally less likely to feel safe than those in the comparison group. Looking at the difference between treatment and comparison at baseline and endline (DID), the areas of strongest improvements in safety amongst girls who received training were noted for where they participated in extra-curricular activities (either at school or away from school), spent time by themselves, were at school or travelled on public transport.

Age had little bearing on girls' feelings of safety, with the exception that girls 10-13 years felt safer than girls 14-16 years when doing things outside the home (82% v 67%) or travelling on public transport (68% v 48%). PPI score had little bearing on girls' perceived safety.

**Table 5: Feelings of safety in the last 6 months (% Never + Hardly Every felt unsafe) <sup>32</sup>**

	Girls Trained (Treatment)		Girls Not Trained (Comparison)		Difference in Difference
	Baseline (%)	Endline (%)	Baseline (%)	Baseline (%)	
While at home	87	97	92	94	+8%
While at school	79	92	84	84	+12%
When you did organised classes or activities not part of school	69	88	77	80	+16%
When you did sport or exercise away from school and without instruction from a sports coach or tutor	69	88	78	82	+15%
When you did things outside the home with your friends	64	74	66	70	+6%
When you spent time by yourself (either in or outside your home)	74	86	77	76	+13%

<sup>32</sup> International Children's Survey in Nepal, pp10: 3.2 (80%) 10 years old and 3.3 (82.5%) 12 year olds satisfied with safety at home; pp21 3.24 (80%) 10 year olds and 3.39 (85%) 12 year olds feel safe at school  
[http://www.isciweb.org/Uploads/dbsAttachedFiles/Nepal\\_NationalReport\\_Final.pdf](http://www.isciweb.org/Uploads/dbsAttachedFiles/Nepal_NationalReport_Final.pdf)



When you travelled on public transport	46	57	43	49	+11%
<b>Base (all respondents)</b>	<b>590</b>		<b>501</b>		

Qualitative feedback confirmed that school was perceived as a safe space by girls, parents and teachers alike. Only one parent and one Head Teacher even mentioned school as an environment with possible danger. The overwhelming attitude towards school by both parents and their daughters was great confidence. Girls felt safe travelling to and from school, as in most cases, this was chaperoned by either parents or by chartered school bus. Where public bus was used (Endline FGD Girls SXG) girls were accompanied by their mothers which made those in this transportation category feel safe. Typically, younger students were accompanied by a parent on their journeys to and from school. At the same time, focus group discussions with girls elicited a few instances of sexual harassment at school. Furthermore, at baseline one Head Teacher explained that parents expressed concerns over how male teachers might behave around female students. There were no specific incidents of this occurring, so this was not necessarily a substantiated worry. Rather, it was a general concern over the possibility of inappropriate behaviour.

#### 2.4.2 Satisfaction with safety and ability to stay safe

At both baseline and endline, we asked girls how satisfied they were with their safety and their ability to defend themselves or avoid danger. Table 6 details how many girls were either satisfied or very satisfied with their safety at endline and how this has changed since baseline.

At endline, most trained girls expressed satisfaction with how safe they felt (86%), and seven in 10 were satisfied with their ability to defend themselves (74%) or avoid dangerous situations (71%). In all instances, trained girls were significantly more satisfied with their safety than at baseline.

Trained girls' satisfaction with their ability to respond to or avoid dangerous situations and to defend themselves against physical attack increased significantly between baseline and endline and compared to girls that were not trained. This suggests that the training has improved girls' knowledge and confidence in how to mitigate potential danger and this should enhance girls' ability to stay safe.

At both baseline and endline, girls aged 10-13 years were typically more satisfied with their safety than those 14-16 years of age. PPI score had little bearing on girls' satisfaction with their safety.

**Table 6: Satisfaction with safety over last 6 months (Satisfied + Very satisfied%)**

	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%
<b>Base (all respondents)</b>	<b>590</b>		<b>501</b>		

This was again confirmed in qualitative feedback, where every girl interviewed, and every focus group participant said they safer in the last six-to-eight months since the attending the course. It is self-evident from the qualitative data that the Fightback training was remarkably effective in raising girls' sense of safety, usually by improving knowledge of danger mitigation, raising their awareness to signs of danger and generally making agency much more accessible to teenage girls. Regarding self-reported improvements in safety, training participants witnessed only positive improvements.

*“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.

However, some respondents felt that their perceived improvements in safety may have been diminished by difficulties recalling the information from the Fightback Training.

*“I remember something, but I have not used it yet”* FGD Girls 1 Endline

*“I remember only some techniques, but I’d like to remember them all as they were very important”* FGD Girls Apex 1 Endline

## 2.5 Wellbeing

Fightback Girls’ ToC states that improving girls’ sense of safety and ability to defend themselves improves their focus of control and self-confidence (and as outlined in [Section 1](#), Fightback girls training also includes activities, such as group exercises, role play and speaking up in training, to improve girls’ self-esteem.) Furthermore, the en masse format of training girls in large groups with their peers improves girl’s friendship networks and girls’ wellbeing.

To evaluate Fightback Girls impact on girls’ wellbeing we collected data on girls’ quality of life, their perceptions of their friendship networks, appearance and confidence, their activities and freedom of movement. The questions are aligned with the Paediatric Quality of Life Enjoyment and Satisfaction Questionnaire (PQ-LES-Q)<sup>33</sup>, the International Children’s Survey<sup>34</sup> and the UNICEF Multiple Index Cluster (MICS)<sup>35</sup> questions on wellbeing.

### Box 5. Summary of girls’ perceived wellbeing

- At endline, trained girls rated 14 Quality of Life (QoL) aspects either slightly or significantly higher than at baseline.
- At endline, trained girls rated their ability to get thing 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.
- However, qualitative feedback suggests that girls largely followed the same schedules, frequented the same areas and held identical patterns of travel as before the baseline, with few examples of girls gaining increased freedom. Some parents cited that the three-day training was insufficient preparation for their daughters to assume greater risks.
- At endline, trained girls were slightly more satisfied with their freedom and free time than at baseline and compared with girls who had not received training. This is consistent with qualitative feedback which reflected that while girls may not have been granted additional freedom, they were more confident to enjoy the freedom they had.

### 2.5.1 Quality of life

The PQ-LES-Q is a comprehensive measure of child and adolescent girls’ physical, emotional, and psychological wellbeing, adopted for the purposes of our evaluation. At baseline and endline, girls in both treatment and comparison groups were asked to rate 14 aspects of their life. Their responses are detailed in [Table 7](#).

Overall, girls rated their feelings about their home, relationships with their family and friends and their health most highly at both baseline and endline.

<sup>33</sup> <https://www.sciencedirect.com/science/article/pii/S0890856709620591> developed to aid in the assessment of psychological and physical aspects of life experience in children and adolescents.

<sup>34</sup> <http://www.isciweb.org/> - a worldwide research project supported by the Jacobs Foundation on children’s subjective wellbeing aiming to improve children’s lives.

<sup>35</sup> [https://mics-surveys-prod.s3.amazonaws.com/MICS5/South%20Asia/Nepal/2014/Final/Nepal%202014%20MICS\\_English.pdf](https://mics-surveys-prod.s3.amazonaws.com/MICS5/South%20Asia/Nepal/2014/Final/Nepal%202014%20MICS_English.pdf)

At endline girls' that had received training rated all of the 14 QoL aspects either slightly or significantly higher than at baseline. With the exception of feeling good about their play/free time or their love and affection, an improvement was also noted amongst girls who had not received training.<sup>36</sup>

Comparing the DID across treatment and comparison groups, 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. This supports Fightback's ToC that training leads to improved confidence and goes beyond Fightback's ToC in improving girls' perceptions of psychological and physical wellbeing.

**Table 7: Thinking of the last week how have you been feeling about... (Good + Very Good %)<sup>37</sup>**

	Girls Trained (Treatment)		Girls Not Trained (Comparison)		Difference in Difference
	Baseline (%)	Endline (%)	Baseline (%)	Endline (%)	
Your health	75	84	78	81	+6%
Play or free time (EMP)	62	68	60	54	+12%
Your energy levels	64	75	71	72	+10%
Getting things done	63	74	67	66	+12%
Helping out at home	69	77	70	75	+3%
School or learning	67	79	71	83	0%
Paying attention	65	72	68	76	-1%
The place where you live	84	90	86	91	+1%
Getting or buying things	69	74	67	75	+1%
Your mood or feelings	59	75	61	68	+9%
Getting along with your friends	80	86	75	78	+3%
Getting along with your family	83	88	84	90	-1%
Your feeling of love or affection	69	65	70	58	+8%
Overall how has your life been	67	82	70	78	+7%
<b>Base (all respondents – varies)<sup>38</sup></b>	<b>590</b>		<b>501</b>		

In addition to rating their QoL, at both baseline and endline, girls were asked how satisfied they were with their wellbeing over the past six months. The dimensions measured are listed in [Table 8](#).

At endline, trained girls were significantly more satisfied with their friendships, self- confidence and life overall than girls who had not been trained. This finding supports Fightback's ToC that the en masse (group) delivery format

<sup>36</sup> This may in part be a social desirability bias compounded by repeat interviewing of baseline and midline within a short succession.

<sup>37</sup> International Children's Survey in Nepal, pp27 10 – 12 year old satisfaction on a 10point scale. 10 – 12 year olds scoring >5: health (86%); self-confidence (85%); the way you look (79%); life overall (87%; 57% completely satisfied).

<sup>38</sup> Base size may vary slightly across the statements due to missing responses, ranging from 584 – 590 for Treatment; 499 – 501 for comparison groups.

improves girls' friendships network and focus on safety awareness and self-defence improves girls' self-confidence and overall sense of wellbeing.

At both baseline and endline, girls aged 10-13 years were typically more satisfied with life than those 14-16 years of age. PPI score had little bearing on girls' satisfaction with life.

**Table 8: Satisfaction over last 6 months (Satisfied + Very satisfied%)<sup>39</sup>**

	Girls Trained (Treatment)		Girls Not Trained (Comparison)		Difference in Difference
	Baseline (%)	Endline (%)	Baseline (%)	Endline (%)	
Your friendships	77	91	85	88	+11%
The way you look	61	72	64	66	+9%
Your self confidence	60	76	71	71	+16%
Your life overall	67	84	73	75	+15%
<b>Base (all respondents)</b>	<b>590</b>		<b>501</b>		

The qualitative data revealed that girls felt significantly more confident in their lives. While this was mostly related to issues of safety and ability to defend oneself, there are a few examples of Fightback Girls' positive implications in other areas of girls' lives. Some girl respondents said that their confidence made them feel more capable in making decisions and increased their maturity. This was also reported by some of the girls' parents, who had observed a similar improvement in confidence in their daughters. Most often, these parents thought their daughters demonstrated greater patience or understanding in family dynamics. In both cases, the daughters were on the older end of our sampling demographics.

*"Yes, I have seen some good changes in her after the training. She's less angry nowadays and is cordial with her brother too. She is much more confident and also voices out her concerns with us. Like, she gives examples of training; if we become protective of her, she says she knows how to handle things by herself."*  
KII Parent 11 Endline.

### 2.5.2 Empowerment – mobility

SPRING's landscape study documents that restrictions on girls' mobility limits their opportunity to progress in life, with girls prohibited from going places boys go and their movements also restricted to protect their reputation. Protecting girls' reputation becomes a more a more apparent concern as girls enter adolescence.

The Fightback Girls' ToC asserts that through girl training and parent sensitisation, parents may feel able to allow their daughters to engage in more education or economic activities outside the home.

To evaluate this, we gathered information on girl's mobility (or freedom of movement) before and after training. The FGD guides were aligned with SPRING's landscape study. Fightback Girls has not identified demand for parent sensitisation workshops, so this direct intervention has not materialised<sup>40</sup>.

Overall, qualitative feedback at baseline reflected that girls had very little mobility, regardless of age. In a few instances where girls did have greater mobility, they were older.

At endline, through survey, 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. This was mostly comprised of girls doing dance classes, but trained girls had also taken up basketball, drama classes and additional studies.

<sup>39</sup> UNICEF MICS 2014 pp221 – 224: 15-19 year old girls who are very or somewhat satisfied with: Friendships (84.3%); the way they look (81.5%); life overall (83.7%)

<sup>40</sup> The lack of demand for the workshops is believed to be a combination of a lack of willingness amongst schools to pass on the cost of attending the sessions and a lack of time amongst working parents.

While survey results suggest that girls gained greater mobility after training, when comparing endline to baseline, the qualitative feedback reflected that girls followed largely the same schedules, frequented the same areas and held identical patterns of travel as before the baseline. However, there was some evidence that girls felt more confident when going about their daily activities, as demonstrated by the following quote:

*“I have not changed the way I behave or places I go, it’s still the same. But now I feel more confident, while I travel, I am definitely more aware. I feel safer after attending the training, because I feel more confident and fearless than before.” KII GIRL 8 Endline*

Parents’ permission to their daughters did not change significantly from the three-day training. While parents and girls unanimously saw improvements in confidence, and all girls felt safer—as most of their parents also noticed—this did not manifest in a greater allowance of freedom or mobility.

Parents often cited the brief duration of the training as the main reason they had not re-evaluated their child’s freedom. They did not feel that three-days was sufficient preparation for their daughters to assume greater risks. Five parents, out of eight total interviews, made such comments. Also, they often said that while the training was educational and valuable in raising self-esteem, it was simply not enough to address the substantial dangers present in their communities.

*“I think most importantly, she learned to be confident and to be aware. Physical training was good, but I think it wasn’t enough for her to learn and use it in future.” KII Parent 8 Endline*

While there were few examples of girls gaining increased freedom, some parents felt it was appropriate to grant their daughter more freedoms as she could now handle the increased responsibility. A girl in an FGD chronicled just this:

*“I feel like the confidence I developed because of the training had positive impact not only on me but also my parents. I was interested to go to a music class which is little far from our home, but I was not allowed to because my parents didn’t have confidence in me. But, after the fightback program, they have allowed me to take the music class. I am thankful to fightback for building my confidence and giving me this newly found mobility and access to do what I always wanted to.” FGD GIRLS 2 Endline*

*“My parents trust me a little more than before and feel safer. I don’t know if it was because of the training but they may have noticed the increased confidence in me.” KII GIRL 7 Endline*

While girls felt safer, younger girls, who are largely still restricted from going to unsafe places or from leaving the house unchaperoned, qualified that they have not yet had these improvements ‘tested’ in the real world.

At endline there was a slight improvement in how satisfied girls trained were with their free time and a significant improvement in the freedom they have compared with girls who had not received training (although half of this relative improvement rather comes from a decrease in the comparison group level). This again suggests that while girls may not have been granted additional freedom, they were more satisfied with the freedom they had. It is likely that increased confidence has helped girls enjoy their freedom.

**Table 9: Satisfaction over last 6 months (Satisfied + Very satisfied%)**

	Girls Trained (Treatment)		Girls Not Trained (Comparison)		Difference in Difference
	Baseline (%)	Endline (%)	Baseline (%)	Baseline (%)	
The freedom you have	70	75	75	70	+10%
What you do in your free time	72	76	71	72	+3%
<b>Base (all respondents)</b>	<b>590</b>		<b>501</b>		

## 2.6 Attribution and contribution

In this section we assess Fightback’s attribution and contribution to the SPRING programme, including how many girls Fightback has reached, girls perceived improvement through the training and other sources that may have contributed to the improvement in girls perceived safety and wellbeing.

**Box 6. Summary of attribution and contribution**

- Fightback Girls has reached fewer girls than they had hoped to reach when setting their girl reach targets during bootcamp 1. However, growth over the past year has been at a faster rate than the first two years following launch and if continued, by 2020, Fightback Girls will be nearer their target of 30,000.
- Nearly all trained girls feel agreed that the training has helped them, spontaneously citing that the training had: made them feel more confident (47%), safer (15%) and able to walk around their community (15%)
- Girls cited the most important thing they had learnt was self-defence techniques (27%); learning to be confident (22%); how to be safe (16%), to be alert/aware (15%), and how to respond to dangerous situations/ Fight back (15%)
- Through training, girls felt their confidence (88%), ability to defend themselves (96%), feel safe (92%), and able to stay away from danger (92%) had improved. Nearly six in ten girls felt their self-defence skills and self-confidence had improved a lot.

SPRING has recorded 5,595 girls reached through the programme during 2016 – 2018<sup>41</sup> and Fightback Girls reported that by May 2019, they had reached over 10,000 girls. While this is somewhat behind Fightback's target to reach 13,000 girls in its second year of launch and 30,000 girls by 2020, it does reflect the business is showing promising and accelerated growth.

**2.6.1 Perceived improvement through training**

At endline, when asked if the training had helped them, 98% of girls agreed that it had, spontaneously citing that the training had: made them feel more confident (47%), safer (15%) and able to walk around their community (15%). Only 5% of girls spontaneously mentioned the training helped them through teaching them self-defence techniques or how to defend themselves from a threat.

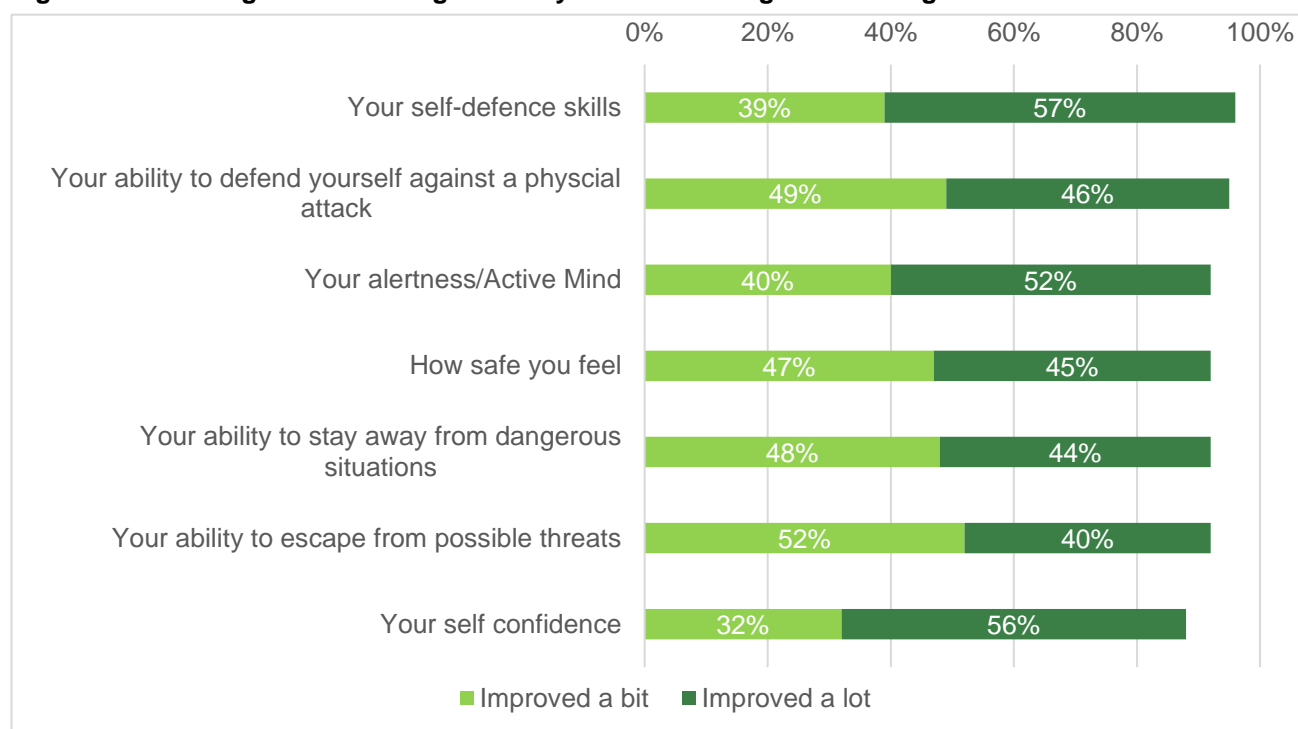
When asked the most important thing they had learnt from the training, while a quarter (27%) of girls spontaneously cited they had learned self-defence techniques, more girls cited the psychological benefits of: learning to be confident (22%); how to be safe (16%), to be alert/aware (15%), and how to respond to dangerous situations/ Fight back (15%). This reinforces that girls have derived as much, if not greater, psychological benefit from the training than palpable self-defence techniques.

At endline when asked if Fightback Girls had improved their skills, nearly all trained girls felt their self-defence, ability to defend themselves, safety awareness (alertness), feelings of safety, ability to stay away from danger, and self-confidence had improved. Girls' responses are detailed in [Figure 5](#).

Age had little bearing on how girls perceived the training had improved their safety. The only notable difference was perceived self-confidence, where 92% of girls 10-13 years compared with 81% of girls 14-18 years of age felt the training had improved their self-confidence. PPI score equally had little bearing on girls' perceptions of improvement, though girls from less poor households were slightly more likely to perceive an improvement in their ability to stay away from danger, escape from possible threats, or improve self-confidence and alertness of mind, than those from poorer households.

<sup>41</sup> Logframe Outcome 2\_Girl Beneficiaries: 2,028 between Oct 2016 – June 2017 and 3,567 between July 2017 – June 2018



**Figure 5: Since Fightback training have any of the following areas changed?**

All parents and children interviewed stated that the training adequately addressed their safety needs and concerns, when speaking generally. As stated before, parents noticed that their daughters displayed greater confidence in themselves and recounted specific tactics for self-defence.

The one area of criticism though, for both girls and their parents, was that the training was too short and did not allow for sufficient time to absorb all of the material presented. Parents would have felt more confident in their child's ability to protect themselves had the training been sustained. They did not specify the precise duration that would satisfy this insecurity, but they would have liked to see greater repetition in the program. Girls, too, felt that they would have liked more time to practice the self-defence techniques, so that their bodies and minds could better assimilate the moves.

Fightback training was minorly successful in instigating personal commitment to self-defence. Two girls from which qualitative data was collected said they were so inspired by the training that they have since taken the initiative to learn more about it.

*"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 8 Endline

*"After the training we were so interested we even watch YouTube Tutorials on self-defence."* FGD Girls 2 Endline

Fightback Girls were planning to run weekly self-defence classes from their offices in Kathmandu and do offer training in Martial Arts. However, there seems little evidence that the girls approached Fightback Girls themselves to take their training further suggesting a lack of committed follow-through.

## 2.6.2 Source of information on self-defence

Girls received basic safety information from their parents. This was usually restricted to advice about avoiding strangers and staying out of danger in the first place. It did not describe what to do when danger is already present. In baseline interviews and focus groups, parents were the only source of information that girls had on such topics.

By endline data collection, girls appear to have diversified their access to safety and self-defence knowledge. Parents still constituted the primary source, but now eight out of nine interviewed girls said they received information online or through social media. Information-seeking behaviour can only be attributed to two of these cases. Regardless of whether or not the information gathering is passive, it is clear that girls are now more aware of the learning opportunities available to them. Girls did not disclose what specific facts they had learned this way.

*“We did not have much idea about it until the Fight Back training. After the training we were so interested we even watch YouTube Tutorials on self-defence.” FGD 2 Endline*

## 2.7 Unintended consequences

In this section we examine the unintended consequences of the Fightback Girls programme.

### Box 7. Summary of unintended consequences

- Qualitative feedback suggests a high incidence of girls sharing their training. That girls shared the training with those close to them further corroborates the conclusion that Fightback Girls had a measurable impact on the attitudes of its participants.
- Moderate changes in attitudes regarding boys' safety in their communities were realised indirectly through the Fightback training. At baseline, self-defence training was seen as less necessary for male audiences. When respondents thought that boys should also attend self-defence training, it was usually for girls' benefit. 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. Furthermore, by endline, respondents were more convinced of the dangers that boys faced in their community.
- There was no improvement in bullying rates but also no change in boy-girl relations and the training raised the communities' sensitivities to abuse beyond that of the attendees alone.

Reflecting on the unintended consequences of the Fightback programme, two key aspects emerge: first the positive unintended consequence that girls share the training they have learned, and secondly, as a negative unintended consequence, that the programme fails to address the safety needs of boys<sup>42</sup>.

### 2.7.1 Sharing training techniques

Qualitative feedback suggests a high incidence of girls sharing their training: All interviewed participants, except for one, shared what they learned from the Fightback Girls training with their siblings and family. Girls were motivated to share their knowledge in order to help make other people safer. They felt empowered by the physical self-defence techniques and they wished to grant that same feeling to those close to them. One mother stated that she found the knowledge so helpful, that even she had benefitted from the techniques.

*“[My daughter] even teaches me how to be safe.” Parent 2 EXC Endline*

Another attestation to the impact of Fightback's training:

*“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 Endline*

That girls shared the training with those close to them further corroborates the conclusion that Fightback Girls had a measurable impact on the attitudes of its participants. Had they not felt it was useful, or had they not perceived any lasting benefit to themselves, they would not have distributed the lessons further.

<sup>42</sup> Other possible unintended consequence of girls fighting with other girls and boys using the self-defence techniques taught or that girls start behaving in an unsafe way, were not evidenced in the findings.

### 2.7.2 Boys safety concerns

Moderate changes in attitudes regarding boys' safety in their communities were realised indirectly through the Fightback Girls training. The baseline interviews revealed that, in general, these communities subordinated boys' vulnerability to that of girls. Girls were perceived as much more vulnerable to boys in terms of severity as well the nature of the abuse. Concerns for boys were strictly relegated to fighting, bullying and criminal behaviour. Concern over sexual violence, however, was mostly reserved for girls.

As such, at baseline, self-defence training was seen as less necessary for male audiences. When respondents thought that boys should also attend self-defence training, it was usually for girls' benefit. Both interviewed parents and girls thought that it would be helpful for the boys to use the training to learn respectful ways to treat girls, as they are, statistically, the perpetrators of sexual violence.

While this is inarguably relevant, it ignores the vulnerability of boys to all types of abuse and exacerbates issues of under-reporting amongst male victims. One father did acknowledge that boys can also be abused by those around him.

After the training, this position receded somewhat. Still, roughly 30% of interviewed parents and children thought that boys should receive the training for the benefit of girls, but the majority also believed boys would benefit from protection information. Furthermore, parents were somewhat more convinced of the dangers that boys faced in their community and acknowledge so in the qualitative data. This is not directly attributable to Fightback, but perhaps the training contributed to making the many dimensions of safety more prominent in a parent's thinking.

*"Although we do not hear many cases where boys are harassed but I am sure there are a lot of cases where such things happen. Due to the society and their prejudices, such cases do not always come out. However, in terms of numbers, obviously it is girls who are the victims of such harassments."* KII Parent 5 Endline

On the other hand, female student respondents were not made any more aware of the sexual vulnerabilities of adolescent boys, but they were, however, more vocal about the negative effect of bullying for both genders.

There was no improvement in bullying rates but also no change in boy-girl relations.

Lastly, the training raised the communities' sensitivities to abuse beyond that of the attendees alone. A head teacher was made aware of the abuse his pupils may face in their daily lives. While it was not discussed much further than this, the mere fact that adults were made more aware of the emotional circumstances of the children for whom they are responsible is a victory for Fightback, however small.

*"I didn't observe or attend the training but ...I learned that many of our students live in the fear of harassment or abuse and it is important for us as a school to create a safe environment for all our students."* KII Head Teacher 2 Endline

In a recent update on the progress of the prototype, Fightback have confirmed that in the last year (2018-2019) they introduced self-defence training for school-going boys. While this training does place an emphasis on how boys can improve girls safety, the needs of boys themselves is also catered to.

### 3 Conclusions

Altogether, the findings of the Fightback Girls IE study allow for an assessment of the prototype's impact on adolescent girl beneficiaries.

Fightback applied to SPRING to upscale their training programme which they identified sought to address the risk of sexual violence and rape in Nepal through increasing risk awareness and enhancing a mental, vocal, and physical skillsets to increase confidence and safety. SPRING assisted Fightback to develop the Fightback Girls mass training programme to train hundreds of girls in a single session. The training programme only required minor adaptations on that already provided to women and girls. Two key implementation challenges to the prototype were that the parental sensitisation sessions, to address taboos of blame and shame, were not taken up by parents and the large participation numbers originally envisaged for schools were difficult to achieve in practice. However, notable success is evident.

Reflecting on the Fightback Girls training programme and the SPRING evaluation questions, we draw the following conclusions:

#### **To what extent have girls improved their safety as a result of participating in Fightback training?**

##### **Girls feel safer**

There is clear evidence that girls who participate in Fightback Girls training feel safer as a result of it: they feel safer after training and relative to the comparison group, particularly in public spaces; and they spontaneously cite that training has helped them feel more confident, safer and able to move around their community.

Beyond feelings of safety, after Fightback Girls training, girls feel more able to avoid situations of potential danger and anticipate how they would respond to a threatening situation. This suggests that training has enhanced girls' preparedness and ability for rapid response.

Girls also show improved likelihood to report risks to their safety suggesting girls feel more comfortable talking about their safety, leading to improved safety and wellbeing.

##### **Girls knowledge and perceived 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. Furthermore, after training, girls were able to volunteer more proactive and specific ways to assert their safety in the face of potential harm.

As might be expected, girls show greatest knowledge retention and perceived ability to keep safe in situations that they frequently encounter, such as travelling on a public bus. In situations less frequently encountered, such as identifying a criminal or responding to a physical attack, that girls show less knowledge retention and perceived ability to respond. Moreover, while girls felt safer, without being able to test the strategies they have learned, much of the knowledge is still theoretical and more easily forgotten.

However, many self-defence techniques have not yet been tested. Where girls are unable to put strategies and techniques into practice it is difficult to know if their actual safety has improved.

There is mixed evidence that Fightback Girls succeeded in addressing taboos on blame and shame: While girls are more likely to anticipate speaking out about incidences of potential harm they are also more likely to report feeling worried they would get into trouble as a result of a safety incident.

#### **To what extent have girls improved their well-being as a result of participating in Fightback training?**

##### **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. Most notably, girls seem to have benefited psychologically from the training, as they express greater happiness with their feelings, energy, relationships and play than girls who did not receive training. Girls' feelings of self-confidence also improve after training, and this is particularly noticeable in younger girls. This goes beyond supporting Fightback Girls' ToC that through training girls gain confidence and stronger friendship networks and goes partway to suggesting, at a critical developmental stage, the training may provide girls with a greater sense of control over their lives.

There is less evidence that Fightback Girls has succeeded in improving girls' mobility and freedom. While a significant minority of girls state they have taken up new activities since the training, findings suggest that by and large girls have adhered to their daily routines. Parents, similarly, indicate that they have not allowed their daughters greater freedom as a result of the training or any perceived changes in their daughter's behaviour following the training. A three-day training is perceived by many parents to be too short to instigate any real change in their attitudes to giving their daughter greater freedom. Parents of younger girls in particular, are also understandably unlikely to give their daughters greater freedom as a result of the self-defence training.

However, there is evidence that the training has improved girls' satisfaction with the freedom they have girls' confidence and sense of empowerment going about their daily routines.

### **How did SPRING contribute to this change, as opposed to other factors?**

Prior to SPRING, adolescent girls were not a target market for the Fightback programme and Paritran had not considered marketing the programme directly to schools. All adolescent girls reached through schools are attributable to SPRING.

Moreover, girls who received training attributed an improvement in their confidence, feelings of safety and ability to avoid or mitigate harmful situations to the training. Parents equally attributed an improvement in their daughters' self-confidence and knowledge of tactics for self-defence to the training.

While parents were girls' primary source of information on safety both before and after training, the training provided girls with information that they had not received before. Thus, the improvement in self-confidence and feelings of safety amongst girls who received training is attributable to Fightback.

After training, girls were motivated to diversify the sources of information they accessed. Most notably, after training, girls accessed online or social media sources of information showing a greater interest in ensuring their own safety. The greater interest in diverse and new sources of information is attributable to Fightback, but also suggests an opportunity for Fightback to engage with girls online.

### **What have been the unintended consequences of participating in Fightback Girls training?**

Two key unintended consequences emerge from the Fightback Girls training. The first, positive consequence is that girls share the training they have learned with their parents and siblings, and in so doing, subtly challenge taboos of blame and shame through promoting the notion that girls are victims and not instigators of crime.

The second, as a negative unintended consequence, is that the programme failed to address both boys' understanding of the safety needs of girls' and boys' own safety and protection needs. This has since been recognised by Fightback and in August 2018 they launched a programme targeted at boys' safety<sup>43</sup>.

Other possible unintended consequence of an increase of girls fighting with other girls and boys using the self-defence techniques taught or that girls behaving in an unsafe way, were not evidenced in the findings.

### **What have we learned about adolescent girls as beneficiaries?**

Findings reflect that schools are an effective forum to reach adolescent girls and teach girls about safety strategies. While much of what has been learned is still theoretical, girls demonstrate high levels of recall and findings suggest that girls have benefited psychologically from participating. Younger girls in particular, while not changing their daily routine as a result of training, demonstrate an improvement in their perceived self-confidence as a result of the training. While it is difficult to anticipate the long-term outcomes, the psychological benefits that girls demonstrate eight months after training are promising and suggest the training has delivered good outcomes.

### **Overall evidence of impact**

**Table 10** summarises SPRING's key impact pillars and compares the areas the Fightback Girls intervention was expected to impact against where evidence suggests it has succeeded in impacting.

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<sup>43</sup> The boys programme seeks to improve both boys ability to be safer with respect to avoiding and responding to threats of sexual violence; and the role boys can play as ally in improving girls safety against sexual violence

**Table 10: Overall evidence of impact<sup>44</sup>**

Impact	Earning	Saving	Safety (& Learning)	Wellbeing
<b>Areas</b>	Limited	Limited	Direct benefit through training to improve safety awareness and self-defence skills; leading to safer behaviour change	Direct benefit through improved confidence, peer network and agency; shift in shame and blame culture
<b>Expected Impact</b>	Low (0)	Low (0)	High (5)	High (4)
<b>Actual Impact</b>	Low (0)	Low (0)	High (5)	High (4)

<sup>44</sup> Note: Shade of colour denotes strength or weakness of impact, darker green showing higher impact and lighter green, less impact.



## 4 Implications for Fightback

This section provides a discussion of why and how the IE findings are of significance for Fightback and what learning points can be identified for their future business.

- **Consistent with the ToC, research findings reflect an improvement in girls' feelings of safety and confidence eight months after training**

The research findings validate Fightback Girls' ToC that training methods lead to improved feelings of safety and self-confidence. Research findings further reflect girls share what they have been taught during training and are less afraid to speak out. Fightback will be able to use this evidence to attract future investments.

- **Girls' and parents alike feel the course was too short to be properly absorbed**

In qualitative feedback, girls and parents alike commented the course was too short to produce long-term change. Fightback does provide refresher training for schools, with some take-up. Fightback has also tried to introduce additional classes for girls to take up independently, including Fightback Fitness and martial arts classes. However, girls have not shown an interest to attend extra-curricular self-defence classes. One potential opportunity for Fightback is that girls have gone on to look for more self-defence and safety information online or through social media. Fightback could consider targeting girls for refresher training via an online forum.

- **Girls demonstrate better recall of situational awareness techniques and using voice as a weapon than of recognising a criminal or of techniques against physical attack**

Eight months after training, girls demonstrate the highest recall for scenarios and techniques that they experience on a regular basis. These patterns of recall are less evident in Fightback Girls' own post-survey data which is administered immediately after training and when girls recall is still very high. Examining the results of the endline data may give Fightback Girls direction on how to tailor the content of refresher training to focus on the areas of greatest loss of recall.

- **The data suggests the incidence of teasing, cyber bullying and harassment is a key area of concern**

While Fightback is aware of the prevalence of teasing, bullying and harassment in person or via social media, the course has concentrated on the most serious acts of sexual violence against women and girls. This will be an important area for Fightback to address in future schools training programmes.

## 5 Programme Implications

This section provides a discussion of why and how the impact evaluation findings are of significance for the SPRING programme and what learning points can be identified for future programming. **SPRING girl research helped Fightback both identify how to access the adolescent girl market and understand the need for a greater focus on training to improve girls' self-confidence.**

The SPRING programme has succeeded in helping Fightback to both identify the adolescent girl market for self-defence training and also to understand the specific needs of adolescent girls. The IE demonstrates that girls have benefited from improved perceptions of self-confidence and safety as a result and the Fightback business has proved to be a success for the programme.

- **Younger girls realised relatively greater improvements in perceptions of self-confidence than older girls and working through schools is effective in reaching younger girls.**

The findings reflect that schools provide an effective means of accessing younger adolescent girls in large numbers in a safe environment. Moreover, while younger girls recall slightly less, the findings indicate they derive greater benefit in self-esteem through the training and this could potentially create a different pathway for girls in how they manage their day-to-day lives.

- **However, the ToC's suggested benefits of improved mobility to improve girls' ability to learn and earn have not been recognised; additionally, many of response tactics have not yet been put to the test.**

Findings point to the success of the training programme in improving girls' feelings of safety and self-confidence. However, at this stage, the training has not produced the depth of impact to change girls' mobility or their ability to learn and earn. It is likely that a greater frequency of training would be required to produce this type of outcome and impact, reflecting the limitations of the three-day programme in delivering long-term change.

- **The Fightback business model provides insight into the characteristics of successful businesses for the SPRING programme but also the limitations– private company, marketed to (private) schools (B2B) who in turn market to parents.**

With SPRING assistance, Fightback has succeeded in switching the intended focus of its SPRING prototype from B2C to B2B and has scaled up its business model. Targeting private schools and parents has proved an effective mechanism to reach adolescent girls, who are receptive to learn. However, the business model relies on the ability of parents and schools to pay for the training, which suggests that without grant funding, the needs of girls who cannot afford to pay for training will go unmet.

- **The Fightback business model also provides insight into the role of grant funding and subsidy in helping businesses address the needs of the BOP.**

SPRING's Investment support has assisted Fightback to secure additional grant funding, most notably the GCC Grant; and in the last year, Fightback has also actively pursued a low-income cross-subsidisation programme to provide Fightback training that is fully subsidised by Government or other organisations, to lower-income schools.

- **Despite the success of the training programme, Fightback did not achieve its SPRING targets, though is now growing at an accelerated rate.**

Fightback Girls' failure to achieve its SPRING targets reflects both the business growth took more time than programme assumptions allowed for; but also, that there were either incorrect assumptions in the forecast model or in the business implementation.<sup>45</sup> The final programme evaluation will need to consider the implications of slow business growth in overall girls reach, particularly amongst businesses participating in Cohorts 3 and 4. **Girls share learnings with their families to raise safety awareness and indirectly challenge social taboos.**

<sup>45</sup> There are difficulties with a business accurately predicting reach for an untested product on a two year horizon. This is an inherent risk of programmes of SPRING's nature.

There is evidence that through sharing the training content and techniques with their families, girls raise awareness of safety issues and challenge social taboos around blame and shame, presenting girls as victims and not instigators of crime and also helping girls to speak out.

