

Male Engagement Program for GBV/SRHR/HP Reduction



Spotlight Initiative
To eliminate violence against women and girls

Initiated by the European Union and the United Nations



Training Manual for Men and Boys on Sexual and Gender Based Violence (SGBV) and Harmful Practices (HP)



Implemented by



(Centre LSD)

**Male Engagement Program for
GBV/SRHR/HP Reduction**

**Training Manual
for Men and Boys on
Sexual and Gender Based
Violence (SGBV) and
Harmful Practices (HP)**



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(Centre LSD)

ISBN: 978-978-57999-6-5

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Executive Summary

Sexual and Gender-Based Violence (SGBV) and Harmful Traditional Practices (HPs) are direct consequences of gender inequality and the broader system of social injustice in Nigeria. Most communities and relationships are built on patriarchal values and a model of male power maintained through force, direct pressure, socialization, ritual, tradition, law, language, customs, education and the gender division of labour. Men and women are active players – both in promoting inequalities and working towards equality. For equality to happen, men and women's attitudes and behaviours need to change.

SGBV and HPs pervade the entire landscape (at home, school, the workplace, communities and the wider society) in the forms of sexual harassment, rape (including spousal rape), wife and child battery, widowhood rites, excessive burden of housework, acid baths and female genital mutilation (FGM) among others. Though women and men experience SGBV and HPs, there is evidence that historically, women have suffered more than men because they have been more marginalized.

Males have been largely excluded from championing the fight for gender equality and the elimination of SGBV and HPs. Studies have shown that their exclusion provokes suspicion, hostility and retaliation. Conversely, male involvement results in clarification of issues, speaks to and alleviates men's anxiety about the consequences of shared power and increases male responsibility and belief.

This Manual is designed to empower a network of boys and men who understand the nature and consequences of SGBV and HPs and have the skills and commitment to lead the change needed to reduce and eventually eliminate these vices from their communities. It utilizes the Kurt Lewin's three-stage model of the change process as its underlying philosophy and organizing frame and aims to achieve the following objectives:

- i. To enhance participants' knowledge of the various types of sexual and gender-based violence and harmful traditional practices and their prevalence in their communities and at different levels.
- ii. To enhance knowledge of how gender norms (femininities and masculinities) drive sexual and gender-based violence and harmful traditional practices in their communities.
- iii. To strengthen participants' confidence and skills to deconstruct discriminatory gender norms and serve as agents of change / positive deviants in their spheres of influence.
- iv. To facilitate a movement of men and boys advocating and campaigning against SGBV and HPs.
- v. To increase awareness of policies, laws and facilitate access to support for SGBV and HP survivors in project locations.

The modules and their corresponding activities systematically take trainees through Kurt Lewin's change stages: 'Unfreezing' during which facilitators work with participants to create the need for change; 'Change' (or 'Move') is the stage at which participants actually make a mindset shift, individually and collectively create the change in gender norms and commit to

take positive action/serve as change agents to address SGBV and HPs; and 'Refreeze' requiring participants to fully embrace, establish and own the change.

This Manual consists of 5 Modules:

Module 1 - Climate Setting

Module 2 - Understanding Basic Concepts and Terminologies

Module 3 - Social Construction of Gender (Femininities and Masculinities)

Module 4 - Securing Our Communities Against SGBV and Hps

Module 5 - Forming Collective and Taking Action

The modules have corresponding activities and handouts or case studies to further reiterate the messages or ground them in the trainees' reality. The activities utilize adult learning principles and allow for participation and consensus building. Facilitators may cover all modules at a training or select modules and activities that are best suited for their audiences. In order to derive maximum results from the trainings, facilitators are encouraged to read the 'Facilitators Guide for Engaging Key Influencers on SGBV and HPs' designed to accompany this manual.

ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
CRA	Child Rights Act
DSVRT	Domestic & Sexual Violence Response Team
FCT	Federal Capital Territory
FGM	Female Genital Mutilation
FGM/C	Female Genital Mutilation/Cutting
GBV	Gender-based Violence
HIV	Human Immunodeficiency Virus
HPs	Harmful Practices
NDHS	National Demographic and Health Survey
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
PHCs	Public Health Consequences
SGBV	Sexual and Gender-Based Violence
SIGI	Social institutions and Gender Index
SRH	Sexual and Reproductive Health
STI	Sexually Transmitted Infection
TOR	Terms of Reference
UNFPA	United Nations Population Fund
USAID	United States Agency for International Development
VAPP	Violence Against Persons Prohibition Act
SRHR	Sexual and Reproductive Health and Rights
VAW	Violence Against Women

ACKNOWLEDGMENT

The management and staff of the African Centre for Leadership, Strategy & Development (Centre LSD) appreciates the joint European Union and United Nations Spotlight Initiative to end violence against women and girls, for funding the development and production of this training manual through the Male Engagement for Gender-Based Violence, Sexual & Reproductive Health & Rights, and Harmful Practices Reduction program.

We are grateful to the government and people of Lagos and Cross River States, most especially the project focal local government areas of Ikorodu, Yaba, Calabar municipality, Calabar South and Obanliku. We thank all the stakeholders – traditional rulers, religious leaders, youth groups, women right defenders, media houses, and the Nigeria Police Force for the warm embrace and ownership of the project.

The Centre appreciates the effort of the consultants who developed the manual – Mrs. Ejiro Otive-Igbuzor, PhD and Mr Ifeanyi Okekearu, both of Emerald International Development Services Ltd. Our immense thanks also go to UN Women communication team for the review of the manuscript. We commend the effort of Centre LSD staff and the project team who ensured that this manual came out in the form it is today; Dr. Otive Igbuzor (Founding Executive Director), Mr. Monday Osasah (Executive Director) Ms. Martina Nomsule (Finance Officer), Mr. Vincent Dania (Senior Program Officer), Mrs. Victoria Ose Udoh (M&E Coordinator), and Ms Emmanuella Nwahiri (Program Assistant).

This manual is recommended to everyone who wants to see all forms of violence and harmful practices against women and girls eradicated in Nigeria.

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Background

Violence against women and girls has emerged as a pandemic comparable to malaria and HIV&AIDS. It pervades the entire landscape (at home, school, the workplace, and the wider society) in the forms of sexual harassment, rape (including spousal rape), wife and child battery, widowhood rites, excessive burden of house work, acid baths and female genital mutilation (FGM), among others (ActionAid International, 2004). The National Demographic and Health Survey (NDHS) (2013) reported that 30% of women aged 15-49 have reported experiences of sexual abuse with a marked divide between girls and women in urban (33 percent) and rural (24 percent) areas.

Section 55 of the penal code (applicable in Northern Nigeria) legalizes *corrective* beating of a child, pupil, servant or wife as long as this does not cause grievous bodily harm (British Council, 2012). The Gender in Nigeria report shows that violence has become endemic in some public institutions in Nigeria including the police and educational institutions (British Council, 2012). In 2019, several reports of University lecturers in Nigeria demanding 'sex for grades' hit the airwaves, some of them exposed by a BBC undercover reporter (Vaughn, 2019). 99% of doctors surveyed in a research in Nigeria in 2004 reported having managed at least one case of violence against women, the assailant being the husband in an estimated 70% of cases (Aimakhu, 2004). Gender-based violence also affects boys and men, perhaps to a lesser extent. Incidents of wives inflicting injury on their husbands have been reported. Women and men have lost their lives due to intimate partner violence.

In addition to other forms of VAW the rights of women in Nigeria to bodily integrity is often violated through several harmful traditional practices including female genital mutilation, widowhood practices, wife inheritance and wife hospitality.

The Nigerian Constitution, the Violence against Persons Prohibition Act (VAPP) 2015, and the Child Rights Act (CRA) 2003 are key laws that guarantee the safety of women and girls. The Constitution sets the legal age of marriage at 18 and this is reinforced by the CRA. The VAPP Act, which is the most comprehensive framework, provides protection for all citizens (including marginalized groups) and punishment for perpetrators, beyond previous laws. The VAPP is also the first federal law which prohibits FGM across the country.

With the enactment of the VAPP Act, a legal framework for addressing this pandemic now exists in Nigeria. The VAPP Act only has the force of law in the Federal Capital Territory (FCT). Other legal, institutional and policy frameworks to address SGBV include the National Policy on the Elimination of FGM/C, the National Strategy to End Child Marriage, a Road Map and National Priority Actions to End Violence Against Children, the National Health Act and the One PHC per Ward Initiative, the establishment and institutionalization of sexual assault referral centres and SDVRT Response Teams across the country including in the FCT. In 2018, the Lagos State Ministry of Justice, through the Domestic & Sexual Violence Response Team

(DSVRT) handled 930 cases of violence against women (about 3 cases daily).

Some Nigerian states have laws in place to address domestic violence. Examples include the Domestic Violence Law of Lagos State of 2007 and the Gender Based Violation Law of Ekiti State of 2011; the Enugu State of Nigeria 2001, No. 3 on The Prohibition of Infringement of a Widow's and Widower's Fundamental Rights law. Lagos State has a Law to Provide Protection Against Domestic Violence and for Connected Purposes; and Cross River state has a Girl-Child Marriage and Female Circumcision (Prohibition) Law of (2000).

Communities and societies are built on social/gender norms consisting of both informal sanctions, taboos, customs, traditions, codes of conduct and formal rules that regulate behaviour and determine how much power each person can exercise over issues that affect their own lives and their claims to entitlements. In many communities/societies, unequal power exists between women and men, with the former being unable to participate in decision making or claim their rights and entitlements on an equal basis.

Measuring gender inequality has been the subject of research for many years. The Organization for Economic Cooperation and Development (OECD) developed an objective measure called Social institutions and Gender Index (SIGI), that identifies the root causes of gender inequality. The 2019 SIGI report categorizes Nigeria as a country with high levels of gender inequality under 4 indices: Discrimination in the Family; Restricted Physical Integrity; Restricted Access to Productive and Financial Resources; and Restricted Civil Liberties. Also, Nigeria currently ranks 118 out of 134 countries on the Gender Equality Index.

Sexual and gender-based violence and harmful traditional practices are driven and deepened by gender inequality. Reversing the trend is therefore intrinsically linked with changes in discriminatory social/gender norms. This cannot be achieved outside the involvement and cooperation of boys and men as agents of change, alongside women.

About this Manual

This manual is designed to build a critical mass of boys and men who understand the nature and consequences of SGBV and HPs and have the skills and commitment to lead the change needed to reduce and eventually eliminate these vices from their communities. It utilizes the Kurt Lewin's three-stage model of the change process as its philosophy and organizing frame. Kurt Lewin's model has three stages:

- 'Unfreezing' during which facilitators work with participants to create the need for change. It requires managing apprehension/fears and concerns and supporting participants to deconstruct stereotypes and to see and embrace the need to unlearn negative and discriminatory norms that are now known to be counterproductive.
- 'Change' (or 'Move') is the stage at which participants actually make a mindset shift, individually and collectively create the change in gender norms and commit to take positive action/serve as change agents to address SGBV and HPs. It requires a change in thoughts, feeling and behaviour as people perceive that the new level would be more productive.
- 'Refreeze' requiring participants to fully embrace, establish and own the change. Participants then implement it until it becomes the new habit and culture (Chahal and Khaira, 2020). Without this stage, it is easy to slide back into the old ways.

The Modules and their corresponding activities systematically take trainees through these three stages in a participatory and engaging manner that allows them understand how negative masculinities drive and deepen SGBV and HPs, identify the costs and consequences of inaction and work out their own context-specific and appropriate solutions. Participants leave the training with refined gender norms and a concrete plan of action and skills to implement them.

Specific Objectives of the Manual:

- i. To enhance participants' knowledge of the various types of sexual and gender-based violence and harmful traditional practices and their prevalence in their communities and at different levels.
- ii. To enhance knowledge of how gender norms (femininities and masculinities) drive sexual and gender-based violence and harmful traditional practices in their communities.
- iii. To strengthen participants' confidence and skills to deconstruct discriminatory gender norms and serve as agents of change / positive deviants in their spheres of influence.
- iv. To facilitate a movement of men and boys advocating and campaigning against SGBV and Hps.
- v. To increase awareness of policies, laws and facilitate access to support for SGBV and HPs survivors in project locations.

How to use the Manual:

This Manual is designed for a 4-day training. It is made up of the following 5 Modules:

Module 1 - Climate Setting

Module 2 - Understanding Basic Concepts and Terminologies

Module 3 - Social Construction of Gender (Femininities and Masculinities)

Module 4 - Securing Our Communities Against SGBV and Hps

Module 5 - Forming Collective and Taking Action

The Modules have corresponding activities and handouts or case studies to further reiterate the messages or ground them in the trainees' reality. Facilitators are at liberty to select Modules and activities that a best suited for their audience. They may also organize shorter trainings as they consider appropriate. In order to improve the quality of their trainings, Facilitators are encouraged to read the Facilitators Guide for Engaging Key Influencers on SGBV and HPs' designed to accompany this Manual.



Module 1
Climate Setting

Module 1 – Climate Setting (45 minutes)

Learning Objectives: At the end of this session, participants will:

- Be more familiar with one another
- Share their experiences/expectation and fears/concerns
- Understand the training objectives
- Establish a baseline on knowledge, skills and attitudes related to the training curriculum (Undertake a pre-test. This is only necessary if the trainees are learned).

Materials: Flipchart paper, markers (various colours), post-it notes (various colours).

Preparations:

- Wall space/floor space
- A flipchart with step-by-step instructions for drawing a self-portrait
- Copies of the training agenda and objectives
- Copies of Pre-test Questionnaire

Agenda

Welcome:

1. Registration and other protocol
2. Welcome the group to the training.
3. Give an opening remark introducing the project, prevalence of sexual and gender-based violence and the need to secure our communities against the menace.
4. Other political speeches and messages from partners

Activity 1 – Breaking the Ice (15 minutes)

Objective: At the end of this activity, participants will:

- be free and willing to be active during the training sessions

Materials: Flipchart paper, markers (various colours), post-it notes (various colours).

Preparations:

- Wall space/floor space
- A flipchart with step-by-step instructions for drawing a self-portrait

Steps

1. Invite participants to greet each other in their local dialects.
2. Facilitator says – People are the greatest resource of our community. Everyone has something unique to offer. We would love to know the talent, skills, expertise and positive attitudes in this group so that we can share and learn from each other.

3. Reflect and identify *one thing* that you bring to this meeting – your knowledge, skill, expertise, influence, exceptional attitude, etc. Write it on the non-sticky side of the yellow\ post-it/sticky note.
4. Again, reflect on one thing that you expect to take away from this meeting and write it on a green post-it/sticky note.
5. Thirdly, reflect and write one fear or concern about this training on a pink sticky note.
6. Allow most people to finish writing and invite them to each stand up, introduce themselves, the group they represent and their role within that group. Participants then read out their 'bring', 'takeaway' and 'fear/concern' and place them on a wall space created for that purpose.
7. Celebrate the diversity of skills and knowledge or talents and influences in the room; discuss and allay fears as realistically as possible.
8. Display/present the training objectives on PowerPoint or on a pre-prepared flipchart and discuss expectations that fall outside the workshop.
9. Wrap up by thanking participants and encourage them to have an open mind towards learning from one another.

Activity 2 – Establishing Ground Rules (5 minutes)

Objective: At the end of this activity, participants agree a set of ground rules for orderly conduct that would promote effective learning.

Materials: Flipchart paper, markers (various colours), post-it notes (various colours).

Preparations:

- Wall space/floor space

Steps:

- Lead participants to brainstorm and agree on ground rules that can help the group achieve training objectives.
- One participant (volunteer) writes the ground rules on a flipchart and presents afterwards.
- The group agrees on penalties for defaulters. Make it fun e.g. ask defaulters to pay a paltry fine or dance for the group, etc.
- The group appoints a Chief Whip
- Wrap up

Activity 3 – Formation of Work Streams (15 minutes)

Objective: At the end of this activity, participants

- Would have been a part of a working group to boost active interests and participation.

Note: For a three-day training, it is important to make the participants relax with each other and to keep their interest levels high. One way to achieve this is to distribute responsibilities to them as much as possible. We have identified 3 key work streams on which participants can serve: the Social/Welfare Committee; Information and Resource Committee; and the Monitoring and Evaluation Committee.

Materials: Flipchart paper, markers (various colours), post-it notes (various colours).

Preparations:

- Wall space/floor space

Steps:

1. Participants discuss and agree what work stream they would like to form for the effective functioning of the training.
2. List work streams on flipchart e.g. Social and Welfare, Information and Resource, Evaluation, and any other democratically agreed.
3. Jointly agree on terms of reference (TOR) for the work streams.
4. Ask participants to volunteer or nominate members to each work stream.
5. Wrap up.

Sample TORs for Work Streams

Social and Welfare Stream

1. Oversee general welfare of participants in collaboration with the trainers.
2. Organize recreational and social activities for participants.
3. Recommend appropriate recognition for trainers and deserving participants.

Information and Resource

1. Obtain and make available relevant technical information and news for participants.
2. Identify useful resources from community and make these available to participants.
3. Ensure that all participants receive training information and handouts.
4. Produce and disseminate a summary of daily proceedings.

Evaluation Stream

1. Help assess key learning of previous day using various evaluation methods.
2. Produce or review relevant instruments for training evaluation.
3. Process evaluation results and feedback to participants and trainers.

House Keeping

Early breakfast

Activity 4 – Pre-test (Or vote with your feet for non-literate participants) 15 minutes

Objective: This activity will set the baseline for participants' knowledge and skills. (It will enable Trainers/Facilitators to measure change in knowledge after the same questionnaire administered at the end of the training).

Materials: Flipchart paper, markers (various colours), post-it notes (various colours).

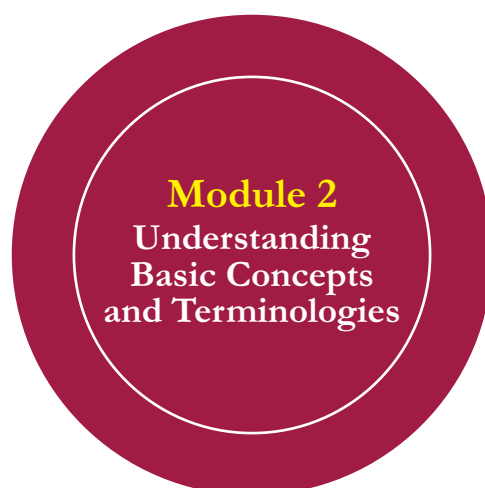
Preparations:

- Wall space/floor space
- Copies of Pre-test Questionnaire

Steps:

- Distribute the pre-prepared questionnaire.
- Give participants 20 minutes to undertake the pre-test.
- Wrap up activity by asking participants to voice their impression of the pre-test.
- Take an *energizer* (a game, exercise, that helps participants relax and stretch out) and break for tea/coffee.

See sample pre-/-post-test Questionnaire in Annex 3



Module 2
Understanding
Basic Concepts
and Terminologies

Module 2 – Understanding Basic Concepts and Terminologies (130 minutes)

Activity 1 – Gender Knowledge and Awareness (30 minutes)

Learning Objective: At the end of this session, participants will be able to:

- Explain correctly at least 7 core gender-related concepts.
- Provide concrete real-life examples to illustrate the various concepts.

Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint presentation, and a projector.

Preparations required: Presentation on session objectives, selected gender-related concepts, VIPP cards with a gender-related concept written on one side.

Steps:

1. Ask participants to pair up.
2. Distribute one VIPP card with a concept to each pair.
3. Ask the teams to brainstorm and come up with a definition or an explanation of each concept with examples.
4. Ask the teams to write workable definitions of the concepts at the back of each VIPP card.
5. Ask one of the partners to present.
6. Allow the group to discuss and agree.
7. Clarify concepts, using practical examples.¹

Below is a list to pick from:

- Gender
- Sex
- Gender roles
- Sex roles
- Gender analysis
- Gender mainstreaming
- Gender blind
- Gender aware/sensitive
- Gender transformative
- Gender equity
- Gender equality
- Gender justice
- Practical gender needs

¹This activity demands that the facilitator has conceptual clarity and is able to control the discussion to avoid long drawn arguments and emotional outbursts. Adults do not like to look foolish. Even if the definitions provided are wrong, do not dismiss anyone. Just ask the team to analyze and assist in modifying the definition, using examples to simplify.

- Strategic gender needs
 - Productive work
 - Reproductive work
8. Ask participants to comment on the issues discussed.
 9. Use your discretion to determine if there is need to make a presentation of some concepts that appear confusing.
 10. Wrap up, distribute handout on basic concepts and thank the participants.

Activity 2 – Equity versus Equality (40 minutes)

Learning Objective: At the end of this activity, participants will:

- Understand the difference between equality and equity.

Materials/Preparations: Flipchart, markers, The Fox and the Crane Case Study, printed version of graphic illustrating equity versus equality.

Steps:

1. Introduce the activity by saying the following: Many people assume that ensuring equality of opportunity or resources is sufficient to address discrimination and inequality. The problem with equality is that it treats people as if they are homogenous. The fact is that people are not exactly the same, do not have the same power and do not stand on a level playing field from which to take advantage of existing opportunities.
2. Distribute graphic on equity versus equality. Ask participants to work in groups and explain what they see. Note key points on flip chart.
3. Process participants' inputs as described in points 4-8 below.

OR

1. Distribute Case Study 2 – The Fox and the Crane.
2. Ask participants to read the Case Study and pull out key points.
3. Note key points on a flipchart.
4. Based on lessons from the case study or the graphic (depending on which one the facilitator uses) it is clear that some people, even within the same sex, are already better placed than others to take advantage of existing opportunities.
5. Define **equity** as fairness (not necessarily gender balance in all instances). Explain that fairness means putting into consideration any disadvantage experienced by any group that might hinder (exclude) this group from taking advantage of available opportunities.
6. Ask participants to discuss the game of relay. Why does the person in the inner circle stand behind? (It is because s/he has a shorter distance to cover before the finishing line. The person in the outer circle stands in front of other competitors because s/he has a longer distance to cover. The act of taking into consideration the relative distances that

the various runners have to cover and taking action to ensure fairness is referred to as equity).

7. Explain that gender equality is a term that recognizes that women and men should be equal in the eyes of the law, and should have the same rights to education, health, nutrition, employment opportunities, land, credit and protection under the law. Gender equality is a useful term because – legally – it is measurable. Laws that are discriminatory or treat women and men differently can be identified and taken off the books. In this way, equality has been a critical tool for women's empowerment in many countries. Women and men are equal in terms of rights but may not always be able to exercise those rights in the same manner. Gender equity takes into account the social differences between women and men – such as women's child-rearing roles – in order to produce equivalent life outcomes. A simple distinction between equality and equity is that equality is usually framed as a legal **goal** while equity is often spoken of as a **strategy** that recognizes women and men's differences in order to bring about fairness in treatment.
8. Summarize key points and thank participants.

Case Study 2 – *The Fox and the Crane* (*Equal treatment does not mean the same outcome*)

The Fox invited the Crane to dinner. He served the food on a large flat dish. The Crane with her long, narrow beak could not eat.

The Crane invited the Fox to dinner. She served the food in a deep vase, and so the Fox with his short, wide face could not eat.

Both friends had an opportunity for nourishment, but each time one of them could not take advantage of this opportunity.

The development challenge in every case is to identify barriers to the opportunities that exist, and custom design the adjusted interventions that will lead to equality of outcome

Activity 3 – Understanding Gender-Based Violence (30 minutes)

Learning Objectives: At the end of this session, participants will:

- Understand the various types of gender-based violence
- Be able to share some examples of what constitutes gender-based violence

Materials: Flipchart paper, markers (various colours), case studies

Preparations:

- Wall space
- Copies of case studies illustrating types of gender-based violence

Steps:

1. Ask participants to brainstorm different types of GBV and capture them on a flip chart.

2. Introduce the core types of GBV:

DOMESTIC VIOLENCE

- Physical abuse
- Sexual abuse
- Emotional abuse
- Economic abuse
- Psychological abuse

SEXUAL VIOLENCE

- Intra-familial sexual abuse
- Sexual assault
- Sexual exploitation
- Sexual harassment
- Rape

HARMFUL TRADITIONAL PRACTICES

- Female genital mutilation
- Early/forced marriage
- Honor killings
- Dowry abuse
- Widow ceremonies
- Denial of education

Ask participants if they have other forms in their communities that they want to bring up to other peoples' knowledge. NB: It is important to group participants from different ethnic or cultural affiliations. If there are any, allow time for discussion or warehouse for A.O.B. This is for Knowledge management purposes.

3. Divide the participants into pairs; with their partner they will be assigned two types of GBV and will do the following:
 - Come up with a definition/explanation for their assigned type of GBV that makes sense to them.
 - Describe some examples of how these two types of GBV take place in their community.
 - Discuss whether there are different settings within their community where different forms occur.

4. Remind the group that these types of violence happen everywhere, but that some types are more frequent in some areas. Which ones are the most common types they encounter in their communities?
5. Once each group has finished, come back to plenary and have each group report back. Facilitate a discussion around common themes that are coming out from the groups. We suggest that a gallery work could help here so that they are not tired or bored.
6. Determine if there is a need to make a PowerPoint Presentation on the types of Gender based violence.
7. Take questions and wrap up

Activity 4 – The Game of Life (30 minutes)

(An experiential approach to understanding how inequalities drive gender-based violence)

Learning Objective: At the end of this session, participants will:

- Understand how inequalities drive gender-based violence. Since this is behaviour change activity ('unfreezing'- can early warning concepts be inculcated by the facilitator in the analysis at the end of this activity at the point 'here' below?)

Steps:

1. Make a long line in the middle of the room using a masking tape. Explain that we are going to engage in an activity that allows us to explore gender dynamics in a very personal way.
2. Invite participants to get up and form a line standing shoulder-to-shoulder in the space you have cleared. Provide instructions for the exercise.
 - My co-facilitators are distributing identities for you. When you receive yours, read it, but make sure no one else can see it. Hang it around your neck, with the words facing into your chest. We invite you to imagine this identity in the context in which you are most comfortable.
 - I will read out a statement. If the statement is true for your identity, take one step forward. If it is not true, take one step back. I'll read out the next statement. If it is true for you, take one step forward. If it is not, take one step back. Do not return to your starting position. Keep moving forward or back from wherever you are as each statement is read. We'll continue in this way until I finish all of the statements.
 - We will not speak during this exercise.
 - What questions do you have about this activity?
3. When all participants have their identity hanging around their necks and have noted them, begin the exercise. Read each of the following statements, in turn, and watch as participants choose to step forward or back:

- *I can decide whom to marry and when.*
 - *I am taken seriously in the workplace and paid fairly based on experience and qualifications.*
 - *I can walk down any street without fear of harassment or violence.*
 - *I feel safe in public transport.*
 - *I can work at most jobs without fear of harassment or violence.*
 - *I usually don't worry when looking for a public bathroom.*
 - *I feel welcomed and respected in any health facility.*
 - *I can make decisions about my own health and well-being. I speak during community meetings*
 - *I dress the way I want without the fear of being attacked*
 - *I am not afraid of violence in my home*
 - *I only have sex when I want*
4. When all statements have been processed, invite participants to turn their cards around so that everyone can see their identity. Invite participants to look around at their colleagues and note who has moved forward, who has stayed the same, and who has stepped back.
5. Process the exercise with participants by saying:
- Take a look around the room at the location of your fellow participants. What stands out for you? 'Here'

Wrap up: Discuss POWER:

Power is the ability to influence or control. It includes access to decision-making processes.

Ask: "Those who felt strong or powerful, why did you feel powerful?"

Ask: "Those who did not, why not. For those in the back, why do you think you were in that position?"

What things give people power? money, position, authority, gender.

Things that contribute to abuse based on power inequalities: vulnerability, poverty, breakdown in social structures (such as during displacement), lack of legal protection, impunity for perpetrators, culture, gender beliefs. Power can also be used in positive ways but the potential for abuse is there. Those who have less power in relationships are always more vulnerable to abuse. Explain: The reason we start with this exercise is because violence and exploitation are almost always linked to power. Those who have more power can exploit and abuse others. Those who have the least power – and very often they are women and children, especially girls – are most likely to be exploited and abused'

Activity 5 – Healing from Past Experiences of Violence (30 minutes)

Learning Objective: At the end of this session,

- Participants who have previously experienced violence find succour in being heard and empathized with.

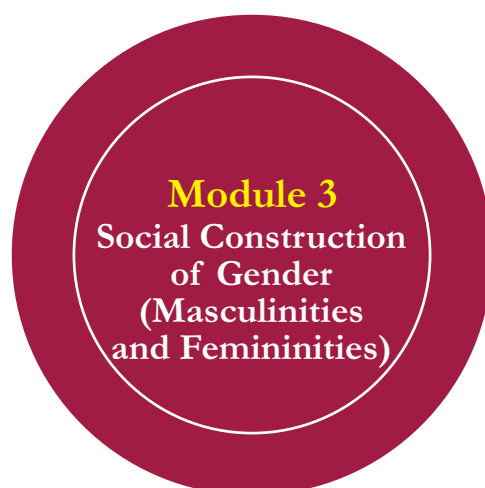
Methodology: Group Discussion

Steps

1. Facilitator moderates a group discussion that allows participants share past experiences

on either direct involvement or witness to SGBV and HPs).

2. Alternatively, Facilitators may invite external persons who have experienced SGBV or HP and are willing to share. Facilitators or an appointed Moderator may use these guide questions and assure participants that all discussion is in confidence. Also, remind discussants to adhere to confidentiality by not mentioning names of people or specific locations where such violence occurred.
 - ✓ What kind of violence was witnessed or experienced?
 - ✓ What was the after effect of this violence or practice? (check to get immediate effect and long-term effects)
 - ✓ Could this situation be avoided in future? How? Discuss
3. Summarize key points.
4. Thank participants and wrap up.



Module 3
Social Construction
of Gender
(Masculinities
and Femininities)

Module 3 – Social Construction of Gender (Masculinities and Femininities) – 160 Minutes

Learning Objectives: At the end of this session, participants will be able to:

- List the existing gender norms (what it means to be a man and a woman) in their communities;
- Identify the sources of socialization/agents that construct and perpetuate masculinities and femininities within their communities;
- Understand that gender norms are learned and can be unlearned.

Materials: Flipchart paper, markers (various colours), different colours of post-it/sticky notes

Preparations:

- Wall space
- Flipcharts with a rectangle/box drawn in the middle

Activity 1 – Act like a Man, Act Like a Woman (40 minutes)

Learning Objective: At the end of this activity, participants will:

- Understand how femininity and masculinity constructs are assigned and perpetuated in their communities
- Know the sources/agents of socialization

Steps:

1. Welcome participants to the session and list the objectives of this module.
2. Tell participants that we would like to know what it means to be a girl or woman, boy or man within the context of their community.
3. Split participants into two groups and assign identities to them –
 - Group 1 – Women
 - Group 2 – Men
4. Give each group a flipchart with a box drawn in the middle and a marker. Ask each group to discuss and identify what attitudes/attributes and roles are assigned to their identity types. Ask each group to list in bullet points and within the boxes on their flipcharts what it means to: 'Act like a Woman' and 'Act Like a Man'.
5. Ask participants to discuss in their various groups and identify how femininity and masculinity constructs are assigned and perpetuated in their communities. Ask them to list key points on flipchart under the heading; 'Agents/Sources of Socialization'. Some key points may include:
 - family codes (beliefs, norms, customs relating to girls' and boys' perceived status at home)
 - custom, culture
 - religion

- proverbs and sayings (capture in participants' languages and translate to English)
 - songs (ask participants to sing actual songs that drive home the points about women's and men's perceived status or cultural expectations about them)
 - soap operas, drama
 - education
 - sanctions
 - sexist jokes
6. Take presentations in plenary and allow participants to comment on the presentations. Harmonize between the points generated by the two groups.
 7. Post the presentations on the wall and let participants know that we will return to the presentations at some point.
 8. Facilitate a discussion to explain the terms 'femininity and masculinity' and draw examples from their presentations (See handout).
 9. Ask participants whether they know of other communities or cultures where attributes/attitudes, roles and expectations for women and men are not exactly the same as theirs or quite the opposite. For example, in some communities in Nigeria,
 - women pound yam while it is a man's job in others;
 - women fetch water whereas it is a man's job in others.
 10. Mention that gender roles are changeable because they are assigned by humans. If they were God-made, all communities would have homogenous expectations, and this is not the case.
 11. Differentiate this from sex roles which have to do with one's biological make up and are similar across communities and regions. For examples,
 - A woman can conceive/get pregnant because she has a womb;
 - A woman can deliver a baby;
 - A man can impregnate a woman because he produces sperm.

Activity 2 – Gender Norms and Gender-Based Violence/Harmful Traditional Practices (40 minutes)

Objective: At the end of this activity, participants will:

- Understand the cost of SGBV and HP, social cost, direct, and indirect costs.

Materials: Flipchart paper, markers (various colours), post-it notes (various colours).

Preparations:

- Wall space/floor space

Steps:

1. Welcome participants.
2. Ask them to return to their women and men groups (facilitator may switch the participants between female and male groups so that each person experiences what it feels like to be in a different gender identity).

3. Ask each group to identify two attributes or roles assigned to their gender identity that could potentially make them vulnerable to violence or harmful practices or could make them perpetrators of violence.
4. Ask participants to present in plenary and establish the link between some gender norms and particular types of gender-based violence.
5. SGBV and HPs have direct and indirect costs and social costs. Ask participants to think of the costs and consequences of gender-based violence to:
 - Women and Girls - What if the women and girls affected are their mothers, wives, aunts, daughter? How would they feel?
 - Themselves as boys and men – (risk of injury, lack of self-esteem and self-respect, etc.).
 - Their families and communities.
 - The State and Nation.
6. Make a presentation on the costs and consequences of gender-based violence or assemble the points from participants' inputs on a flipchart.
7. Explain that everyone loses where SGBV and HPs are allowed to thrive.
8. Wrap up by mentioning that boys and men have what it takes to organize and secure their communities against SGBV and HPs.
9. Evaluate session – What have we learned?

SGBV and HP have direct, indirect and social costs as follows:

- Direct costs consist of actual expenditures related to GBV, including healthcare services, judicial services, and social services.
- Indirect costs consist of the value of lost productivity from both paid work and unpaid work, as well as the foregone value of lifetime earnings for women who have died due to GBV.
- Social costs of gender-based violence – comprise health-related and economic costs themselves in that they are a detriment to society as a whole, not just the individual involved. Also, when children miss school, it is both a social and an economic cost in that it is a detriment to the long-term growth of society due to lost productivity. Moreover, declining health status may also be considered a social cost because of its implications related to decreased productivity or participation in society. The experience of gender-based violence, regardless of the health status of the victim, can hinder participation of women and their children in the community and society simply due to the embarrassment, stigma, or mental and emotional distraught that it can cause. Lastly, the multiplier effect of violence should also be recognized as a major social cost. Children witnessing violence perpetuate violence in future generations. Likewise, those that suffer from violence are likely to respond to conflict in violent manners. Overall, this creates a culture of violence in society that has enormous costs when considering the multiplier effect.

(Source: USAID, n.d.)

Table – Public Health Consequences of SGBV and HP

Fatal Outcomes	Non-fatal Outcomes		
<ul style="list-style-type: none"> • Femicide • Suicide • AIDS-related mortality • Maternal mortality 	Physical	Sexual & Reproductive	Psychological & Behavioral
	<ul style="list-style-type: none"> • Fractures • Chronic pain syndromes • Fibromyalgia • Permanent disability • Gastro-intestinal disorders 	<ul style="list-style-type: none"> • Sexually-transmitted infections, including HIV • Unwanted pregnancy • Pregnancy complications • traumatic gynecologic fistula • Unsafe abortion 	<ul style="list-style-type: none"> • Depression and anxiety • Eating and sleep disorders • Drug and alcohol abuse • Poor self-esteem • Post-traumatic stress disorder • Self-harm

Source: Bott, Morrison and Ellsberg, 2005, In: USAID (n.d.), Responding to GBV

Activity 3 – Drawing the Link between SGBV and Sexual and Reproductive Health and Rights (SRHR) (40 minutes)

Objective: At the end of this activity, participants will be able to:

- Understand the link between SGBV and SRHR

Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint presentation, projector.

Preparations required: Presentation on session objectives, VIPP cards with SRHR concept written on one side.

Steps:

1. Welcome participants.
2. Ask the group – Have you ever heard of human rights? What do you know about rights? Give some examples of human rights. Note their inputs on flipchart. Add that human rights represent the right way to treat humans no matter their sex, sexuality, ethnicity, age, race, economic status, etc.
3. Present the following in an appropriate format (Key points on flipchart; PowerPoint presentation, etc.) –
 - Sexual and reproductive health and rights or SRHR is the concept of human rights applied to sexuality and reproduction. It covers sexual health, sexual rights, reproductive health and reproductive rights. Many people do not understand the concept of sexuality. It is the totality of being a person. It is our human character, concerned with the biological, psychological, sociological and spiritual variables of life that affect personality development and interpersonal relations. It includes one's self-perception, self-esteem, personal history, personality, concept of love and intimacy, body image and so on.
 - Just like gender roles, sexual roles are unequal between the sexes and primacy is usually accorded to male desire. Gender and sexual role stereotyping have negative outcomes. While men/boys are sometimes expected, positioned or compelled to claim, enforce or buy sexual favours, many women cannot decide when, how and with whom to have sex. This constitutes SGBV. Women and men are vulnerable to SGBV and need to have the power control their own sexuality and claim their sexual and reproductive health rights on an equal basis.
 - SGBV is a human rights issue. It violates a number of principles enshrined in international and regional human rights instruments, including the right to life, equality, security of person, freedom from torture and other cruel, inhumane, or degrading treatment.
 - **SGBV violates some principles of the UN Universal Declaration of Human Rights, such as**
 - ✓ **Article 1:** “All human beings are born free and equal in dignity and rights...”
 - ✓ **Article 3:** “Everyone has the right to life, liberty and security of person.”
 - ✓ **Article 5:** “No one shall be subjected to torture or to cruel, inhuman or degrading

treatment or punishment.”

4. Call for questions and comments.
5. Read out their inputs and distribute the 'Linking GBV and SRHR' Case Studies' (see below). Assign one case study to each group. Ask the groups to read their Case Studies and identify the possible consequences for women and for men.
Some consequences for women include:
 - Intimate partner during pregnancy is the leading cause of death among pregnant women,
 - SGBV deepens the HIV/AIDS epidemic in many ways –
 - ✓ Forced sex is correlated to HIV risk
 - ✓ Victims of violence tend to engage in behaviours that put their health at risk
 - ✓ Proposing condom use may increase women's risk of violence
 - ✓ Disclosing HIV status may increase risk of violence
6. Write some of these statements on flipchart and take responses.
 - ✓ Can a man rape his wife or intimate partner?
 - ✓ Can boys and men respect a girl's/woman's right to say NO to sex and vice versa?
 - ✓ Is sex with a minor a crime?
 - ✓ Add more as appropriate
7. Note all inputs, clarify misconceptions and conclude by stating that engaging men and addressing masculinities help to reduce SGBV and promote SRHR.
8. Ask participants to make personal commitments to protect girls and women's rights within their spheres of influence.

'Linking GBV and SRHR' Case Studies

Accepted Gender Norm in Patriarchal Societies	Behaviour	SRH Consequences
<p>Domestic Violence</p> <p>Every week, Okon beats his wife Ekaette.</p>	<p>Her Response</p> <p>Ekaette tries very hard not to upset her husband. Although they already have three children and she has had gonorrhoea several times, she is too afraid to tell him to use a condom, so she remains silent.</p>	<p>Group 1 to list possible consequences of Okon's behaviour (e.g. STIs, HIV/AIDS unwanted pregnancies, infant mortality) and design a community-based project to address these.</p>
<p>Son preference</p> <p>Nike and Tunde have been married for nine years and have four girls. She is pregnant again and her family is worried that it will be another girl. They love all of the girls but rumours are spreading that she is cursed by a female relative</p>	<p>Family Response</p> <p>Her mother and aunts urge her to go to the doctor to find out the sex of the fetus without telling her husband. If it is a boy they will tell him and rejoice. If it is a girl, the women will decide a course of action in secret.</p>	<p>Group 2 to list possible SRH consequences (e.g. female infanticide, sex selective abortion, etc.) and design community-</p>

<p>who is childless and therefore jealous and does not want her to have boys.</p>		<p>based projects to address these.</p>
<p>Men Need Sex</p> <p>Edafe drives a truck. He loves his girlfriend Kevwe and they have a sexual relationship. Occasionally on the road he has sex with a commercial sex worker, because his father told him it is bad for a man to go too long without sex. Kevwe finds out from a friend and confronts him.</p>	<p>Their Response</p> <p>Because he does it infrequently he does not think anything bad will happen to him. He explains this to Kevwe and gives examples of husbands in their community who openly have sexual relations with other women. Kevwe grudgingly sees his point.</p>	<p>Group 3 to list possible SRH consequences (e.g. STIs, HIV/AIDS unwanted pregnancies and design community-based projects to address these.</p>

Activity 4 – Out of the Box Thinking: Are Masculinities Changeable? (40 minutes)

Learning Objective: At the end of this session, participants will:

- Be confident to generate and align with new and progressive concepts/constructs of masculinity.

Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint presentation, projector.

Preparations required: Presentation on session objectives and selected discussion captions

Steps:

1. Welcome participants.
2. Facilitator says – Now that we know the undesirable costs and consequences of SGBV

and HPs, we need to strategize on how to secure our communities against these vices.

3. Ask in plenary – Have you ever done something (that you would otherwise not do) just to please or belong to a group? Ask participants to write anonymously on post-it notes, collect and stick on a board or flipchart. If participants cannot write, they may want to share verbally. Alternatively, to avoid personalizing the issues, ask them to share instances where other people tend to conform to group norms even if they do not subscribe to those norms.
4. Facilitate a discussion and capture responses on flip chart on 'Reasons why men conform to group norms' – E.g. non-compliance may be sanctioned, fear of social ostracism, etc.
5. Ask participants to give examples within and outside their communities of positive deviants – boys and men who do or have done things differently with positive outcomes. Celebrate these examples and mention that 'real men exercise their power to be the desired change and to lead change'.
6. Split participants into two groups; ask each group to review the thinking/points within the box on what it means to act like a man and generate out-of-the box thinking/points that describe the empowered/gender-sensitive/responsible man that they desire to be. List outside the traditional box or on a new flip chart.
7. Ask each group to generate three slogans describing the man they want to be. E.g.
 - *Real men respect women's rights*
 - *Quality men do not fear Equality*
 - *I am not a threat to women's freedom*
 - *Gender-based Violence? Count Me out, etc.*

Explain that these slogans are meant to reflect their commitment and ability to identify, speak up and take action against SGBV and HPs.

8. Put up presentations on the wall side by side and walk through to generate new group norms for boys and men in their communities. Do this in a participatory manner to secure ownership. Write the new norms on a fresh flip chart with the appropriate title as participants call out the norms. Do a voice vote on each norm.
9. Let participants know that gender /social norms are learned and can be unlearned.
10. Ensure that the new, agreed norms are typed and distributed to participants as a 'pact' that they commit to live by. You may type these and create a space for each person to append their signatures or thumb print. (The signed copies are also useful as evidence for evaluation).
11. Ask what they have learned and wrap up. *Distribute handout on Resisting Peer Pressure.*

Tip for Facilitator:

Ten Things Men and Boys can do to STOP Gender-Based Violence

1. Understand that gender-based violence impacts all men and women.
2. Stop being silent and start speaking out about gender-based violence to other men.
3. Re-think your attitudes and behaviors that lead to gender discrimination.
4. Help and support any woman in danger.

5. Respect women and treat them equally.
6. Join women in the fight to stop gender-based violence.
7. Get more information about the causes of gender-based violence, and share it with your friends and colleagues.
8. Explain to the younger generation that being a 'real man' means you don't commit acts of violence.
9. Boycott music and literature that reinforce gender stereotypes and condone violence against women.
10. Understand that a man's strength should never be used to hurt anyone – especially someone he loves.

Source: A public service announcement and brochure produced by Lyubystok and distributed to thousands of male students in the region of Lutsk, In: (UNFPA, 2009)



Module 4
Securing Our
Communities Against
SGBV and HPs

Module 4 – Securing Our Communities Against SGBV and HPs (140 minutes)

(Exploring Our Resource-Rich Community)

Objectives:

At the end of the module, participants will:

1. Identify resources within their communities to tackle SGBV and HPs
2. Build some life-skills required to address SGBV and HPs

Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint presentation, projector.

Preparations required: Presentation on module objectives, VIPP cards with SGBV policies written on one side.

Activity 1 – Existing Policies and Laws to Prevent SGBV, HPs and Promote Access to SRHR (30 minutes)

Objective: At the end of the activity, participants will:

- Know and be able to mention some policies and laws related to SGBV and HPs

Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint projector.

Preparations required: Presentation on module objectives, VIPP cards with SGBV policies written on one side.

Steps:

1. Welcome participants and present the session objectives. Mention that through a few activities, we are set to identify useful resources to tackle, reduce and eventually end SGBV and HPs in our community.
2. Let us start by identifying some policies, laws and/or guidelines that regulate behaviour with regards to SGBV and HPs.
3. Make a PowerPoint presentation giving an overview of policies and laws relevant to these themes.
4. Ask the group to mention what policies or laws or regulations (even at local community levels) exist in their state and locality to address SGBV and HPs. List on flipchart.
5. Ask participants to tell stories of how any of these regulations have been deployed to address cases of SGBV and HPs.
 - Are there clear channels to report violation?
6. The Violence Against Persons Prohibition (VAPP) Act was enacted in 2015 and serves as a legal framework for addressing SGBV and HPs. The VAPP Act only has the force of law in the Federal Capital Territory (FCT). Other legal, institutional and policy frameworks to address SGBV include the National Policy on the Elimination of FGM/C, the National Strategy to End Child Marriage, a Road Map and National Priority

Actions to End Violence Against Children, the National Health Act and the One PHC per Ward Initiative, the establishment and institutionalisation of sexual assault referral centers and Domestic & Sexual Violence Response Teams (DSVRT) across the country including in the FCT. The VAPP Act lists 26 types of GBV.

7. Distribute copies of the VAPP Act and ask participants to identify which of the types are more prevalent in their communities. List on flipchart. (may be necessary to share this a day before or as part of the kit prior to the activity?)
8. Ask – Since we now know that policies and laws exist, how can men and boys promote their implementation? Take inputs on flipchart and encourage them to study existing policies and laws, commit to comply, educate others and advocate for the domestication of the VAPP Act in their States using channels available to them.
9. Take questions and comments and wrap up.

Activity 2 – Linking SGBV and HP Survivors to Care and Support (30 minutes)

Objective: At the end of the activity:

- Participants will know where to refer victims and survivors of SGBV and HP for follow up and care

Materials: Flipchart, markers, VAPP cards or sticky notes, masking tape, PowerPoint projector.

Steps:

1. Welcome participants. Ask, have you ever heard of a case of violence against women and girls or boys and men in your community? What did you do? How was it handled? Tell us the story.
2. Ask the group to anonymously write on post-it notes, what are the popular beliefs/attitudes and practices or taboos regarding sexual and reproductive health in your community?
 - For boys/men
 - For girls/women
 - Are there any sanctions attached to non-compliance with the popular norms?
 - What can we do individually and collectively to reverse these norms?
3. Facilitate a plenary discussion and mention that when a person is violated, care and support require concerted effort by several practitioners. Map the landscape/community and identify key resources to support and care for SGBV survivors. Identify resources by type of organization or individual that can provide support under the four components below. Be specific and provide location and contacts.
 - i. Health/Medical – Hospital, Primary Healthcare, private clinic, etc.?
 - ii. Law enforcement/security – a police post, local security arrangement? Are they trained to handle GBV and HPs?

- iii. Legal/Justice – Are there NGOs to facilitate access?
 - iv. Psychosocial support – Are there NGOs or trained individuals in the community that can handle this?
 - v. Are you aware of any hotlines that survivors or others can call to get help?
4. Mention that supporting SGBV and HP survivors requires the use of a survivor-centered approach. These include:
- The survivor's wellbeing and safety are accorded the highest priority;
 - The survivor's right to self-determination is respected at all times and they are provided with all the information they need and the right to make decisions about their case, including whether to report the case to the police or not. If there are mandatory reporting laws, these are explained clearly to the victim so they can make an informed choice as to whether to proceed or not.
 - The survivor is not stigmatized or discriminated against, regardless of religion, ethnicity, sexual orientation, gender identity, age, ethnic group, profession or other factor.
 - The survivor's right to confidentiality is respected.
5. Take comments and questions.
6. Mention that individually, we have a responsibility to speak out against SGBV and that includes linking survivors with available care.
7. Distribute a list of care centres and hotlines if available and wrap up.

Activity 3 – Identifying Key Influencers (40 minutes)

Learning Objective: At the end of this session, participants will be able to:

- Identify stakeholders / influencers in their communities and their levels of interest and influence with regards to eliminating SGBV and HPs.

Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint presentation, projector.

Preparations required: Flipcharts with information on 'Agents/Sources of Socialization', project stakeholder analysis quadrant

Steps:

1. Welcome participants and congratulate them on the development of new commitments, new group norms and slogans towards securing their communities against SGBV and HPs. Remind them that just as there are socializing agents/sources that perpetuate negative norms and gender inequality, some of which they have identified earlier in the course of the training, there are key influencers whose cooperation and leadership are needed to drive the new norms.
2. Distribute the flipcharts with information on 'Agents/Sources of Socialization', Mention that we will now drill down and identify who has influence/interest using the Stakeholder Analysis quadrant. Project the diagram.
3. Present in plenary the following: Stakeholder Analysis is an important technique for stakeholder identification and analyzing their levels of influence. It is used to identify all

key (primary and secondary) stakeholders who have a vested interest in the issues with which the project is concerned – in this case, changing negative masculinities towards securing our communities against SGBV and HPs. The Stakeholder Analysis Quadrant draws on your knowledge as owners of your communities to develop a strategic view of the human and institutional landscape, to identify key custodians and opinion leaders whose support can effectively drive the desired change that we all seek. The analysis will focus on:

- The level of interests of all stakeholders, who may affect or be affected by the project;
- The levels of influence of all stakeholders.

The Stakeholder Analysis Quadrant below (Diagram 1) shows four categories of stakeholders:

- Promoters (High influence, High interest) have both great interest in the effort and the power to help make it successful (or to derail it).
- Defenders (Low influence, High interest) have a vested interest and can voice their support in the community but have little actual power to influence the effort in any way.
- Latent (High Influence, Low interest) have no particular interest or involvement in the effort, but have the power to influence it greatly if they become interested.
- Apathetic (Low influence, Low interest) have little interest and little power, and may not even know the effort exists.

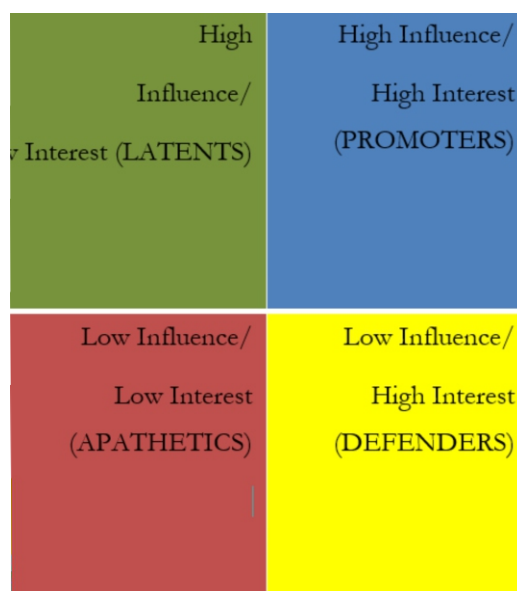


Diagram 2 – The Stakeholder Analysis Quadrant

4. Stakeholders may include the following: Allow participants review the previous list and add to it if necessary. Encourage them to be specific.
 - Religious leaders
 - Traditional leaders
 - Youth leaders

- Age grades/groups?
 - Positive peer pressure
 - Women leaders – Catholic Women Organization, Federation of Muslim Women Association of Nigeria, etc.
 - School teachers
2. Split the group into 3 and have each group categorize stakeholders into the boxes in the quadrant or do an analysis in plenary and to save time. Check to see if participants in the room fall into any of these categories.
 3. Determine how best to engage each of these categories of stakeholders. List inputs on flipchart titled 'How to Engage each Stakeholder Category'.
 4. Evaluate the activity by asking 'What have we learned?'
 5. Wrap up

Activity 4 – Addressing SGBV and HPs in our Communities: Assertiveness, Negotiation and Bold Actions (40 minutes)

Learning Objective: At the end of this activity, participants will be able to:

- List and discuss the skills boys and men need to serve as change agents in their communities.
- Role play some of the skills needed to serve as change agents.

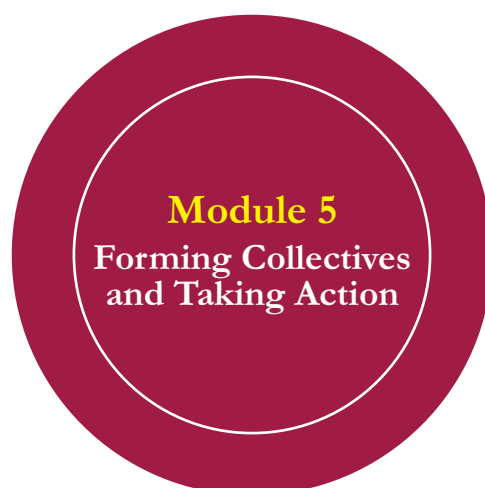
Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint presentation, projector.

Preparations required: Presentation on life-skills

Steps:

1. Ask participants to identify the skills they think that boys and men need to serve as change agents in their communities. Explain that in order to address SGBV and HPs, change agents require assertiveness and negotiation skills.
2. Lecture – Facilitator takes participants through a brief presentation on how to build or enhance assertiveness and negotiation skills and how to confront issues without violence).
3. Ask participants to share instances when they have ever utilized any of these skills.
4. Facilitator take groups into role play on assertiveness and negotiation skills as follows:
 - Form participants into teams or groups.
 - Each group will be required to develop a short script on a type of GBV and make a convincing presentation with key points to a community leader who can do something about it. Alternatively, participants are given the script/scenario to act and present as drama.
 - Each team is encouraged to have a drama director.
5. Facilitators and some participants can serve as judges with a scoring matrix/criteria.
6. Take comments from the group on what the team did well, and suggestions given to how the team can improve on specific areas.

7. Judges have the final say on what group presented the most ideal application of assertiveness and negotiation skills.
8. Make it fun by celebrating the winning team either with a packet of sweets or biscuits.
9. Thank participants and wrap up.



Module 5
Forming Collectives
and Taking Action

Module 5 - Forming Collectives and Taking Action (140 minutes)

In this Module, participants with the facilitator(s) will work through understanding the importance of forming and working through Men and Boys collective to address the challenges of SGBV and HPs. It has sub-sections that help participants understand how to leverage on existing systems and structures to form collectives with clear mandates and benefits. It also builds participants skills on how to sustain collectives.

Learning Objectives: At the end of this module, participants will:

- Know what collectives are within the context of social development, SGBV and HPs
- Jointly identify existing systems and structures that will enable them develop (strengthen where already in existence), operate and effectively run a collective.
- Understand the benefits of men and boys collective as a veritable structure to support men and boys to address issues of SGBV and HPs
- Develop Action Plans predicated on understanding of the challenges faced by Men and Boys at individual, family and community levels when they strive to promote gender justice.
- Share lessons to address concerns and strengthen solidarity for positive actions by Men and Boys towards ending SGBV and HPs in the society.

Materials: VIPP Cards, flipchart paper, markers (various colours), plain Sheets. *post it (various colours)*, pencils, cleaner, and sharpener. Any other relevant IEC Material.

Activity 1: Men and Boys CAN Stand against SGBV and HP (30 minutes)

Learning Objective: At the end of this activity, participants will:

- Demonstrate confidence that Men and boys have what it takes to build a collective to challenge SGBV and HPs.

Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint presentation, projector.

Preparations required: Presentation on “Steps to forming a collective”

Steps

1. Welcome Participants and let them know that men and boys have what it takes to build a collective to challenge SGBV and HPs.
2. Make a presentation: Facilitator starts by emphasizing that there has been significant increase in community- and rights-based programming that aims to reduce SGBV by working to change social norms that support or tolerate violence in low- and middle-

income countries in the last two decades, noting that these interventions focus on addressing harmful expression of masculinities and not just on individual men. Approaches used have mostly employed many ways of growing the interest of boys and men using various standalone and overlapping strategies to achieve the goal of encouraging different groups of men, boys, women and girls to work together.

3. Facilitator enumerates the various steps to achieving this goal which include:
 - Mainstreaming gender equality in all we do and ensuring that our work with men and boys contributes to the empowerment of women and people from other oppressed genders
 - Being critically aware of one's own power and privileges and open to constructive criticism (a culture of reflection and dialogue)
 - Taking action to address personal and institutional practices that go against our principles of gender equality and human rights, acknowledging any harm caused and making amends (“do no harm” principle)
 - Respecting and promoting women's leadership in the gender equality movement
 - Creating structures of consultation and partnerships with women's rights organizations

4. **How do we build a collective:** Facilitator takes participants through a reflection on how men and boys can form groups for events such as teams for sports events, teams for social events, teams for business enterprise, pressure groups to demand for rights and privileges etc. Such processes often involve a



Super Eagles rejoicing after winning Africa Cup of Nations in 2013
Image source: Google

concerned person sharing ideas with friends or colleagues or peers during informal social gatherings. This is often followed by other meetings and recommendations on how to attract members and mobilize resources. The group then decides key objectives and how to achieve these objectives. Note that this rather simplistic description is often in reality a more challenging experience. However, group determination and team work often bring about success and a sense of achievement for the team.

5. After the presentation, the facilitator asks participants to form three groups to work on the following tasks:
 - What collective can we build and
 - What will be our main objectives?
6. Participants present group reports in plenary and the facilitator harmonizes key points.
7. The facilitator presents a summary of the harmonized key action points from group work and places this in a strategic place such as on wall for reference.

Activity 2: Building Support for Men and Boys Collective against SGBV and HPs (40 minutes)

Learning Objective: At the end of this session, participants will:

- Know how to build support for Men and Boys Collective against SGBV and HPs

Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint presentation, projector.

Preparations required: Presentation on historical reviews.

Steps:

1. Facilitator welcomes participants and runs a quick recap of some of the key action points (makes reference to the wall postings of relevant previous exercise) .
2. Facilitator makes a presentation to re-affirm that courageous men have made bold steps in the past to address some injustice and inequity in their community with far reaching achievements.
3. Presentation uses the historical reference below:

Ending Slave Trade

Facilitator takes participants through historic events which were considered impossible to achieve but made possible when people came together with a common purpose. An example is Abolitionism, or the abolitionist movement - the movement to end slavery. This was done through abolition campaigns and movement of faith-based groups. The demand for freedom for enslaved people eventually became universal (worldwide). The movement started by a few men (facilitator pause to ask participants if they remember the name of any key Abolitionist) was driven forward, not only by the formal abolition campaign team, but by a coalition (collective) of different people, leading to the end of legalized slavery practice.

³William Wilberforce (24 August 1759 – 29 July 1833) was a British politician, philanthropist, and a leader of the movement to abolish the slave trade

4. Summarize by emphasizing that men and boys can end SGBV and HPs when they form positive groups that can identify ways to overcome obstacles and allow men and boys see the value to themselves and others when SGBV and HPs are eliminated from the society.

Pause and reflect

Is there a winner in SGBV or HPs? Even when you feel you win, you never stop worrying about consequences and possible retaliation

5. Facilitator asks participants to list out other events at the community or State or National or Global levels which has been challenged by groups and eventually led to the achievement of positive results. Facilitator writes down the list on flipchart paper and places on the wall
6. Group work and Gallery work - Facilitators gets participants into groups of 3 or 4 and allows them about 25mins to discuss and put down key points to share at Gallery walk. Facilitators ensure each group has flipchart papers and markers to write. Facilitator moderate group to use their time well and work efficiently.

Tasks (Same for all groups)

- List out as many SGBV and HPs that are common in community only (avoid listing national or global issues at this time)
- Discuss and list out obstacles that can be anticipated when forming a collective of Men and boys to end the listed SGBV and HPs
- List out how these obstacles can be tackled by the collectives of men and boys
- List out what support will be needed and how this can be obtained
- List out who are the possible key influencers and allies who can be approached to support
- List out what men and boys can do without support from any key influencer or ally.
- List out other creative ideas or recommendations for building and sustaining a collective of men and boys who will stand against SGBV and HPs

7. Present by Gallery walk

(All groups to place their well written group reports on flipcharts and place on wall. Group presenter is allowed to present when other participants come to their gallery. Facilitators manage feedback session and allow only few comments. Encourage comments to be given with recommendations).

8. Facilitator appreciates all groups for participating in the section activi

Activity 3: Developing Action Plans (40 minutes)

Learning Objective: At the end of this session, participants will:

- Know how to develop Action Plans to address SGBV and HPs

Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint projector.

Preparation required: Practical explanation on how to develop Action Plan

Steps:

1. Facilitator welcomes groups and runs a quick recap of efforts made so far in the module and appreciates all for active participation;
2. Facilitator explains next how to produce a practical action plan using the guide / template below.
3. The old group formed for the last exercise above is maintained for this group work.
4. All groups discuss and fill out the adaptable format below.

Action Plan:

Group chosen name:

Date:

Activities	Who will lead	Who can support as key influencer	What time to carry out activities and where	How best to carry out these activities	Other remarks

NB: Encourage all participants to endorse the work plan as sign of ownership.

5. Groups make their presentations through an appointed group member. Other members may contribute afterwards to enhance presentation before comments from other participants outside the group.
6. Facilitator allows for general comments on what went well, identifies areas for improvement and then appreciates each group.
7. All group presentations are collated and made part of program intervention work plan as appropriate

Activity 4: Taking Responsibility at Individual, Household and Community Levels (40 minutes)

Learning Objective: At the end of this activity, participants will:

- Be able to list the average frequency of occurrence of SGBV and HPs in their community (driving it home)
- Show signs of taking responsibility for SGBV and HP prevention and elimination by listing benefits of positive action.

Materials: Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint projector.

Steps

1. Facilitator welcomes participants and introduces the activity. Facilitator goes on to indicate that responses received during this activity will be useful in follow on activities to develop action plans.

What will it rather be, all smiles or all worries (2 pictures of smiling mixed group of male and females with smiles and then worries)

2. Facilitator encourages participants to form quick discussion groups of 3 by picking someone by their immediate left and right to discuss the following issues. Ask participants to use the guide below and then put down all listed points on post it and prepare to share in plenary.

Discussion guide:

Each discussant/participant to list 2-3 points on the following:

- Ways SGBV are expressed or occur in their society and indicate who is the main offender or perpetrator by each SGBV.
- List of HPs by men and boys in their Society
- Each Group prioritizes or ranks the list of SGBV and HPs by what occurs most often in their society

3. Collation of key talking points - Facilitator allows each small group to read out only one point from their list of SGBV and HPs at a time and writes these on the Flipchart. Facilitator goes around all groups before returning to first group to receive more points. This continues until all groups have presented or exhausted their points.
 - Facilitator uses the guide below for collation and then ranks what top 10 SGBV and HPs are the most common.

S/N	SGBV listed out by participants	Number times mentioned by groups	Ranking
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

S/N	HPs listed out by participants	Number times mentioned by groups	Ranking
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

- Deepening the analysis at plenary

Facilitator leads a plenary session that allows participants to discuss where these top 10 SGBV and HPs practices occur, and facilitators may use the chart below to capture responses. Where there is no unanimous agreement, the facilitator may allow for quick vote by raising of hands to reach an agreement. Facilitator reminds participants that their opinion is important even if the voting to reach an agreement is not in their favour at any time.

S/N	Top 10 list of SGBV in our society	Where is this violence likely to happen (tick the as many as applicable)			Who suffers this more (male or female)
		Individual level*	Household*	Community*	
e.g	Abusive language	X	X	X	Girls
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

** These can be to self at individual level, household can be home with friend or friends, community can be at public places, schools, business place, playgrounds, place of worship, etc.*

- Facilitator makes out the list on flipchart and places in locations where all participants can see them and then proceeds to new activity. This is kept as reference
- All participants are allowed few minutes to have a look at the general output and make any critical comments.
- **BENEFITS OF POSITIVE ACTION** - Facilitator prompts participants to identify or tease out benefits of positive actions (ending SGBV and HPs using the guide and adaptable questions below:
 - ✓ List what are the benefits for men and boys (economic, social, physical, psychological

- etc.)
- ✓ List what are the benefits to our society (economic, social, physical, psychological etc.)
- ✓ List what are the benefits for women and girls (economic, social, physical, psychological etc.)
- ✓ List what are the benefits for future generation (economic, social, physical, psychological etc.)

- Facilitator notes all points from step 7, on flipchart paper, with appropriate title labeling and places in strategic place and **allows all participants to endorse it by signing on it**. Then facilitator appreciates all for their participation.

Closing formalities (20 minutes)

Activity 1 – Post-test

Administer the post-test questionnaire to all participants

Activity 2 – Training Evaluation

Administer an evaluation form to all participants

References

ActionAid, 2004, Report of Study on Violence Against Women and Access to Girl-Child Education in Nigeria, www.actionaid.org

Aimakhu, C.O. 2004, Current Causes and Management of Violence against Women in Nigeria, Journal of Obstetrics and Gynaecology, 24 (1): 58-63).

British Council, 2012, Gender in Nigeria Report, 2012, British Council, Nigeria.

Chahal, M. and Khaira, A, (2020). Kurt Lewin's Change Theory. <https://www.slideserve.com/marin/kurt-lewin-s-change-theory>

UNFPA (2009). Partnering with Men to End Violence Against Women, [file:///C:/Users/Ejiro/AppData/Local/Temp/Temp3_archive%20\(2\).zip/partnering_with_men%20to%20end%20GBV%20pdf.pdf](file:///C:/Users/Ejiro/AppData/Local/Temp/Temp3_archive%20(2).zip/partnering_with_men%20to%20end%20GBV%20pdf.pdf)

Vaughn,e., 2019, How Undercover Journalists Exposed West Africa's 'Sex For Grades' Scandal, <https://www.npr.org/sections/goatsandsoda/2019/10/25/771427782/how-undercover-journalists-exposed-west-africas-sex-for-grades-scandal>

It is increasingly clear that the cessation of all forms of SGBV and HPs is intrinsically connected to deep changes in gender and socio-cultural norms.

<https://wcaro.unfpa.org/sites/default/files/pub-pdf/UNFPA-WCARO-READINESS-5%20%281%29.pdf>

ADDITIONAL READING

UNWOMEN. 2ND National Action Plan for the Implementation of UNSCR 1325 And Related Resolutions on Women Peace and Security. Abridged Version 2017 2020.

Annexure

Sample Pre & Post Test Questionnaire

Training Men and Boys on SGBV, HPs and SRHR

Pre-/post-Test Questionnaire

Instructions:

Please answer **all questions** as appropriate on the Questionnaire – write on the dotted lines or make a circle on the right answer as appropriate. Where a question has more than one answer, please circle all correct answers. Time allowed is 20 minutes. Please be confident and take this test without seeking support from anyone or making reference to any book or item. It is just an exercise to prepare and keep us focused and to generate a baseline to enable us to assess the effectiveness of our training. Your result will not be submitted anywhere.

Please make a unique, identifiable mark or branding on your pre-test paper and take note of that as you will use same mark or branding on your post-test paper.

Thank you.

1. Write the full meaning of the following:

a. FGM/C.....(2 marks)

b. VAW.....(2 marks)

c. SGBV.....(2 marks)

d. SRHR..... (2 marks)

2. Define or Explain Sexual and Gender Based Violence?.....

.....
.....
.....
.....
.....
.....
.....
..... (4 marks)

3. Sexual and Gender Based Violence only affects (5 marks)

- a. Women
- b. Girls
- c. Men
- d. Boys
- e. All of the above

4. Examples of Gender Based Violence include (5 marks)

- a. Wife battery/beating
- b. Verbal abuse
- c. Depriving girls/women of their inheritance

- d. Forcing a boy to join a notorious gang
 - e. All of the above
5. Forcing your wife or girlfriend to have sex is rape (5 marks)
- a. Yes, it is rape
 - b. No, it is not rape.
 - c. It depends on whether the girl/woman has accepted a gift earlier
 - d. It depends on my custom or tradition
6. In Nigeria, there are no laws or policies that forbid sexual and gender based violence and also harmful practices (5 marks)
- a. Yes, there are laws and policies
 - b. No, there is no law or policy
 - c. The laws and policies do not apply to my community

7. What is gender equity? (2 marks)

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.....

.....

8. What is gender equality?

.....

.....

.....

.....

9. Gender Justice speaks to which of the following (Circle all correct options) (10 marks)

- a. Right of men , women, boys, girls , elderly , disabled persons to equal opportunities and protection
- b. Right of men , women, boys, girls , elderly , disabled persons to protection from violence and harmful practices
- c. Right of men , women, boys, girls , elderly , disabled persons to be part of decision making
- d. Right of women and girls to decision making and take leadership roles
- e. Right of women and girls to inheritance and economic empowerment

10. Put Women, Men or Both on each of the following roles or activities(2 marks each for a correct answer). Examples: Carrying a pregnancy (Women)

- a. Cleaning the house and washing plates (.....)
- b. Fetching water in the morning (.....)
- c. Plating hair in the saloon (.....)
- d. Bathing the baby (.....)
- e. Carrying a pregnancy (.....)
- f. Digging a pit (.....)
- g. Breast feeding a baby (.....)
- h. Cooking food in the night only (.....)
- i. Flying an aeroplane (.....)
- j. Playing football (.....)

11. Which of the following is a Harmful traditional Practice. Mark YES or NO (2 marks each for a correct answer)

- a. Female genital mutilation....
- b. Early/forced marriage
- c. Honour killings
- d. Dowry abuse
- e. Widowhood practices
- f. Forceful initiation of boys into gang or group

12. Mention 2 ways that SGBV and Harmful Traditional Practices harm communities (costs and consequences). (10 Marks).

.....

.....

.....

13. Mention 2 things that men and boys can do to eliminate Sexual and Gender Based Violence and Harmful Traditional Practices (5 Marks each).

.....

.....

.....

14. How would you rate your level of confidence to speak up and fight against Sexual and Gender Based Violence and Harmful Traditional Practices?

- a. Highly confident

- b. Moderately confident
- c. Neutral
- d. Fairly confident
- e. Not confident

15. How would you rate your level of competence to speak up and fight against Sexual and Gender Based Violence and Harmful Traditional Practices?

- a. Highly competent
- b. Moderately competent
- c. Neutral
- d. Fairly competent
- e. Not competent

Thank you!



About
Centre LSD

AFRICAN CENTRE FOR LEADERSHIP, STRATEGY AND DEVELOPMENT (CENTRE LSD)

...Building Strategy Leadership for Sustainable Development in Africa.

The African Centre for Leadership, Strategy and Development (Centre LSD) is a non – profit, non – governmental organization established under Nigerian laws to build strategic leadership for sustainable development in Africa.

The African continent is very rich and diverse. There are abundant human and natural resources in the continent. But the continent has the worst development indices in the world: maternal mortality, infant mortality, literacy rate, HIV/AIDS prevalence, poverty rate, life expectancy etc. More than half of the populations of African people are living in abject poverty. Most country in Sub-Sahara Africa are unlikely to achieve the modest Millennium Development Goals (MDGs) adopted by world leaders at the UN Millennium Declaration in 2000. Many African countries continue to suffer food shortages. Some countries are in conflict. We have experienced democratic reversals in some countries with the military coming into power in Guinea Bissau. All of these make the development of Africa a huge challenge. The continents to grapple with the developmental challenges have been complicated by its colonial history, globalization, leadership failures and adoption of development approaches that have been proved to be inadequate.

The importance of leadership for the success of organizations and nations cannot be overemphasized. Some scholars have pointed out that everything rises and falls on leadership. Despite this recognition, there is scarcity of leaders all over the world. There is a saying that the world is filled with followers, supervisors and managers but very few leaders. There are four kinds of people in the world: those who watch things happen; those who let things happen; those who ask what happen and those who make things happen. Leaders are those who make things happen. A visionless, insecure and incompetent leadership is a killer of organization and nations.

Similarly, strategy is very crucial to the development and performance of any organization or nation. Strategy occupies a central position in the focus and proper functioning of any organization or nation. This is because it is a plan that integrates an organization or nation's major goals, policies and actions into a cohesive whole. A well formulated strategy should therefore help to marshal and allocate an organization or nation's resources into a unique and viable posture based on its relative internal competencies and shortcomings, anticipated changes in the environment, and contingent moves by others. Strategies help to create a sense of politics, purpose and priorities.

A dynamic and visionary leadership combined with appropriate strategy process will produce a correct development approach that will lead to the prosperity and development of Africa. Centre LSD is poised to contribute to the transformation of Africa through building dynamic and visionary leadership and proposing appropriate strategies and development approaches.

The major focus of work will be in the giant of Africa Nigeria but the centre will work across Africa with a Pan-African perspective with partners in all the sub-regions in Africa. The Centre's strategy, programme and actions will focus on Africa with the operations being run from Nigeria partnering with organizations across Africa. Centre LSD is registered with Corporate Affairs Commission as an NGO in Nigeria.

CENTRE LSD'S VISION

The vision of Centre LSD is an African society with strategic leadership and sustainable development.

CENTRE'S LSD MISSION

The Centre's mission is to work with forces of positive change to empower citizens to transform society.

Centre LSD's Values

The Centre is guided by the following values:

- Diversity
- Integrity
- Feminism
- Dignity of the human person
- Pan-Africanism
- Accountability
- Transparency
- Transformative change

The objectives of the centre include:

1. To promote ideas, policies and actions that will lead to transformative change in Africa.
2. To promote leader development (expanding the capacity of individuals for effective leadership roles and processes) and leadership development (expansion of organizations' capacity to enact basic leadership tasks including setting direction, creating alignment and maintaining commitment).
3. To develop the capacity for strategic thinking, formulation, implantation and evaluation.
4. To promote human centre and sustainable development with special focus on Governance, Human Centre Development and Environment.

5. To collaborate with individuals, organizations, networks, coalitions and movements that will help in achieving the Centre's objectives

OPERATIONAL APPROACH

The centre carries out its programmes through the following methods:

- Research
- Think Thank
- Capacity Building
- Advocacy and Campaign

PROGRAMMATIC APPROACH

The Centre's programme is built on the principles of catalytic partnership and rights based approach.

The programme conception, design, implementation and evaluation are built around four principles:

1. Dynamic and visionary leadership
2. Appropriate strategy
3. Relevant development approaches including the promotion of women's right, citizen participation, ownership, pro-poor orientation and focus on the next generation of youth and children.
4. Building people and institutions.

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Spotlight Initiative

To eliminate violence against women and girls

Initiated by the European Union and the United Nations



Implemented by



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ISBN: 978-978-57999-6-5