



**Spotlight  
Initiative**  
*To eliminate violence  
against women and girls*

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

# **FACILITATORS**

## **GUIDE FOR ENGAGING KEY INFLUENCERS**

*Initiated by the European Union and the United Nations*



Implemented by



(Centre LSD)

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

# **FACILITATORS**

**GUIDE FOR ENGAGING**

# **KEY INFLUENCERS**





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African Centre for Leadership, Strategy & Development  
Centre LSD

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### Executive Summary

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Sexual and Gender-Based Violence (SGBV) and Harmful Traditional Practices (HPs) are widespread in Nigeria. Women and men are affected but there is evidence that women are more at the receiving end. SGBV and HPs are linked with gender inequality. 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. In terms of numbers, data shows that men are the biggest perpetrators of violence. There is consensus that their involvement in changing oppressive gender norms, the campaign for gender equality and elimination of SGBV and HPs holds benefits for everyone. Besides, men as gatekeepers of the current order still control most of the resources required to implement women's claims for justice (they serve as organisational heads, community leaders, political leaders, fathers, policymakers, etc). Their involvement is thus, pertinent to promoting power sharing.

The African Centre for Leadership, Strategy & Development (Centre LSD) works to empower men and boys to take responsibility to re-define masculinity and promote equality between women and men. The Centre has developed a Training Manual for Men and Boys on Sexual and Gender-Based Violence (SGBV) and Harmful Practices (HPs) (referred to in this document as the Main Manual) with the aim of building 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.

This Facilitators Guide for Engaging Key Influencers is designed for the training of trainers (ToT) to enhance the probability of deriving maximum benefits from the use of the main manual. The guide recognizes key Influencers to include religious and traditional leaders and law enforcement agents, among others and has the following objectives:

- i. Enhance the knowledge of trainers/facilitators in the concept of training and the training cycle.
- ii. Enhance the skills of trainers/facilitators in the science and art of learning and how to use these to improve training outputs and outcomes.
- iii. To improve project implementers' knowledge; and use of the principles and approaches to effective engagement of key influencer.
- iv. To enhance project implementers' ability to generate key information education communication/behaviour change communication messages to mobilise key influencers to take responsibility and play key roles to eliminate SGBV and HPs.

This Guide is made up of three sections.

- Section A presents the Science and Art of Training. It is meant to sharpen the knowledge and skills of Trainers/Facilitators, (especially those using the Training

Manual for Men and Boys on SGBV, and HPs) on the training cycle and provides useful tips on learning and creative ways of enhancing concentration, retention and recall among participants.

- Section B – focuses on Religious / Traditional Leaders and Law Enforcement Agents Leading Change. It identifies types of Religious and Traditional Leaders (RTLs) and their platforms. The section emphasizes the need to take key influencers through the Main Manual and includes two activities to further ground them in the knowledge of the Violence Against Persons (Prohibition) Act of 2015 and the SGBV Response Tool-Pack developed by Global Rights in collaboration with key stakeholders in government and civil society. The activities help RTLs and Law Enforcement Agents identify their roles in preventing SGBV and HPs as well as linking victims/survivors with support.
- Section C – addresses the importance of messaging in the fight against SGBV and HPs. An activity titled Message Development for RTLs and Law Enforcement Agents is suggested and seeks to help key influencers reflect and generate their own messages. In addition, the section presents some illustrative messages that the project implementers can modify for their use.

Overall, though some of the topics covered by this guide are presented in activity format, the entire guide can serve as a reading material for facilitators.

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## Acronyms

CAN	Christian Association of Nigeria
CCN	Christian Council of Nigeria
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CIRDDOC	Civil Resource Development and Documentation Centre
COCIN	Church of Christ in Nigeria
CSN	Catholic Secretariat of Nigeria
CSO	Civil Society Organisation
CWO	Catholic Women's Organisation
DSVRT	Domestic & Sexual Violence Response Teams
ECWA	Ecclesiastical Church of West Africa
EYN	Ekklesiyar Yan'uwa a Nigeria
FBOs	Faith-based organisations
FCT	Federal Capital Territory
FGM/C	Female Genital Mutilation/Cutting
FOMWAN	Federation of Muslim Women Association of Nigeria
GBV	Gender-Based Violence
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
HP	Harmful Traditional Practices
IEC/BCC	Information, Education and Communication/Behaviour Change Communication
NAPTIP	National Agency for the Prohibition of Trafficking in Persons
NASFAT	Nasrul-Lahi-L-Fatih Society
NGO	Non-Governmental Organisation
NSCIA	Nigerian Supreme Council of Islamic Affairs
PFN	Pentecostal Fellowship of Nigeria
PHC	Primary Health Care
RTLs	Religious and Traditional Leaders
SGBV	Sexual and Gender-Based Violence
SRHR	Sexual and Reproductive Health and Rights
VIPP	Visualisation in Participatory Planning
WIN	Women in Nigeria
WOWICAN	Women Wing of Christian Association of Nigeria
YOWICAN	Youth Wing of Christian Association of Nigeria
VAPP	Violence Against Persons (Prohibition) Act
VAW	Violence Against Women

Section A  
The Science and  
Art of Training

## Section A – The Science and Art of Training

This section presents the Science and Art of Training. It is meant to sharpen the skills of trainers/facilitators especially those using the Training Manual for Men and Boys on SGBV, HPs and SRHR (hereafter referred to as the Main Manual) developed by the Centre for Leadership, Strategy and Development. Our experience shows that the trainer's/facilitator's knowledge of the subject matter is important but not enough to deliver an effective training. An effective training requires the trainers to be grounded in the science of adult learning principles, the psychology of time use, seating arrangements and how different personalities tend to approach learning differently. This knowledge is woven into the training design, including the length of sessions, observance of breaks and the use of appropriate materials to enhance learning. In addition, an effective training demands that the trainers/facilitators have the requisite attributes and skills to creatively and innovatively deploy the training in a manner that stimulates learners' enthusiasm, concentration and understanding in addition to motivating them to make pertinent changes as they see the value of change both to themselves and others. Biech (2016)<sup>1</sup> posits that the intersection of the science and art of training is the melting pot for learning and growth.

The modules and activities in this section are suitable for use as reading or training material. The focus is more on providing adequate information to trainers than prescribing a training format. When used as a training material, please start by implementing 'Module 1 – Climate Setting' of the Main Manual.

### Module 1 – Training Techniques

#### Activity 1 – Understanding Training and the Training Cycle

**Learning Objectives:** At the end of this session, learners will –

- Understand and be able to describe/explain the concept of training and the training cycle.
- Have knowledge of the importance of the 5 stages of the training cycle (Needs Assessment, Goals and Objectives, Planning or Design, Implementation, Evaluation).

**Materials required:** Prepared slides or flipchart on session objectives, flipchart stand and papers, markers.

#### Steps

1. Ask – What is training? Allow people to make inputs. Note on flipchart. Present the slide on 'What is Training'.

<sup>1</sup>Biech, E. (2016). The Art and Science of Training, Association for Talent Development. Alexandria: ATD Press



- A process that involves the acquisition of knowledge, sharpening of skills, concepts, or changing of attitudes and behaviours to enhance performance.
  - 3 Core Elements addressed by training: Knowledge, Skills and Attitudes (KSA).
  - Training is about **knowing where you stand at present, where you desire to be, and acquiring the KSA to reach your desired destination at a given point in time.**
2. Unpack KSA as follows:
    - Knowledge – retaining facts and information
    - Skills – aptitude; the ability to do something.
    - Attitude – expressing feelings and **values** in a given situation.
  3. Ask – Has any of you ever designed a training? Describe the process. Note key points on flipchart.
  4. In plenary, present an overview of the training cycle using slides or flipchart.
  5. Consider each step of the training cycle and identify the importance of each.
  6. Allow time for questions and answers.
  7. Distribute handout and wrap up.

### Every stage counts

#### 1. Needs assessment

- Helps facilitators prepare a relevant training to meet the needs of participants

#### 2. Goal/objectives

- States specifically what the training will achieve

#### 3. Planning/design

- Helps facilitators follow a logical training sequence
- Prevents facilitators from derailing
- Helps facilitators prepare all human or material resources required
- Identifies the appropriate methods to be used
- Helps to relate activities to knowledge and skills that need to be learned

#### 4. Implementation

- Enables training planners and facilitators to achieve the goal/objectives
- Steps in Developing a Training Implementation Plan<sup>2</sup>

<sup>2</sup>Advanced Training of Trainers, Trainers Guide, Pathfinder International, p25

SN	Questions	Steps
1.	What is the problem?	Identify training topics
2.	Who are the participants?	Choose participants
3.	What will participants be able to do after training?	Develop training objectives
4.	What will they be trained on?	Decide on the training content
5.	What methodologies will be used?	Identify the training methodologies
6.	What materials/training aids will be needed?	Prepare training materials and training aids.
7.	When/where will the training be needed?	Decide on the time and location
8.	How will the training be evaluated?	Decide on training evaluation methods
9.	Who will be the trainers?	Choose the trainers
10.	Where will funding be allocated?	Identify the source of funding

The above table shows generic steps. With regards to the training of Men and Boys on SGBV, HPs and SRHR, a Manual already exists. The steps listed above were followed to deliver the manual. Depending on the available time and the purpose of the training, the facilitator is at liberty to select appropriate modules and activities from the Manual. In the activities following this one, we will discuss several tips to help the facilitators deliver effective trainings.

## 5. Evaluation

- Helps facilitators to check if learning has taken place
- Determines the effectiveness of teaching/learning methods used
- Enables trainers to identify constraints in the learning environment and to take steps to reduce or eliminate such constraints
- Enables facilitators to improve future programmes
- Enables facilitators to identify further needs

**Activity 2 – Training Methods**

**Materials required:**

A chart with training methods listed or a handout printed for individuals or groups or a PowerPoint Presentation.

Steps:

1. Welcome participants to the session.
2. Mention that the chart below shows different training methods. The facilitators may select whichever one is suitable for their training depending on the audience that they are dealing with. The chart shows advantages and disadvantages of various methods.

**Training Methods**

- i. Debate

**Definition:** A systematic oral discussion of a given issue by two or more groups or persons

Steps	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>▪ Decide on a clear motion</li> <li>▪ Determine groups and their standpoint</li> <li>▪ Outline ground rules and method</li> <li>▪ Allocate time slots</li> <li>▪ Appoint Moderator</li> <li>▪ Debate</li> <li>▪ Summary: tie loose ends together</li> <li>▪ Vote</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fun</li> <li>▪ Spontaneous discussion</li> <li>▪ Broad issues explored</li> <li>▪ Challenges ideas</li> <li>▪ Oral and appropriate for all categories of participants</li> <li>▪ Learning from others made possible</li> <li>▪ Controversial issues explored</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can get personal</li> <li>▪ Groups restricted to expressing one point of view</li> <li>▪ Time consuming</li> <li>▪ Can digress from original topic</li> <li>▪ Success dependent on issue and participants</li> <li>▪ Can be superficial</li> </ul>

ii. Lecture

Definition: Subject expert delivers information to an audience.

Steps	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Preparation of content and visual aids</li> <li>▪ Delivery</li> <li>▪ Participant observations</li> <li>▪ Facilitator response</li> <li>▪ Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ One specialist can benefit many people</li> <li>▪ New ideas communicated</li> <li>▪ Useful for a big group</li> <li>▪ Good for an academic subject</li> <li>▪ Good for introducing new subjects</li> <li>▪ Good if time constraints exist.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can be dull</li> <li>▪ Not participatory</li> <li>▪ Facilitator centred</li> <li>▪ Suffers from personal weaknesses of the lecturer</li> </ul>

iii. Group Work

Definition: Participants are divided into smaller groups where they share ideas and discuss a given topic freely under facilitator guidance.

Steps	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>▪ Brief on topic</li> <li>▪ Set the limit</li> <li>▪ Form groups</li> <li>▪ Choose leader and spokesperson/rapporteur within the group</li> <li>▪ Facilitator monitors progress</li> <li>▪ Return to plenary</li> <li>▪ Presentation of report to plenary</li> <li>▪ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small units (Max 8) increase concentration</li> <li>▪ Enables the less vocal to air their views</li> <li>▪ Interactive</li> <li>▪ Enables exchange of experience and information</li> <li>▪ Time saving</li> <li>▪ Relaxed</li> <li>▪ Breaks monotony</li> <li>▪ Contributes to team building</li> <li>▪ Breaks group tensions and conflicts</li> <li>▪ Enables in-depth exploration of topic</li> <li>▪ Allows expression and creativity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Needs controlled time</li> <li>▪ Can lead to digression from issue</li> <li>▪ If not properly managed, could be time consuming</li> <li>▪ Not foolproof against domination</li> <li>▪ Blurs individual creativity</li> <li>▪ Can lead to exploitation of enthusiastic members by other less enthusiastic ones.</li> </ul>

iv. Case Study

Definition: An actual or fictional account which presents a reality out of which relevant lessons can be drawn. The information can be presented verbally, in writing, pictorially, cinematically or in any other format.

Steps	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>▪ Facilitator to review and thoroughly understand material</li> <li>▪ Design study tasks</li> <li>▪ Present task to group</li> <li>▪ Give clear instructions</li> <li>▪ Allow time for study</li> <li>▪ Monitor progress</li> <li>▪ Feedback session</li> <li>▪ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ One can create own materials</li> <li>▪ Provides examples hence vivid</li> <li>▪ Realistic hence lesson-laden</li> <li>▪ Good for testing participants' comprehension of the subject</li> <li>▪ Acts as a guide to deeper understanding</li> <li>▪ Useful to explore</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is difficult to identify or compile good case studies</li> <li>▪ Risk of information over/under load</li> <li>▪ Time consuming</li> <li>▪ Risk of hostility if participants adversely identify with case</li> </ul>

v. Audio-Visuals: Video

Definition: Taped motion pictures, descriptions, or analysis usually for re-emphasising what has been taught in session.

Steps	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>▪ Choose video corresponding to session</li> <li>▪ Preview and thoroughly understand video</li> <li>▪ Design study tasks</li> <li>▪ Ensure video is of good quality</li> <li>▪ Set up equipment and pre-test</li> <li>▪ Introduce video and explain relevance to topic</li> <li>▪ Discussion using study tasks in groups or plenary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Illustrative of reality</li> <li>▪ Useful for reinforcing session</li> <li>▪ Breaks monotony</li> <li>▪ Enjoyable</li> <li>▪ Memorable</li> <li>▪ Appeals to both reason and emotion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expensive to produce</li> <li>▪ Can be seen as mere entertainment</li> <li>▪ Can be controversial</li> <li>▪ May present outdated information</li> </ul>

vi. Role-Play

Definition: Participants assume real life situations and act them out in relation to training.

Steps	Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• Facilitator introduces role play and issues instructions</li> <li>• Set time limits</li> <li>• Ensure well developed story line</li> <li>• Participants discuss concepts to role play</li> <li>• Participants compose scripts</li> <li>• Participants assign and divide roles</li> <li>• Rehearsal</li> <li>• Dramatization in plenary</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Informative</li> <li>• Entertaining</li> <li>• Participatory</li> <li>• Exploration of subtle and complicated issues</li> <li>• Memorable</li> </ul>	<ul style="list-style-type: none"> <li>• Time consuming</li> <li>• Tend to deviate from original issues</li> <li>• Stigmatisation of those who play outstanding roles possible</li> <li>• May be seen as fun not learning</li> </ul>

3. Allow participants to discuss each method, ask what their preferences and concerns are, address concerns and explain that a great training would use a mix of methods.
4. Mention that the Main Manual uses mixed methods and facilitators are at liberty to tweak the methods to suit their audiences.
5. Thank participants and wrap up.



Module 2 – Adult Learning Principles/Training Tips

**Activity 1 – Building the Trainer-Trainee Partnership**

Because of the sensitive patriarchal mien of the stakeholder grouping, because it is a desired behaviour adoption to enable participants embrace change, care must be taken to look out for 'inter-agency' rivalry. As much as possible ensure there is an equitable mix in groups and seating arrangements. This will help in deconstructing mindsets as per the 3-part change model used to design the Manual.

**Method: Role-play**

**Learning Objectives:**

- Participants are able to explain adult learning principles
- Participants practise and effectively role-play adult learning principles.

**Materials:** Flipchart, markers, masking tape, multi-media projector. Prepare PowerPoint or flipchart highlighting instructions on role-play. Prepare handouts on Adult Learning Principles.

**Steps**

1. Divide participants into 2 groups (Groups 1 and 2).
2. One group to role-play the **Didactic Teacher-Student Theory** (3 minutes)
3. The second group to role-play the **Experiential Sharing Theory** (3 minutes).
4. Ask participants to observe and make notes as the role-plays commence.
5. Read out the instructions for the role-plays:
  - **Role-play 1 – Didactic Student-Teacher Theory**
  - **Classroom scene** – Students seat in 2 rows. The teacher begins to teach rapidly while the students look on. S/he uses very technical language and does not ask for any form of feedback from the students. At the end of the class, the teacher asks students if there are any questions and they chorus “No”.
  - **Role-play 2 – Experiential Sharing Theory**
  - **Training scene** – Participants seat in a semi-circle and the trainer seats with them. The trainer begins by introducing a topic and asks participants to share their experiences on the issue. S/he facilitates a coherent discussion, calls for questions and uses the experiences of participants to answer the questions.

**Discussion**

1. Ask group 1 to discuss role-play 2 and group 2 to discuss role-play 1 and comment on the following:

- The teachers' attitude.
  - Which training style is likely to produce desired results.
  - Which of the role-plays promotes more learning and why?
2. Allow time for discussion; record important points on flipchart.
3. Wrap up by emphasising that adult learning occurs best when it:
- *Is self-directed:* Adults can share responsibility for their own learning because they know their own needs.
  - *Meets an immediate need:* Motivation to learn is highest when it meets the immediate needs of the learner.
  - *Is participative:* Participation in the learning process is active, not passive.
  - *Is experiential:* **The most effective learning is from shared experience. Learners learn from each other, and the trainer often learns from the learners.**
  - *Is reflective:* Maximum learning from a particular experience occurs when a person takes the time to reflect back upon it, draw conclusions, and derive principles from application to similar experiences in the future.
  - *Provides feedback:* Effective learning requires feedback that is corrective but supportive.
  - *Shows respect for the learner:* Mutual respect and trust between trainer and learner helps the learning process.
  - *Provides a safe atmosphere:* A cheerful, relaxed person learns more easily than one who is fearful, embarrassed or angry.
  - *Occurs in a comfortable environment:* A person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness<sup>3</sup>.

## Activity 2 – Facilitation Skills

### Learning Objectives:

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

1. Define facilitation and co-facilitation
2. State 4 reasons for facilitation
3. Mention 4 advantages and 4 disadvantages of co-facilitation
4. Describe 2 roles of facilitators
5. Mention 6 characteristics of healthy facilitation

<sup>3</sup>National Reproductive Health and HIV/AIDS Prevention Project, Supported by NYSC & UNICEF, Manual for Training of Trainers for Peer Education

## Steps

1. Welcome participants to the session and introduce the topic to them.
2. Ask a volunteer to read out clearly the session objectives.
3. Define Facilitation: Facilitation is the process of working with trainers for the progress of a programme or project. It can also be described as helping participants achieve the set objectives through the provision of guidance and assistance.
4. Define Co-facilitation: the process in training whereby another trainer assists a lead facilitator.
5. Explain reasons for facilitation: Participants learn best when they participate in the training process. Training is effective when facilitation skills are employed. It enables the trainees to show interest, get involved and feel free to communicate. It enables the trainer to obtain feedback from the participants about the training, enabling the trainer to respond to the participants' views.

### 6. Mention the four basic facilitation skills:

#### i. Attending Skills

- Facing the participants
- Maintaining appropriate eye contact
- Avoiding distracting behaviour

#### ii. Observing Skills

- Formulate an inference concerning the person observed
- Look at the person's face, body position and body movement
- Appropriate action based on the inference made

#### iii. Listening Skills

- Listen attentively to what is being said
- Paraphrase what was said to ensure understanding

#### iv. Questioning Skills

- Asking questions
- Answering participants' questions
- Responding to participants' questions

7. Allow participants to share personal experiences of how they or other facilitators have used the skills positively or negatively and mention any new learning. Note on Flipchart and segue into the next presentation.
8. Ask participants whether they have ever co-facilitated trainings or meetings previously. Ask them to mention the advantages and disadvantages of co-facilitation in their own experiences. Note inputs on flipchart. You may decide to present the following if the points are not covered by the discussion:

### Advantages and Disadvantages of Co-facilitation

#### Advantages

- It saves time
- It is cost-effective
- The lead facilitator will be exhausted if facilitation is done alone
- If the lead facilitator forgets any point, the co-facilitator can supply the information
- It could also serve as a learning experience for the co (assistant) facilitator.

#### Disadvantages

- If the facilitator and co-facilitator do not plan the session together, the co-facilitator could be distracting
- If the co-facilitator is the domineering type, s/he could take over the session.

#### Facilitators' note:

Take an energiser or do something fun with the group to avoid boredom. Segue into the next sub-topic: **Role of the Facilitator.**

9. Ask participants to share what they think the role of a facilitator is. Note key points on flipchart. You may mention the following in addition to what participants come up with:

#### Role of the Facilitator

(Focuses attention on the process; creates conducive environment).

- How is task to be accomplished?
- What process is being adopted?
- How much time is needed?
- Uses clear statement, simple language
- Ensures group is focused on task and not distracted
- Does any conflict within the group need managing?
- Developing necessary ground rules
- Keeping track of time
- How much time is left; additional time required

10. Present **characteristics of a healthy facilitation style**

- Supportive
- Sympathetic
- Considerate
- Aware
- Responsible

- Devoted/Committed
- Flexible/Reasonable
- Clear thinker and speaker
- Good listener
- Positive
- Convincing
- Influential
- Patient
- Knowledgeable
- Fair
- Ethical
- Firm
- Aware of environment
- Able to cope with new situations

11. Ask participants to share experiences of trainings that they have previously facilitated or participated in, where any of the points above was deployed positively or negatively. Allow a few questions, be ready to clarify the key points above and segue to the next topic.

### 12. Present the Laws of Learning as follows:

- Explain that the laws of learning will guide trainers to perform their role effectively.
- Explain the laws of learning and the *21 don'ts* of implementation as below:

#### Laws of Learning

- Know what is to be taught. You cannot teach what you have not learned.
- Train from a prepared lesson plan.
- Create a motivational environment. Help participants see benefits.
- Use understandable language. Define new terms. Language is a steppingstone and should not be a stumbling block. The simpler, the better.
- Start from where participants are and build on this. Move from known to unknown.
- Excite and direct learners' motivation. Select participatory techniques to train.
- Show learners they can do it.
- Apply to real life.

#### Implementation of a training programme – the 21 don'ts

1. Appearing unprepared

2. Starting late
3. Handling questions improperly
4. Being unfamiliar with available information
5. Using audio visuals unprofessionally
6. Seeming to be off-schedule
7. Not involving the participants
8. Not establishing rapport
9. Ending late
10. Appearing disorganised
11. Not quickly establishing a positive image
12. Not completing the objectives promised
13. Not scheduling breaks
14. Practising bad habits
15. Not checking the environment
16. Not updating materials
17. Apologising for yourself or your organisation all the time
18. Using inappropriate language
19. Using humour inappropriately
20. Coming across as a *know-it-all*
21. Bullying the participants

Module 3 – The Science of Learning

This module discusses a few tips that facilitators need to know about the learning process. The tips are all worked into a PowerPoint presentation and are taken mostly from Townsend's *Trainer's Pocketbook*. The lead facilitator is at liberty to use any other creative method to deliver these points.

Activity 1 – The Psychology of Seating Arrangements

Learning objectives:

At the end of this activity, participants will:

- i. Understand the psychology of seating arrangements.
- ii. Have enough information to be able to determine what seating arrangement is suitable for their trainings.
- iii. Mention advantages and disadvantages of some seating arrangements.



Source: Beals, 2015<sup>5</sup>

**Materials needed:** Charts showing various seating arrangements; flipchart stand and paper; PowerPoint Projector; prepared slides; markers; handout on The Psychology of Seating Arrangements.

Steps

- Welcome participants to the session and mention that a lot of thought and creativity goes into trainings. Generally speaking, there are rules guiding the choice of training environments. Ask participants to list some of them and note their inputs on flipchart. Present the following either on flipchart or PowerPoint.

The ideal training environment has the following:

- Good audio-visual equipment
- Appropriate seating patterns
- Comfortable chairs
- Good writing surface
- Controlled temperature
- Adequately sound-proofed room
- Good lighting
- Refreshments

<sup>4</sup>Townsend, J. (2003). *Trainers Pocket Book*. Alresford: Management Pocket Books Limited

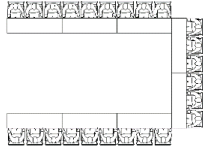


- The Seating Arrangements in a training session has a huge impact on how much participants may derive from the training. A lot of power play is involved. Each arrangement has its own strengths, weaknesses and psychology. Townsend (2015) mentions the following about the psychology of seating arrangement:
  - Distance reduces participation – trainees in back rows are less likely to participate than those in front
  - Any kind of 'row' reduces interaction: it is difficult for those in the back row to hear front row contributions and for those in the front row to twist round to interact with people behind
  - Changes in seating patterns from one session to another can be psychologically upsetting for participants
  - At repetitive sessions participants will invariably sit in the safe place
  - Angry or cynical participants will attempt to move away from a group seating pattern
  
- The most common seating arrangements are **theatre** and **classroom** types.
  - Theatre “with its rows of evenly spaced seats directly facing a single speaker, has two key characteristics:
    - the clear power imbalance between the speaker and the audience. Attention is forced forward, with few if any opportunities for lateral interactions. Moreover, the lack of writing spaces, tables or desks, demands that attention remain focused on the speaker rather than be split between the information being transmitted and that being integrated through note-taking or reflective writing.
    - Second, the seating arrangement encourages stationary viewing and listening. It is a fundamentally audio-visual experience rather than an oral or kinaesthetic one. These are not necessarily negative traits, depending on the context.

Classroom seating, by allowing or even expecting note-taking or individualised workspaces, naturally splits the attention of the audience and the flow of the lecture, particularly of a visual narrative, may be irrevocably lost.


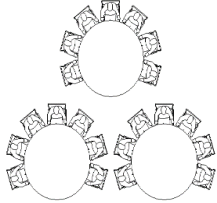
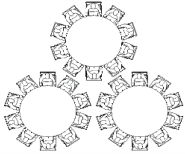


Selected Seating Patterns, their Advantages and Disadvantages

Type of seating pattern	Advantages	Disadvantages	Illustration <sup>5</sup>
<b>U Shape</b>	<ul style="list-style-type: none"> <li>• Business-like</li> <li>• Trainer can walk into ‘U’</li> <li>• Generally good participant visibility</li> <li>• Standard, therefore non-threatening</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat formal; needs ice-breaking</li> <li>• Some participants masked by audio-visual equipment</li> <li>• Front participants constantly at 60 - 90° (neck ache)</li> <li>• Rear participants are far from screen/flip chart</li> </ul>	
<b>V Shape</b>	<ul style="list-style-type: none"> <li>• Best pattern for visibility/neck ache</li> <li>• Optimum trainer/participant contact</li> <li>• Less formal and intimidating than ‘U’</li> </ul>	<ul style="list-style-type: none"> <li>• Space requirements (only small groups)</li> </ul>	

<sup>5</sup>All illustrations were taken from <https://www.encore-anzpac.com/events/choosing-the-best-seating-style-for-your-audience>

## FACILITATORS GUIDE FOR ENGAGING KEY INFLUENCERS

	<ul style="list-style-type: none"> <li>• Space effective for large number</li> <li>• All participants at good angle to screen/flip chart, etc.</li> <li>• Trainer can walk down 'spine'</li> </ul>	<ul style="list-style-type: none"> <li>• Several participants 'masked' by others</li> <li>• Reminiscent of school</li> <li>• Encourages dysfunctional groupings</li> <li>• Rear participants far from screen/flip chart, etc.</li> <li>• Relatively poor participant/trainer contact</li> </ul>	
<p><b>'Bistro'</b></p>	<ul style="list-style-type: none"> <li>• Ideal for 'teambuilding' sessions and small group workshops</li> <li>• Informal: encourages maximum trainee participation/identification</li> <li>• Original: encourages open-mindedness</li> <li>• Trainer can 'circulate'</li> </ul>	<ul style="list-style-type: none"> <li>• Some participants have poor visibility or maybe constantly at an angle to screen/flipchart</li> <li>• May foster lack of attention and encourage side conversations</li> <li>• Encourages splinter group identification</li> </ul>	
<p><b>Circle</b></p>	<ul style="list-style-type: none"> <li>• Ideal for sensitivity training sessions</li> <li>• Encourages maximum participant involvement</li> <li>• Excellent trainer/participant contact</li> <li>• Minimum side conversations; no informal group formation</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to find tables which can be set up in a circle</li> <li>• Some participants have poor visibility/neck ache</li> </ul>	

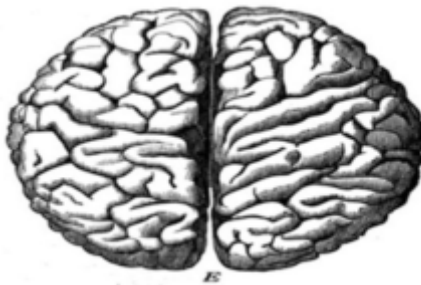
		<ul style="list-style-type: none"> <li>• Without suitable tables participants may feel unnecessarily 'exposed'</li> <li>• Overtones of 'touchy/feely' style encounter groups</li> </ul>	
<b>Amphitheatre</b>	<ul style="list-style-type: none"> <li>• If room is well designed, excellent visibility and acoustics</li> <li>• Very space-effective</li> <li>• Good for lecture-type presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Very poor trainer/participant contact</li> <li>• Difficult to set up unless room is designed with permanent seating</li> <li>• Back rows must be elevated</li> <li>• Very university-like</li> </ul>	

- Mention that Facilitators/Trainers need 3 key sets of competencies:
  - Knowledge and experience
  - Training techniques/skills
  - Concern and availability – empathy, listening skills, etc.
  
- Mention that we will be discussing *A Little about Brains* to help facilitators deliver the training appropriately with maximum benefit to the trainees.
  
- Present the following:
  - Brains do not decline as long as they are constantly stimulated.
  - **The brain goes into auto-shut off after only 10 minutes if it is not given something to stimulate it.** How can we use this knowledge to make our trainings more effective?
    - i. Vary your media.
    - ii. Plan for regular discussion periods, small group work, stretch breaks.
    - iii. Use voice control – volume, modulation, etc. You may ask one of the trainees to demonstrate voice control.
  
- Retention and recall are key to effective trainings.
  - What is 'retention'? It is the mind's ability to take in and store information.
  - What is 'recall'? It is the mind's ability to select that information when needed.
  - Tips to improve recall:
    - i. Studies have shown that if you give a message once, the brain remembers only 10% after 1 year.
    - ii. Give it 6 times and recall rises to 90%!
    - iii. So, trainers/facilitators are encouraged to repeat, recap, and review.
  
- Concentration and Recall – The ability to recall information gets progressively worse as time goes on unless the mind is given brief rests. Trainers/Facilitators are therefore encouraged to organise learning sessions in brief 20-50-minute sessions. Longer sessions may be interspersed with activities and energisers or discussions.
 

**Breaks are critical! Benefit for including breaks for participants include:**

  - Maintain recall at high level
  - Reduce muscular and mental tension
  
- Still on learning;
  - Learning by understanding is retained better than learning by memorising.
  - Repetition helps retain knowledge.
  - Learning is often resisted if it aims to change mindsets or move people from their comfort zone.

- **Key words and concepts help facilitate recall** – Organise material to be taught around key concepts, phrases, words, mnemonics. A mnemonic is a memory device that helps us remember pieces of information. One way to derive a mnemonic is to take the first word of each factor and string them together to derive a pronounceable word or statement. Each key letter in that word or statement then helps us to remember the factors. For example, MR D. NIGER is a mnemonic for the characteristics of living things:  
M – Movement  
R – Respiration  
D – Death  
N – Nutrition  
I – Irritability  
G – Growth  
E – Excretion  
R – Reproduction
- **Rules of Memory** – The following factors help our memory when used correctly by trainers/facilitators:
  - The senses
  - Movement
  - Association
  - Humour
  - Imagination
  - Numbering
  - Symbolism
  - Colour
  - Order and sequence
  - Exaggeration
- **Our Colourful Brain** – The human brain has two hemispheres – the left and right hemispheres. They are both components of the same brain but each side codes for a different ability.



The Human Brain

Activities controlled by the hemispheres are shown below:

Left Brain	Right Brain
Details oriented, List oriented	Holistic, big-picture, random processing oriented
Logical decision making	Intuitive decision making
Verbal processing oriented	Non-verbal processing oriented
Reality-oriented	Fantasy-oriented
Speech	Creativity
Calculations	Artistic, images, colour
Intellectual analysis	Music/Rhythm
Writing	Emotions
Naming	Recognition
Ordering	Comprehension
Critique	Abstract patterns
Evaluation	Intuition

We all use both sides of our brains. Some people are more left-brained, others are more right-brained. There is empirical evidence that recall increases if the facilitator stimulates the left and right sides of the brain using multiple channels during trainings –

- Visuals e.g. pictures, charts, laptop and projector, video clips, etc.
  - Hearing – words, songs etc.
  - Feeling – sensations, touch, verbal descriptions, idioms, parables etc.
- Introduce the concept of 'Cognitive Dissonance' as a factor that works against recall! When people hear messages that conflict with their beliefs or values, they experience *cognitive dissonance*.

*In the field of psychology, cognitive dissonance occurs when a person holds two or more contradictory beliefs, ideas, or values, or participates in an action that goes against one of these three, and experiences psychological stress because of that. According to this theory, when two actions or ideas are not*

*psychologically consistent with each other, people do all in their power to change them until they become consistent. The discomfort is triggered by the person's belief clashing with new information perceived, wherein they try to find a way to resolve the contradiction to reduce their discomfort.* The people either change position or justify their current position. The Manual on SGBV, HP and SRHR deals with issues that could stimulate cognitive dissonance. The entire Manual is organised along Kurt Lewin's change management model.

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<sup>6</sup>. 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. Essentially, facilitators/trainers must help trainees overcome their discomfort by finding a **WIFT (What is in it for them)**<sup>7</sup> to help them change their minds.

Handling difficult situations during a training<sup>8</sup> – Several unforeseen scenarios can play out during trainings. Trainers and Facilitators must be prepared to handle these situations. They include the following:

**I. Outbursts** – Be positive, smile, encourage, nod, use lubricators

- Listen actively
- Deflect back to the participant – “you are upset with...”

<sup>6</sup>Chahal, M. and Khaira, A, (2020). Kurt Lewin's Change Theory. <https://www.slideserve.com/marin/kurt-lewin-s-change-theory>

<sup>7</sup>Townsend, J. (2003). Trainers Pocket Book (above)

<sup>8</sup>Ibid

**II. The challenger –**

- Don't be upset
- Find merit
- Throwback misconception to group for correction

**III. The talker/know all –**

- Wait for her/him to finish, thank, refocus, move on
- Slow her/him down with a tough question
- Jump in and ask the group to comment

**IV. The whisperer –**

- Stop talking, wait for them to look up, non-verbally ask permission to continue

**V. The silent one –**

- Ask easy questions, boost her/his ego

**VI. The griper –**

- Get her/him to be specific
- Show that you are positive and constructive



Section B  
Religious / Traditional  
Leaders and Law  
Enforcement Agents  
Leading Change

## Section B – Religious / Traditional Leaders and Law Enforcement Agents Leading Change

This section begins by identifying Religious and Traditional Leaders (RTLs). We recognise that RTLs and Law Enforcement Agents are critical groups of influencers positioned to create an enabling environment, in addition to driving efforts to overcome SGBV, HPs and gender inequality. This guide articulates ways of harnessing the influence of these influencers and players to re-think, challenge, and change social norms and behaviours that drive SGBV and HPs within their communities, organisations and networks. It is our expectation that this guide will be used to complement the Main Manual. Rather than reproduce the key modules targeting the relevant stakeholder groups, we draw attention to the Main manual and tweak a few activities from the manual to better tailor them to the needs of RTLs and Law Enforcement Agents where necessary.

*Again, because of the sensitive patriarchal mien of the stakeholder grouping, because it is a desired behaviour adoption to enable participants embrace change, care must be taken to look out for 'inter-agency' rivalry. As much as possible there be an equitable mix in groups and seating arrangements. This will help in deconstructing mindsets as per the 3-part change model used to design the Manual.*

### *Religious and Traditional Leaders: Who are they?*

Nigeria has various forms of traditional leaders and various categorisations exist: *Traditional leaders* in the North of Nigeria include – Emirs, District Heads (*Hakimi*) and Ward heads. They are very influential because often, they also double as religious leaders. *Traditional leaders* in the South include – *Obas* and *Bales* in the South West and parts of the South South; *Obongs* and *Ivies* in parts of the South South; *Obis* or *Ezes* in Igboland and several others. *Islamic religious leaders* include – Faith and opinion leaders (*Imams*); Islamic scholars (*Sheikhs*); Legal and religious scholars (the *Ulamas*); Presidents of Islamic organisations (*Amirs or Amira*). *Christian religious leaders* include – General overseers of pentecostal churches, bishops, pastors, and other ordained ministers including nuns, priests, evangelists, prophets, deacons and deaconesses, etc.

### Possible Platforms for Engaging Religious Groups in Nigeria

Both Islam and Christianity have platforms for engagement. These can serve as entry points for addressing social norms/institutions. These include:

- **The Christian Association of Nigeria (CAN)** – an umbrella body with a women's wing (WOWICAN) and a Youth Wing (YOWICAN).
- **The Christian Council of Nigeria (CCN)** – a CAN member, works to encourage Christian-Muslim dialogue and addresses social, political and economic issues of national concern.

- **The Nigerian Supreme Council of Islamic Affairs (NSCIA)** – A high level platform that creates and promotes Islamic identity and defends Islamic Rights. NSCIA has been closely involved in development work in Nigeria.
- **Interfaith organisations** also exist, including the Nigerian Inter-Religious Council which has a mandate to promote mutual understanding amongst different religions especially Christians and Muslims; the Interfaith HIV/AIDS Council of Nigeria also exists and is active in the field of HIV and AIDS.
- **Faith-based organisations (FBOs)** – these include broad-based organisations like:
  - The Federation of Muslim Women Association of Nigeria (FOMWAN) which works to promote reproductive health and rights and supports girls' and women's access to education and healthcare.
  - The Nasrul-Lahi-Fatih Society (NASFAT) which promotes welfare of less privileged members through providing loans, promoting small-scale businesses, and running nursery and primary schools.
  - The Justice, Development and Peace Commission, a Christian FBO involved extensively in development work including health, HIV/AIDS and governance.
  - The Catholic Secretariat of Nigeria (CSN).
  - The Pentecostal Fellowship of Nigeria (PFN).
  - The Catholic Women/Catholic Men Organisation of Nigeria – The Catholic Women's Organisation (CWO) has been linked with activities that have so far thwarted efforts geared towards domesticating CEDAW in Nigeria.
  - Women's Fellowships of several Christian denominations especially the *Zumunta Mata* groups of Churches that are mostly active in the North e.g. Ekklesiyar Yan'uwa a Nigeria (EYN), the Ecclesiastical Church of West Africa (ECWA), Church of Christ in Nigeria (COCIN) and several others across the country. The *Zumunta Mata* exists in almost every village in Northern Nigeria where there is a church. They are involved in social and economic activities in addition to their religious activities.

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<sup>9</sup>The WIN Document

*Why Work with RTLs?*

RTLs are custodians of the social norms and traditional practices including discriminatory family codes, early marriage, discriminatory inheritance practices, violence against women, son bias, restrictions on access to public space and restricted access to productive resources which put women and girls in a disadvantaged position that eventually results in negative health outcomes. There are both female and male RTLs. The male population is higher because communities and most religions are still built on the model of patriarchy and male power. This project targets men and boys so emphasis is deliberately on working with them. It is suggested however that as much as possible, they should be encouraged to work with women and girls, side by side. Patriarchy is maintained through force, direct pressure, ritual, tradition, law, language, customs, education and the gender division of labour.

Gender issues affect women and men. Due to the patriarchal nature and structure of community governance, for too long men have been presented as representing all humanity. However, the unaccepted but emerging reality is that men and women are active players – both in promoting inequalities and working towards equality. Therefore, for equality to happen, men and women's attitudes especially regarding unbundling of the understanding of equity and behaviours need to change.

Men are still the gatekeepers of the current order. They control most of the resources required to implement women's claims for justice (they serve as organisational heads, community leaders, political leaders, fathers, policymakers, etc). Inequality is intimately tied to men's often imposed and continually reinforced identities within a particular context, masculine discourses and our way of life (culture). If adequately engaged and involved, men and boys can foster gender equality in collaboration with women and girls. Some men already play positive roles.

When males are excluded from engaging constructively in the fight against SGBV and HPs, it provokes suspicion, hostility and retaliation. 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.

Working with religious and traditional leaders is critical to changing social norms on gender in Nigeria because:

- They are considered to embody moral values, which enables them to influence personal and family domains and attitudes and behaviours.
- There is a centrality of religion and tradition in Nigeria which enables RTLs and their pertinent institutions to exercise considerable influence on the people and policy environment.
- Faith-based and traditional organisations are considered to have more legitimacy, respect and influence than secular groups such as nongovernmental organisations (NGOs).

- The religious and traditional institutions in most instances are more established in, and have closer links with, communities and are often perceived with less suspicion in matters of values and social rules
- These often have access to extensive networks and communications channels, and thus play an important role in disseminating messages, shaping public opinion, mobilising volunteers, controlling actions or maintaining peace and stability, can provide financial and advocacy support, and can influence government policy.
- The religious leaders and religious institutions can act as key civil society actors and are often active in providing services – in education, health and welfare support – to communities in general, as well as to vulnerable groups that government and development agencies cannot or do not reach.
- They (especially the religious leaders) are grounded in philosophical and theological frameworks, which allows them to focus their discourse on issues within spiritual commitments to peace, justice and social equality. Both Islam and Christianity, for example, emphasise the importance of social justice, and society's responsibility towards the poorest and most vulnerable groups.
- They (especially the law enforcement groups) have the authority to enforce rules and regulations and have the might to coordinate implementation of any policies.

### *Approaches to Working with RTLs*

#### **Several Approaches have been tested and proven. They include –**

- Religious/traditional leaders as recipients (targets) of advocacy – Religious and traditional leaders are powerful and often are able to influence changes in social norms. There have been instances of traditional rulers including women in their cabinets as a result of targeted advocacy (case study of CIRDDOC, Enugu State). Also, some traditional and religious leaders have been reported to have banned some harmful traditional practices e.g. Female Genital Mutilation and oppressive/inhuman widowhood practices.
- Joint advocacy efforts between civil society organisations and religious/traditional leaders;
- Capacity building of religious/traditional leaders to lead advocacy to policymakers.

*Good Advocacy Practices*

- i. Framing the issues with evidence (also called information politics) – the ability to quickly and credibly generate politically usable information and move it to where it will have the most impact.
- ii. Using a Win-Win Strategy – collaborative mechanisms between civil society and RTLs and other policymakers.
- iii. Use of Symbolic and Emotional Associations – the ability to call upon symbols, actions or stories that make sense of a situation.
- iv. Leverage – the ability to call upon powerful actors to affect a situation where members of a network are unlikely to have an influence. This includes expanding the solidarity base to include pressure groups like trade unions, age grades, etc.

*Principles of Male Involvement*

1. Avoid the blame game.
2. Use a pro-feminist/gender-just approach (e.g. WIN) – Guided by principles of gender equality and social justice. Uses feminist content and frameworks – incorporating men to further feminist goals. Partnerships with women and women's groups, and protection of women's space, women-only and women-focussed programmes.
3. Male positive approaches – Affirm men's and boy's rights, be optimistic about men's role, support men's positive efforts, celebrates men's efforts at change.
4. Acknowledge diversities and avoid stereotypes – Not all men oppress women; some men are oppressed; acknowledging our and others' roles in systems of domination and subordination.

*Male Involvement Strategies (How To)*

1. Go to them – peer education, target their workplaces, sporting and entertainment events at which men dominate, and community outreach strategies to reach young men in clubs, video arcades, and other places where young and adult men congregate.
2. Bring them to you – Male-friendly services.
3. Begin with the positive i.e. what is working?
4. Speak to men's experiences and concerns.
5. Highlight the shared benefits (*WIFT*) to women and men.
  - Equality promotes their *personal well-being*. Show how men *pay heavy costs* by conforming to societal constructions of masculinity.
  - Remind them that men need to protect their *relational interests* with their mothers, grand mothers, wives, daughters, sisters, aunts etc.
  - Remind them of their *community interests*.
  - Remind them of the need to be *politically correct*.
6. Minimise hostile and defensive reactions.
7. Intensive education/early conditioning.
8. Male-only versus mixed-sex participants?



9. Use men to engage men and both women and men as co-facilitators.
10. Create safe spaces for men to talk and learn.
11. Effective programs are *comprehensive, intensive, relevant to the audience, and based on positive messages*.
12. Address cognitive, affective or emotional and behavioural domains.
13. Make interventions culturally appropriate.

### *Key Principles guiding work with RTLs and Law Enforcement Agents*

Engagement with religious and traditional leaders and law enforcement agents may be guided by the following three key principles:

#### **Transforming the self**

Engaging these groups of key influencers and gatekeepers (especially the religious and traditional leaders) requires that they, initially, focus on the self to critically reflect on and analyse ingrained patriarchal attitudes and behaviours, and make changes in their own lives that mirror their commitment to gender justice. There are many ways of instilling this which include use of training workshops for carefully selected persons amongst these groups who will act as change agents and who will then proceed to spread gender justice messages to diverse audiences over broad geographic locations.

#### **Building alliances to trigger change**

It will be reasonable to leverage from previous work in this area and also engage in collaborative and learning relationships with other stakeholders to develop strategies for engaging religious/traditional leaders and law enforcement agents on issues of gender justice (which include elimination of SGBV and HPs).

#### **Taking a long-term view**

Working to change attitudes and behaviours of men and boys towards elimination of SGBV and HPs, can be argued to be a complex and long-term process and, as such, it will be essential to identify the most strategic entry points where the greatest leverage can be obtained. An integration of issues of SGBV and HPs into the outreach practices of RTLs and law enforcement agents (sermons, traditional events, training of officers and men, etc.) will be useful to internalising and building sustainable engagement by members of these influential and gatekeeper constituencies. Providing platforms for religious and traditional leaders, as well as law enforcement persons to come together periodically to share their own journeys of change and develop individual and collective action plans for elimination of SGBV and HPs from their various perspective and as part of a wider social movement for gender equality and gender justice will be of immense benefit.

### *What do Religious/Traditional Leaders and Law Enforcement Agents Need to Know?*

This section draws attention to some of the core activities in the Training Manual for Men and Boys. It is originally envisaged that RTLs and Law Enforcement Agents will be trained on all or

selected activities in the Main Manual. In the event that the project implementers choose to select Modules and activities from the main manual, we recommend that they also include the following activities:

**Activity 1 – Existing Policies and Laws to Prevent SGBV, HPs and Promote Access to SRHR**

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

- Be familiar with 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 centres 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.
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*

This activity may be conducted for RTLs and Law Enforcement Agents jointly or separately. As indicated, these two groups have deep rooted behaviour traits and in some instances suspicion of each other. May I suggest here that, after they are engaged separately to unbundle their minds and equip them better to engage in debate when they meet jointly. It normally brings out more agreeable meeting points and can actually rush both parties to come up with action plans and implementation trigger points. This will help build sustainability.

Additional stakeholders could be the magistrates association (even though there is training for them already planned), nurses association, medical association, TBAs (foster reportage using designed tools and to enable referrals for counselling, mental health and associated services).

The implementer may decide to do this activity along with activities on Basic Concepts and Types of GBV using appropriate case studies or illustrations from the Manual on Men SGBV for Man and Boys.

Objective: At the end of the activity:

- RTLs and Law Enforcement Agents will be able to understand their roles in the prevention of SGBV and HPs
- RTLs and Law Enforcement Agents will know how to link victims/survivors of SGBV and HPs to a “support centre” for follow up and care.

**Materials:** Flipchart, markers, VIPP cards or sticky notes, masking tape, PowerPoint projector, copies of the Sexual & Gender-Based Violence Response Tool-Pack.

**Preparations required:** VIPP cards with support centres written on one side.

**Steps:**

1. Welcome participants.
2. 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.
3. 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?
4. Facilitate a plenary discussion and mention that when a person is violated, care and support require concerted effort by several practitioners. Introduce the Sexual & Gender-Based Violence Response Tool-Pack developed by Global Rights, developed in collaboration with several Federal Ministries, Departments and Agencies (MDAs), civil society organisations (CSOs) and thematic experts. (Have copies ready for

distribution). Give a brief overview: Providing Care and Support for Victims/Survivors has 4 broad components as shown by the Tool-Pack:



5. Mention that supporting SGBV and HP survivors requires the use of a survivor-centred 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 stigmatised 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.*
  
6. The document states that the fundamental principles of sexual violence case management are:
  - That the welfare and wellbeing of the victim/survivor should be priority at all times.
  - That the victim/survivor is informed of all aspects of the service delivery and that every relevant information is provided, to enable them make informed choices. Where the victim/survivor is a minor or mentally disabled, the parent/guardian should be informed of all aspects of the service in a language they understand.
  - The victim / survivor has a right to self-determination. Hence, the dignity, rights, needs and wishes of the victim/survivor should be respected and protected at all times and he/she should not be coerced into a particular course of action they find uncomfortable.
  - Emotional support for the survivor/victim should be demonstrated at all times.
  
7. Form participants into groups of religious leaders, traditional leaders, law enforcement agents and ask them to examine the document page by page and list the possible roles

- that they can play in its implementation. Ask the groups to present in plenary. Take inputs and make clarifications. Segue to the next task.
8. Mention that the victim/survivor reserves the right and freedom to report the incidence of violence to anyone. She/he may report to:
    - *A trusted family member or friend.*
    - *Any person she/he thinks may be of assistance.*
    - *Community, traditional or religious leaders*
    - *School teachers, caregivers, parents, peers.*
    - *Social support groups.*
    - *Where the victim/survivor is in a refugee or IDP camp, medical officers, health workers or camp leaders.*
    - *Hospital or clinic workers, doctors, nurses, or caseworkers.*
    - *Civil Society Organisations, Community Based Organisations, Faith Based Organisations, Non – Governmental Organisations.*
    - *Social welfare offices.*
    - *The National Human Rights Commission and its zonal office.*
    - *The National Agency for the Prohibition of Trafficking in Persons (NAPTIP).*
    - *Law enforcement officers.*
  
  9. Also draw attention to 'Compulsory Reporting' – The Tool-Pack mentions:
    - *Priority should be given to informed consent and confidentiality. However, it is recommended that mandatory reporting, especially for minors, be adopted by government employees and personnel of educational and healthcare institutions where such requirements do not already exist.*
    - *The responder should however inform victims/survivors of the types of information that may trigger mandatory reporting and the possible consequences of reporting before beginning an interview.*
    - *Services should still be provided according to the information that is shared and in accordance with the wishes of the victim/ survivor.*
    - *If a child has suffered or is likely to suffer harm as a result of sexual abuse and the parents will not, or are unlikely to protect them from that type of harm, the police should be notified.*
  
  10. Ask participants to map the landscape/community and identify key resources to support and care for SGBV Survivors. Identify resources by type of organisation 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 in a non-judgmental manner?
    - 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?
7. Take comments and questions.
8. Mention that individually, we have a responsibility to speak out against SGBV and that includes linking survivors with available care.
9. Distribute a list of care centres and hotlines (including that of the network of men against VAW) and wrap up.

**Facilitators' note:**

If participants decide to work together as a team, please take them through relevant activities on Module 5 in the Main Manual.

Section C:  
Illustrative  
Messages  
for IEC/BCC  
Materials

## Section C – Illustrative Messages for IEC/BCC Materials

The place of messaging in the fight against SGBV and HPs cannot be over-emphasised. In order for RTLs and Law Enforcement Agents to buy into and own key messages for their use, facilitators may decide to conduct the following activity with RTLs and Law enforcement agents.

### *Activity 1 – Message Development for RTLs and Law Enforcement Agents*

This activity was adapted from Pamoja Tuwalee, (n.d.)<sup>10</sup>

#### **Learning objective:**

At the end of the dialogue, participants will be able to:

- Develop key gender-based violence (GBV) prevention messages

#### **Materials needed:**

PowerPoint Projector, flipchart stand, paper and markers, masking tape.

#### **Steps**

1. Explain to participants that now that they have learned about gender-based violence, including the effects it has on women, men, children and the entire community, they will now create their own gender-based violence prevention messages that will be publicly displayed in the community.
2. Explain that slogans and messages about gender-based violence prevention are a powerful way to convey an important message in a short but memorable way (for example, 'Stay Strong! Speak up against gender-based violence!' or "Violence is
3. EVERYONE's problem!"). They are also an effective tool to initiate dialogue among people, especially when placed in high-traffic areas.
4. Depending on the size of the group, divide participants into 2-4 groups. Ask groups to discuss the following and then to develop 2 short messages on gender-based violence prevention:
  - What are the effects of gender-based violence on girls/women; boys/men?
  - What positive images of men, especially RTLs and Law Enforcement Agents, can we project to show that they can be change agents with regards to eliminating SGBV and HPs from their communities?
  - How can we educate community members that help is available for victims/survivors?
  - How can we build trust so that victims/survivors can approach RTLs and law enforcement agents to report SGBV and HPs.

<sup>10</sup>Pamoja Tuwalee (n.d.). Community Dialogues on Gender-Based Violence: A Facilitator's Guide, <https://bantwana.org/wp-content/uploads/2018/01/TEVAW-Community-Dialogues-GBV-Facilitator-Guide.pdf>

3. Based on their discussion, ask each group to develop their IEC/BCC (Information, Education and Communication/Behaviour Change Communication) messages on SGBV and HPs related to the discussion themes above.
4. Ask them to keep the following guidelines in mind as they develop their messages:
  - Consider what you want to achieve with the message
  - Messages should be designed to inform, stimulate reflection or discussion, or pass on specific ideas.
  - Keep messages clear and simple
  - Think about your target audience (e.g. men versus women or both) and use different messages for different audiences
  - Messages should not be offensive and should not promote violence or mob justice in any way
  - Messages should not be confrontational or accusatory
  - Care should be taken not to focus on negative messages
5. Once each group is done, have them capture their messages on flipchart and read them to the larger group. Post on a wall or floor space.
6. Ask the group members to vote and select messages that resonate with them.
7. Explain that the selected messages will be publicly displayed in the community
8. Closing Note: As we have learned, gender-based violence can cause bodily harm, psychological trauma, and economic breakdown. The issue of gender-based violence is one that affects the entire community, and everyone has a role to play in creating a supportive, safe, and peaceful environment for women, children, men and families. Everyone has the power to speak out against violence. By creating these messages today, you have played an important role in taking action against SGBV and HPs. Thank you for your valuable participation in these sessions.

### *Sample Messages for Use by RTLs and Law Enforcement Agents*

- Quality men do not fear equality
- Real Men Exercise their Power to Be the Desired Change and to Lead Change'.
- Equality includes BOTH genders!
- STOP violence against women
- A violence-free world for all women and girls
- Real men respect women's rights
- Law Enforcement is my job. Report RAPE!
- Law Enforcement is my job. Report Violence Against Girls/Women!
- Law Enforcement is my job. Report Sexual and Gender-based Violence!



- No one is free when others are oppressed
- Normalise equality
- Only weak men fear strong women
- I am not a threat to women's freedom'
- Different genders but equal rights
- Rights for women are rights for humans
- Gender-based Violence? Count Me out!
- Diversity. Equality. Unity.
- Women and Men: Equal Before God; Equal Before the Law
- Sexual Harassment? You Can Talk to Me.
- Rape is a Crime. Don't Do it!
- Every Non-Consensual Sex is RAPE! Don't Do it!
- Responsible men protect women's rights
- Responsible men do not violate women
- Experiencing Violence? You can talk to me!



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 combines 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 contributing 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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