



PROJECT IMPACT EVALUATION REPORT

Promoting Gender Justice in Schools
and Communities through a Culture
of Accountability in Gender-Based
Violence



**STOP
GENDER-
BASED
VIOLENCE**

JUNE 2023

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Foreword

Gender-Based Violence (GBV) including Sexual Exploitation and Abuse (SEA) in the school environment and other youth spaces are often more pronounced than reported and its effects are more profound on the social and health life of the victims. Young women and girls in these spaces are often asked for sexual favours, exposed to inappropriate jokes, insinuations and comments, and unwanted physical contact that can amount to assault. Many young women and girls are constantly being bullied into submission by older people and young perpetrators alike, particularly in school environments.

These victims are most times coerced into accepting such acts of violence as the norm mainly due to the unavailability of access to well-coordinated GBV response services. Yet others see it as the norms because of lack of awareness of what actually constitute Gender Based Violence and its consequences. In addition, despite its massive scale, GBV including SEA particularly in school environment and other youth spaces remains under-reported because of fear of disbelief, blame, or social or gang retaliation.

The vulnerability of young women and girls to GBV including SEA especially in the school environment and other youth spaces is deeply rooted in a culture where their levels of access to redress is very minimal and, in some cases, non-existent.

In advancing its work to foster the integration of community/school awareness programs to address the structural/systemic limitations that tend to facilitate the prevalence of gender-based violence among young people, the Extended Hands Charity Foundation with the support of the Ford Foundation implemented an intervention to enhance the capacity of young people to call out and lead advocacy to reduce Gender Based Violence in Youth Spaces in Nigeria. Having successfully implemented the Ford-supported intervention, we engaged external evaluators to assess the impact of the project against the set objectives. This report presents the findings of their evaluation demonstrating that the intervention was largely successful in achieving the expected results as within one year of intervention, students' and teachers' awareness and knowledge of sexual and gender-based violence had increased substantially.

We sincerely thank the research team led by Dr. Taofeek Kolawole Aliyu for their immense contributions to achieving an objective evaluation of the impact of this project.

We are hopeful that this report will serve as a valuable source of information for policymakers, academia, and other stakeholders and offer significant insights and practical implications that can be effectively utilized for informed decision-making and meaningful action.

Stephanie Linus

Executive Director, Extended Hands Charity Foundation

Executive Summary

Overview of the project

Extended Hands Charity Foundation, with support from Ford Foundation initiated a project to enhance capacity of young people to call out and lead advocacy to reduce Gender Based Violence in Youth Spaces in Nigeria. The intervention had the following objectives to achieve:

1. Increased awareness and enhanced systems for the prevention of Gender Based Violence among young women and girls.
2. Young women and girls play more active role in the prevention of gender-based violence including sexual exploitation and abuse Increased.
3. Building of a team of young advocates on issues of gender-based violence.
4. Young women and girls have more positive image and self-worth and ready to protect their rights and speak up against gender-based violence.
5. Young women and girls in school environment and rural communities are more informed of Gender Based Violence service providers and ready to report GBV cases and seek other support services.
6. Improved knowledge on types and extent of gender-based violence and its consequences among young people.
7. Established linkages to existing referral networks to enhance access to well-coordinated GBV response services.

Assessment Objectives

The purpose of the end-of-project assessment was to evaluate the results and achievements of the project in relation to the project objectives. Specifically, the purpose was to:

1. Assess the contribution of the intervention in creating awareness and knowledge of adolescent girls and boys about sexual and gender-based violence;
2. Assess the contribution of the intervention in providing access to services and support for survivors of sexual and gender-based violence in schools;
3. Assess the contribution of the intervention in strengthening the capacity of young people in responding to sexual and gender-based violence;

4. Assess the challenges encountered during the implementation of the intervention;
5. Evaluate the overall impact of the intervention in reducing sexual and gender-based violence among young women and girls in target communities.

Methodology

A desk review of relevant project documents and other resources that were used during the project implementation were carried out. Qualitative approach was used for data collection and analysis. Focus group discussions and key informant interviews were principal sources of information. The interviews were carried out among the various participants for one week. The participants were students, student ambassadors, teachers, and community ambassadors. The findings were analysed thematically.

Main Findings and Conclusions

The intervention was largely successful in achieving expected results. Within one year of intervention, students and teachers' awareness and knowledge of sexual and gender-based violence had increased substantially. Interviews conducted among the students suggest that all the students can identify SGBV and respond accordingly. The intervention activities were found effective in creating necessary awareness and knowledge about sexual and gender-based violence among adolescents and young people. The participants were able to identify the type of SGBV and response to SGBV incidence.

The intervention activities have mostly had a very positive impact on the adolescents in the secondary schools and young people in the communities particularly the ambassadors as well as other students. A large proportion of the students are now aware of sexual and gender-based violence and respond appropriately. Project activities are largely sustainable beyond the life of the project particularly in many of the secondary schools. It was also observed that some of the schools prioritised SGBV awareness creation program than the others. Already, some of the schools have instituted SGBV support initiatives in their schools through weekly SGBV programs comprising students and teachers.

Key Recommendations

The key recommendations are that more efforts should be put in strengthening collaboration and coordination, comprehensive education and awareness, community ownership and sustained funding. Implementing these recommendations will ensure creation of societies that are free from sexual and gender-based violence.

Conclusion

In conclusion, the program has been able to increase awareness and knowledge of SGBV among adolescents and young people in various schools and communities. Stakeholders should ensure that more efforts are put into sexual and gender-based violence activities to sustain the gains.



FULL REPORT

1. Background

Sexual and Gender-based Violence (SGBV) remains a pressing issue that affects individuals, families and communities globally. In recent years, there has been growing recognition of the need to address SGBV comprehensively, with a particular focus on adolescents and young people. This vulnerable demographic is navigating a critical phase of their lives, exploring relationships, and forming their identities, making them susceptible to various forms of sexual violence and exploitation.

To address this urgent concern, promoting gender-based justice through a culture of accountability in sexual and gender-based violence is an initiative introduced to increase adolescent girls' knowledge and capability to demand accountability in preventing gender-based violence (sexual exploitation and abuse) among this group in Nigeria. It is crucial that adolescents and young people are equipped with knowledge and skills to prevent and respond to SGBV effectively.

The program for advocacy to reduce Gender Based Violence in Youth Spaces in Nigeria was designed to address this pressing need by creating a safe and inclusive environment for open dialogue, education, and support. The overarching goal of the program is to raise awareness among adolescents and young people about the different forms of SGBV, such as sexual assault, harassment, and harmful traditional practices. By equipping these groups of people with necessary knowledge and skills, the program aims to foster a culture of respect, consent, and equality, thereby reducing the incidence of SGBV and its long-lasting impact on survivors. Through interactive workshops, awareness campaigns, and community engagement, Extended Hand Foundation worked to achieve the following objectives:

- Increased awareness and enhanced systems for the prevention of Gender Based Violence among young women and girls.
- Young women and girls play more active role in the prevention of gender-based violence including sexual exploitation and abuse.

- Building of a team of young advocates on issues of gender-based violence.
- Young women and girls have more positive image and self-worth and ready to protect their rights and speak up against gender-based violence.
- Young women and girls in school environment and rural communities are more informed of Gender Based Violence service providers and ready to report GBV cases and seek other support services.
- Improved knowledge on types and extent of gender-based violence and its consequences among young people.
- Established linkages to existing referral networks to enhance access to well-coordinated GBV response services

1.1 Evaluation Questions:

The following guiding questions were designed to probe and effectively measure the impact of the program:

1. Has the intervention increased the awareness and knowledge of adolescent girls and boys about sexual and gender-based violence?
2. Has the intervention improved access to services and support for survivors of sexual and gender-based violence?
3. To what extent has the intervention strengthened the capacity of individuals beneficiaries in responding to sexual and gender-based violence?
4. Challenges encountered during the implementation of the intervention
5. What is the overall impact of sexual and gender-based violence intervention on the beneficiaries?
6. How is the impact described differently by girls and boys?

2. Methodology

2.1 Study Location

The intervention was carried out in Lagos State, one of the six states in the southwest geopolitical zone in Nigeria. The intervention covers a total of six secondary schools (three each) from Lagos

Island and mainland. Also, community outreach was done in two separate communities (Meiran and Shogunle). Training and debates were conducted among participants which involved males and females.

2.2 Design

This evaluation employed a cross sectional exploratory research design using a qualitative approach to primary data collection and analysis. This method entails collection of data from intervention participants at a single point in time. This design exemplifies the argument that generating evidence from multiple sources on a single reality enhances the validity and robustness of study findings. Consequently, the endline evaluation seeks exploratory perspective in generating contextualized evidence that addresses the social realities of promoting Gender Justice through a Culture of Accountability in Gender Based Violence in Nigeria. The two qualitative approaches used for data gathering were focus group discussions (FGD) and key informant interviews (KIIs). These helped in deepening and gaining insight into the participants' understanding of the SGBV intervention.

2.3 Sample Frame and Size

Adolescent boys and girls in all the six (6) secondary schools, their teachers, and advocates from the two (2) selected communities served as the sampling frame. Four (4) focus group discussions among male and female students from one school each in Lagos Mainland (Molan High School) and Island (Gbara Community Senior Secondary School) were conducted. The FGDs comprised a minimum of 10 and a maximum of 12 participants. In each school, two KIIs comprising one male and one female ambassador were conducted totalling four (4) KIIs. Also, two (2) KIIs with a male and female teacher in each school were conducted, as well as two (2) KIIs each were conducted with adult male and female ambassadors in selected communities (Meiran and Shogunle).

2.4 Participants

The participants for this evaluation comprised students, student ambassadors, teachers, and adult ambassadors in selected communities. The inclusion criteria for the participants were at the community and school level: must be the schools and communities where the intervention

was carried out; at the participant level: must be a student of the school aged 14 to 19 years; gender (boys and girls) was also taken into consideration; an ambassador of the SGBV campaign both in the school and communities; and teachers who are either counsellors or who interact with the students on personal issues.

2.5 Data Collection

A total of four research assistants (RAs) were recruited with two supervisors. They were grouped into two teams, each comprising two RAs and one supervisor overseeing all the teams. Each team conducted one focus group discussion and two interviews per day. Community entry was facilitated by the contact persons of the Extended Hands Foundation who were members of the team who conducted the SGBV intervention. They gave the contacts of the key stakeholders in the schools and the communities. The schools were subsequently contacted and appointments were scheduled for the interviews. Also, members of the community were also contacted and appointments were secured with them. Participants were duly informed about the study and that their participation was voluntary before the commencement of the interviews. Verbal and written consents of the participants were also taken. The data collection lasted one week, and every day of the process involved two phases of debriefing, including general debriefing with the consultants and debriefing among RAs and supervisors. Regular updates were also given to the Extended Hands Foundation.

2.5.1 Data Collection tools

A separate but similar Focus group discussion and Interview guides were developed to explore information from the beneficiaries of the programme. Both FGD and KII guides were developed thematically and included six key themes, such as Knowledge and understanding of SGBV; Perception of SGBV; Experiences of SGBV; Prevention and Strategies for curbing SGBV; Support systems for victims and survivors of SGBV; and Challenges and Barriers experienced in preventing or addressing SGBV. Upon the completion of the drafting of the data collection tool, it was sent out for expert review, and comments received were used to improve the instruments.

2.5.2 Training

A one-day training was conducted via Zoom on June 24, 2023. A simulation or role-play of the instrument was done as a pre-test of the qualitative tools. The RAs were informed of the intervention and evaluation objectives, research methods, interview guides, and interview techniques. The need to adhere strictly to ethical issues in research was also emphasized during the training.

2.6 Data Analysis

The FGDs and KIIs were audio-recorded and transcribed into readable transcripts. The transcripts were read and re-read to gain familiarity with and insight into the data and to identify emerging codes and categories. The development of codebook was centre around a deductive approach having created key themes during the development of the guides. However, the inductive approach was also explored to further capture emerging but relevant issues in the data. Deductively, a codebook was created using cues from the research questions and the FGD and KIIs guides, whereas inductively, the codes were derived from interaction with the data via reading and re-reading of the transcripts. The creation of a codebook was required to lay the groundwork for logical and focused data analysis. The adoption of these approaches ensured the identification and description of new codes and subthemes in the transcripts and continued until the point of saturation was reached (a point where subsequent transcripts yield no new codes or themes). Thus, the transcripts showed a thematic exhaustion at this point. Two qualitative experts coded the data to ensure intercoder reliability. Thereafter, the codes were imported into ATLAS ti version 23 for further coding and analysis. During the coding process, some new codes emerged from participants' own words which were used to review the initially generated codebook following deliberations among coders. The transcripts were re-read again using the new codebook. This approach was used to develop categories, which were then explored and used to discuss the research questions. The discussions were structured around the generated themes and subthemes.

2.6.1 Codebook

Each code's description is displayed in the codebook. At first, more than 200 codes were created, some of which were parents to some child nodes. The latter combining of codes produced eleven themes that were discussed in answering the study's research questions.

3. Findings

The findings of this study were analysed thematically with the aid of ATLAS.ti23, the findings are categorized into eleven broad themes which included the Knowledge and Understanding of Sexual and Gender-Based Violence (SGBV), Perceptions of SGBV, Experiences of SGBV, Preventive Strategies for SGBV, Support Systems available in school in respect to SGBV and Challenges and Barriers in Preventing/Addressing SGBV. The socio-demographic information of the participants are presented first, followed by the thematic discussion of the findings.

3.1 Socio-Demographic Information of the Participants

Table 1 shows the summary of socio-demographic characteristics of the focus group discussion and key informant participants by their age, gender, class, and religion. There were forty-eight (48) participants in all. Participants were equally represented with regards to location and status in the community. For student FGDs, twelve of the participants fell in the age group 14 years and below, while others were above 15 years. Their gender was evenly distributed (an equal number). Twenty-seven of them were in SS2, and thirty-four were of the Christian faith. The KII spread was also represented in the table. This includes 4 KIIs among ambassadors with equal gender representation, age within 15–19 years, being in SS2, and being of Christian religion. Equal representation across age groups and genders is seen among teachers and community ambassadors, although religion exhibits some differences.

Table 1: Socio-demographic characteristics of the participants

Variables	FGD Students n=40	KII (Ambassadors) Students n=4	Teachers/Counsellors n=2	KII (Ambassadors) Community n=2
Age group				
≤ 14years	12			
15 - 19	28	4		
30 - 40			2	2
Gender				
Male	20	2	1	1
Female	20	2	1	1
Class				
SS 1	13			
SS 2	27	4		
Religion				
Christianity	34	3	2	1
Islam	6	1		1

3.2 Knowledge and Understanding of Sexual and Gender-Based Violence (SGBV)

This theme focuses on the knowledge and understanding of the participants and the informants of Sexual and Gender Based Violence (SGBV). Here, what it means to be a man or a woman, general facts about SGBV, the sources of information on general facts, types of SGBV, consequences of SGBV, Victims and perpetrators of SGBV, Suggestions on the effective channels of delivering SGBV message are discussed.

3.2.1 What It Means to be a Man or a Woman

The participants and the informants aired their opinions on what being a man mean to them, majority of them see being a man in terms of responsibilities, according to them, to be a man is

to be able to cater for one's household, provide for the needs of one's wife and children and protecting them from harm. They added that to be a man is to be the breadwinner of the family, someone who every other member of the family runs to for help and support. Others viewed being a man as a state of maturity, especially physical maturity. They opined that a man is a male gender who has grown up and become of age. It is also a state of maturity in which one is able to handle any situation that comes his way with little or no external support. Someone who is no longer living with his parents. To some, it is a matter of biological makeup and sexual functions. They believed a man is someone who has penis and can have sexual intercourse with a woman. Being a man was also viewed as headship, that is, a man is someone who is the head of his household, he should be able to exercise authority over his wife and children and he must also be able to lead them. Fatherhood is another explanation given to being a man, they opined that a man is someone who is a good father to his children. In terms of age and emotional intelligence, they believed a man must be emotionally stable and be above 18 years of age.

*P10: being a man consist of taking the responsibility like take care of the children providing for the wife protecting the family one way or the other making sure they are not exposed to this external aggression. **FGD with MALE; GBARA SCH ISLAND***

*P1 – A man is someone who is matured enough to handle situations amicably without any third party or any other interference. **FGD with Males; Molan Shcl, Ikotun.2***

*In my opinion, contextually being a man means having ability to take leadership and control over your emotions and your dealings generally. **KII with Male Teacher; Gbara com School, Island***

On the other hand, the participants and the informants stated their opinions on what it means to be a woman, majority of them viewed a woman in terms of her responsibilities and roles played in the household. They believed a woman is someone who plays supportive roles in the household. They added that a woman supports her husband, advises him, sells her ideas to him on issues, and economically. She is like a deputy to her husband, the man delegated authority to her when he is not around. Many of them also opined that being a woman is being a homemaker,

preparing food for the household, taking care of children, giving them moral training, tidying up the house, entertaining the visitors etc. Others viewed women in terms of biological makeup, they opined that women are individuals with vagina and breast. They also opined that a woman is female who can reproduce or give birth to children. They added that someone who is barren is not a woman. In terms of maturity, they alluded that a man is a female individual who is 18 years old and above, she should be able to manage her emotions and must not live with her parents anymore. It was also alluded to that a woman is someone who is motherly, strong, kind hearted and that she is essential in the society because they make society as well as household lively.

P1: P1, I think being a woman means when a lady is mentally strong, psychological strong, and can support her husband in every aspect of advising, supporting, and so on and so forth. FGD with MALE; GBARA SCH ISLAND

P7 – A woman is the matured female. A woman should be able to cater for her children, do the house work and be a helper to her husband. She must be able to stand in gap for the husband. FGD with Males; Molan Shcl, Ikotun.2

A woman is someone that had vagina like the genital part of the female which is the Vagina. KII with FEMALE AMBASSADOR; MOLAN SCHOOLS IKOTUN

3.3 General Facts about SGBV

The participants, as well as the informants, alluded to the general facts they know about SGBV, according to them, SGBV included abuse of men and women on the basis of their gender. They added that it is violence against men, women, and children, which could be in different ways such as harassment, allurements, molestation etc. They opined that it has a long-term effect on the survivors and it is mostly not reported nor do the survivors usually open up. They also believed that perpetrators always show kind gestures to the victims, they will be unnecessarily kind to the person they are targeting. It was also believed that women are mostly the victims/survivors of SGBV. This indicates that men are predominantly the perpetrators.

*Some of the perpetrators uses gift to lure the victim and some will be unnecessarily nice to the victim. **KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI***

*Violence against women, violence against children, violence against men, violence in the organization. **KII with FEMALE AMBASSADOR; MOLAN SCHOOLS IKOTUN***

There are also general facts held regarding the causes of SGBV, to them, it is caused by parental influence, some people do not see it as a wrong practice because they were brought up in a place where such things happen frequently. They added that some men were brought up and made to believe they are superior to their female counterparts; such men tend to abuse females including their wives. It is also caused by exposure, whatever a child is being exposed to or exposes him/herself to will influence his/her behaviours, children who are exposed to pornography and movies that are sexually suggestive tend to engage in sexual abuse and harassment. Forced marriage was also pointed out as a cause because children or individuals who are forced to marry someone tend to suffer violence from such a person. Gender discrimination, in which a male child is more valued than a female child, is also a cause of SGBV. Another fact alluded to by the participants is that SGBV is caused by peer influence, that is, the kind of person an individual's moves with makes them to engage in SGBV.

*The children who are present, watch their own father beat their mother. When they come to school, they will want to practice the same and they start beating their peers and later in the society, it will be like upbringing if quacks in the society because they will not be a Good example, they will do illegal things because they grew up in an environment where it looks like a normal thing to them. **FGD with Female Students; Gbagada Community School, Senior class***

*Also, the kind of films that our children are watching is teaching them sexual things and there are some channels on GOTV that are sex oriented and it is called sex game sport but I don't want it. So, some things need to be regulated for our children. Imagine this big brother Naija program, I don't like it when children watch such a programme, you will be amazed as to how they copy the kind of dress these celebrity's watch. **KII with FEMALE; SHOGUNLE COMMUNITY***

This information on general facts about SGBV was acquired from various sources as discussed below.

3.3.1 Sources of Information on General Facts about SGBV

The participants and the informants acquired those facts they shared above from various sources, the majority of them acquired it from their families especially from their mothers. They alluded that their parents (mothers in most cases) usually educate them on this matter. Some learnt it from other family members such as their cousins, uncles, aunties, etc. there were some who alluded that they got this information from their schools. Some learned it from their neighbourhood, especially from the experiences of people in their neighbourhood. According to them, when such a case happens in their neighbourhood, they usually hear it and at times their parents will use such a scenario to talk to them. Some others got the information from various sources such as their friends, the internet, the media, such as newspaper, radio and television, religious gathering, and social media. One of the participants said he learned it from his own personal experience.

*P9 We learn about sexual gender based violence from friends, teachers, school counsellors and our families, some of our cousins are one time victims and we also learn some from our religious places and society. **FGD with FEMALES; MOLAN SCHOOLS***

*I think that was last month, it was on social media, it was actually my sister that was watching it, the victim came online to say something about herself and also advice people. **FGD with Female Students; Gbagada Community School, Senior class***

*P10 – I learnt about it from personal experience. **FGD with Males; Molan Shcl, Ikotun.2***

The figure 1 below presents the sources of general information on SGBV as alluded to by the participants/informants.

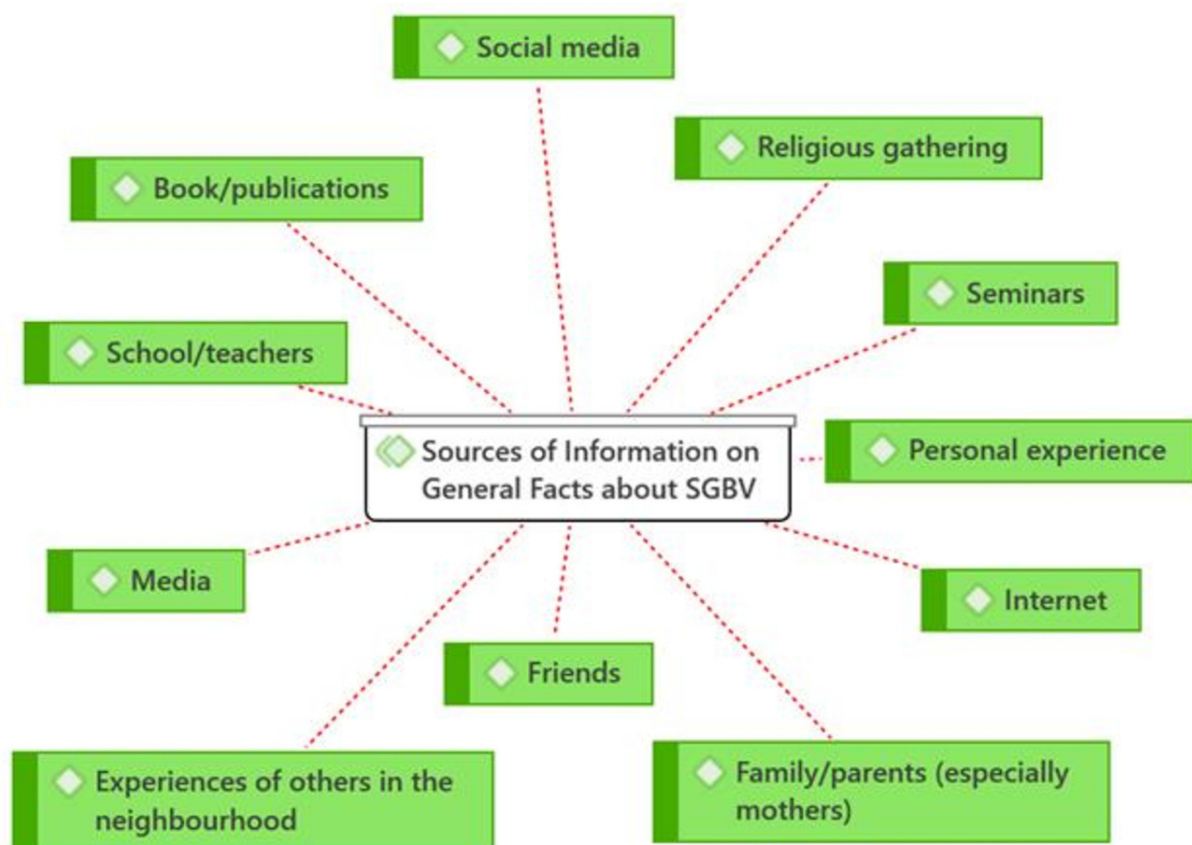


Figure 1: Sources of information on general facts about SGBV

Additionally, the participants gained certain knowledge and understanding from the sources they mentioned, the majority of them gained understanding of proactive measures against SGBV. They alluded that they knew how to protect themselves from SGBV as a result of the information gotten from the aforementioned sources, some said they learnt to protect and educate people around them from/about it. A community member said this knowledge had helped him to avoid violence with his wife. Some people gained reactive measures such as where to report cases and how to support survivors from those sources where they got this information. They also learned to cope with falling victim to SGBV. Self-awareness is another thing gained by few of the respondents. Some said it widened their knowledge about SGBV, while some said it gives them confidence to speak up if they see such a case or they fall victim.

It is not that I abuse my wife. Sometimes she comes up with her woman behavior. I used

*to get angry but through lectures I have learnt how to stay out of trouble regarding human behavior. You can excuse yourself not to be violent. **KII with Male; Meiran Community, Mainland***

*It has really helped such that we have more information on what to do per time when such cases happen, you know what to do and you know the right person or the right authority to tell and inform. **KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI***

The participants were asked to give an explanation of SGBV based on the information they have gotten from those sources, many of them explained it as not consentaneous, according to them, it is forcing someone to do or participate in something such as sexual intercourse without their consent. It is forcing someone against his/her will. Making somebody do what he/she is not comfortable doing. Some explained it as sexual abuse. Others saw it as physical abuse, gender-based abuse (abusing an individual because he/she is a male or female), and emotional abuse.

*P1 I will start by saying that SGBV is a kind of abuse on someone that does not have the intention of doing it, the person was forced and the victim becomes uncomfortable. **FGD with FEMALES; MOLAN SCHOOLS***

*Emotional about them is when you see people abusing you Because you think that they are big you can't do them anything. So, they start abusing you. They start spoiling your name if your name was emeka,, they will say emeki,, and you don't like it that is another violence. **FGD with MALE; GBARA SCH ISLAND***

However, some participants opined that it is an abuse which the victims predisposed themselves through their lifestyle. According to them, victims of sexual violence are the ones who attracted the perpetrators to themselves through their dressing, the kind of friend they keep, where they go and what they are exposed to on the internet.

*There are situations that warrant it which stand as a factor such as the way a girl presents herself, the way she dresses, where she visit and the king of friends she follows, exposure to certain things. **KII with Male Teacher; Gbara com School, Island***

Other general information alluded to by the participants/informants is the types of SGBV they were aware of, this is discussed in the next sub-theme.

3.4 Types of Sexual and Gender-Based Violence

According to the participants/informants, there are various forms of SGBV which are physical abuse such as battering, bullying etc., sexual abuse which involved rape, sexual harassment, incest etc., economic abuse which included deliberate failure to fulfill one's financial obligation or not giving financial support to one's spouse as a way of punishment, emotional and psychological abuse, verbal abuse which included body shaming, abusive words etc., and social abuse which included stigmatization, social exclusion etc. Other types of SGBV alluded to are human trafficking, homosexuality, Female Genital Mutilation (FGM), early/forced marriage, domestic violence, cyber bullying, and child abuse.

*First we have physical abuse, remember that is to do with a male child beating a female or an husband beating the wife, we also have the wife beating the husband. **KII with MALE TEACHER; MOLAN SCH IKOTUN***

*P10: First, I'll tell you there are different types of violence. We have sexual violence, verbal violence, social -economic violence, different, there are various types of violence. **FGD with MALE; GBARA SCH ISLAND***

*Ok cyber bullying, cyber bullying is basically under blackmailing, like having someone's nude pictures or something like that or maybe having this deep fact about someone threatening that you will post it online collecting ransom yeah. That is what cyber bullying is all about and also racism. **KII with MALE; GBARA SCH ISLAND***

The network below presents the types of SGBV known by the participants/informants.



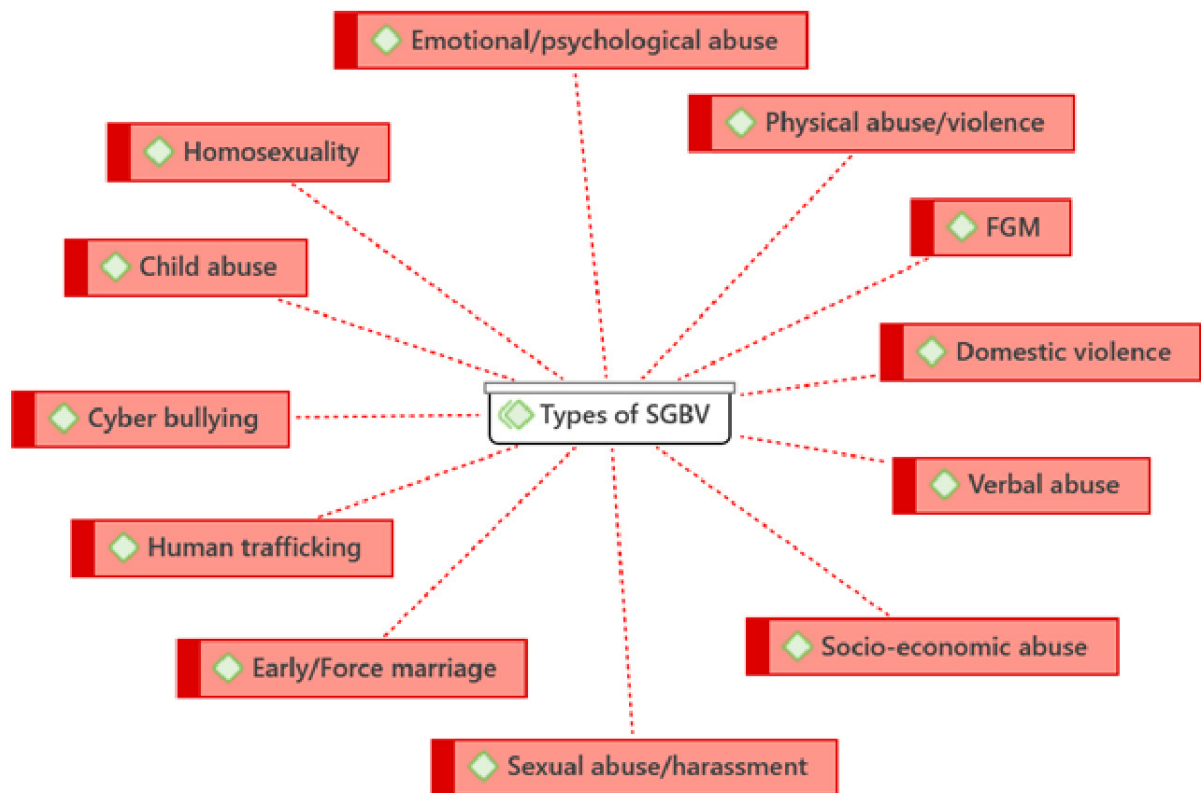


Figure 2: Types of Sexual and Gender Based Violence

They also stated certain consequences SGBV has on the victims and the perpetrators as discussed below.

3.5 Consequences of Sexual and Gender-Based Violence

Sexual and Gender Based Violence has consequences on both the victims and the perpetrators, the participants/informants stated some of the consequences of this practice on both parties.

3.5.1 Consequences of Sexual and Gender Based Violence on the Victims

Victims or survivors of SGBV are the individuals who suffered or are the recipient of SGBV, this practice has a number of consequences on them as mentioned by the participants/informants. Majority of the participants opined that most of the victims of SGBV suffered from depression. According to them, the thought of what happened to them often makes them feel downcast and

depressed. Unwanted pregnancy is another consequence of SGBV on the victims, women who were raped and failed to take appropriate steps could be carrying the pregnancy of the perpetrator, before they see it they have pregnancy at the time they do not want to or for someone whose pregnancy they do not intend to carry. They also suffered stigmatization in the society, once people know that someone is raped, they start mocking and withdraw from such people. The participants added that if such a case resulted in unwanted pregnancy, it increases the stigmatization and people will start saying she is carrying the pregnancy out of wedlock. Sexual Transmitted Infections (STI) is another consequence of SGBV on the victims, they made it known that victims could contract STI or diseases such as HIV/AIDs. Stigmatization and depression could result in suicidal ideation and the victim can eventually commit suicide if not helped/supported. Low self-esteem also resulted from SGBV for victims, verbal abuse, emotional abuse and even physical abuse can make the victim feel worthless and not see any good thing in themselves

*Sexual and gender-based assault can lead to unwanted pregnancy, complications during pregnancy and birth and Sexual transmitted infection including AIDS. **FGD with Female Students; Gbagada Community School, Senior class***

*It causes low self-esteem and it causes depression and that can lead to suicide because when a person is depressed and no one is showing them love then they will start having thought of committing suicide **KII with FEMALE AMBASSADOR; MOLAN SCHOOLS IKOTUN***

*P10 Suffers from stigmatization, depression, withdrawn from all kinds of activities and it affects their emotions and their feelings. **FGD with FEMALES; MOLAN SCHOOLS***

Sexual and Gender Based Violence can as well lead to promiscuity for the victims, sexual molestation can increase the sexual desire of the victim which resulted in some becoming sexually addicted. Some, take on a revenge mission by also molesting others around him/her. SGBV can also affect the education of the victims, some victims drop out of school as a result of SGBV. Another consequence of SGBV is death, some people died while being raped, some were

killed by their spouses during domestic violence, some aborted the pregnancy resulted from rape and they died in the process. Physical injury is also pointed out as a consequence of SGBV. They opined that some victims sustained injury in their genital while being raped, some people suffered injury as a result of domestic violence, assault and bully. Victims also suffered social withdrawal due to lack of acceptance in the society, low-self-esteem, depression etc. It can also lead to mental illness and psychological disorders. Future aspirations of some victims were thwarted by SGBV and they could not reach their life goals any longer. It can also lead to barrenness, trauma, damage of internal organs, hatred (whereby the victim embittered towards humanity or a particular gender or social class), humiliation, and infidelity (whereby a woman who suffered SGBV from her husband starts having extra marital affairs).

*P4 – If someone is raped and leads to unwanted pregnancy, maybe the pregnancy is aborted, it will increase the rate of her sexual feelings. **FGD with Males; Molan Shcl, Ikotun.2***

*P9 – It can lead to unexpected pregnancy and the person may not be able to further his or her education. **FGD with Males; Molan Shcl, Ikotun.2***

*P7: Like, you know, this is the way a male guy, the guy, a young girl, has an effect or have an effect internal. Well, let's say the blader got destroyed, let's say it's destroyed, stuff like that. **FGD with MALE; GBARA SCH ISLAND***

Having discussed the consequences on the victims, next is the discussion on the consequences SGBV has on the perpetrators too.

3.5.2 Consequences of Sexual and Gender Based Violence on the Perpetrator

Those who inflict SGBV on others also have certain consequences from it, the chief among them is imprisonment, the participants opined that sanction for such an act is imprisonment which ranges from 2 years to life imprisonment. They added that if the perpetrator is caught or reported, he/she would be arrested, charged to court and the court will give him/her jail term. Some opined that it could lead to the death of the perpetrator, especially in an aggravated case,

which attracted the death sentence. Others opined that the perpetrator could incur injury in the process, that is, the victim could injure the perpetrator. Some participants opined that the perpetrator would be punished for doing such but they did not state the specific form of punishment. It could also result in regret for the perpetrator as the memory of what he/she did could be hunting him/her. Another consequence of the perpetrator is that, if identified or caught, he/she would be socially condemned and told him/her down. Two of the participants pointed out castration or rendered impotent as another consequence of SGBV on the perpetrator, while one of them said they usually inject the penis of the perpetrator in certain places in Nigeria, the other said she knew a certain place where they usually let dog loose to eat up the penis of offenders of sexual violence. One of the participants said it could lead to school dropout for the perpetrator, if caught, the shame might make him/her not be able to continue his/her education. Also, he/she might be asked to take full responsibility for his/her action and that may destabilize him/her and hinder him/her from continuing schooling.

*P1 – The perpetrator could go to jail. He/she can be sentenced to maybe 3 years, 2 years or 10 years imprisonment. It can even be life imprisonment. **FGD with Males; Molan Shcl, Ikotun.2***

*P4 Some perpetrators are talked down by the society so that they feel the guilt of what they have done. **FGD with FEMALES; MOLAN SCHOOLS***

*I believe they should be punished to serve as deterrent to other people, it is already in our law I think that those that rape should be severely punished to serve as deterrent to others. **KII with FEMALE AMBASSADOR; MOLAN SCHOOLS IKOTUN***

The network below presents the consequences of SGBV on both the victims and the perpetrators.



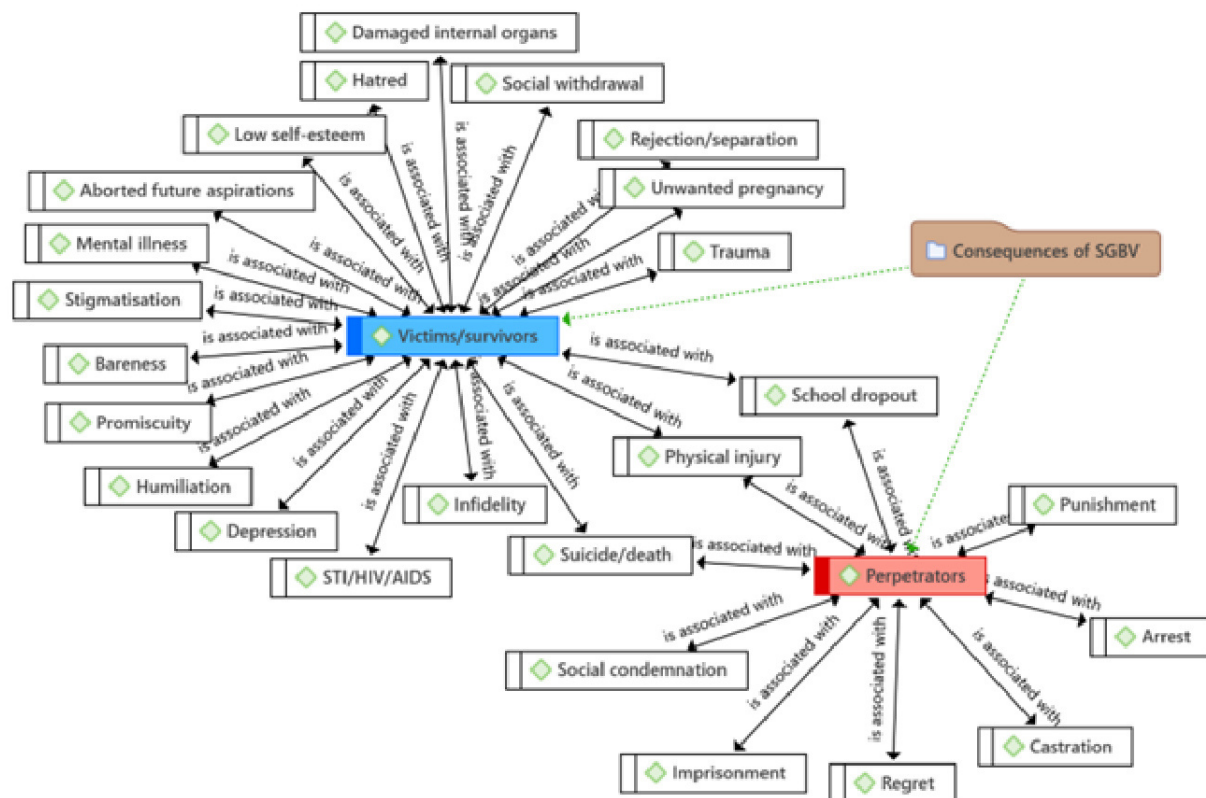


Figure 3: Consequences of SGBV

3.6 Victims and Perpetrators of SGBV

All the participants/informants opined that victims of SGBV could be either male or female, they believed male can be sexually harassed/abused, bullied, suffer domestic violence etc. as well as the female. However, they buttressed that women are more vulnerable than men when it comes to SGBV as victims. Majority believed more women suffered SGBV than men while some believed the reason why it seems there are more women victims than men is that most men do not open up, men tend to conceal it and nobody will know they are facing such a situation. Others opined that when women suffer SGBV it raises more dust than when men suffer from it because women are seen as fragile and weak, so, the society is always ready to take it up if they see them suffering. Some believe the reason why the cases of women survivors raise more dust than that of the man is that the consequences on women are more pronounced and grievous than it is for men.

*There are a series of instances where girls are victims. Both genders can be victims but it is more echoed when the girl is victimized sexually may be because it's there believed. There is no back up that they are weaker vessels when girls are abused. It echoes more than when male are abused. **KII with Male Teacher; Gbara com School, Island***

*P11 Both genders are being molested but females have more consequences in that area unlike the males, the males always feel there are no consequences for them and I feel the girls are being molested the more and lots of focus should be on the girl child. **FGD with FEMALES; MOLAN SCHOOLS***

*We always hear of the girls been sexually abused but we have not really heard of the boys coming-out to say they are sexually abused and that has in a way hinder the balancing in the sexual and gender based violence saga that we are talking about and that boys are abused but they do not come out to say they are sexually abused except when they get close to you that is when you know if they have been abused or not. **KII with FEMALE; MEIRAN COMMUNITY***

The perceptions of the participants/informants were also sought on how the message on SGBV could be effectively delivered to raise awareness and promote prevention, they alluded to various channels through which this message could be delivered as discussed in the sub-theme below.

3.7 Effective Channel for Delivering Message on SGBV

For the message on SGBV to be delivered effectively to raise awareness and promote prevention, it should be passed through a number of channels such as media and internet, parents, school/teachers, public campaigns, publications, religious gathering, interpersonal, and human rights. According to the participants/informants, for messages on SGBV to be widely spread, it should be passed through social media, internet, print media, radio and television because many people are nor on social media and that is the medium through which people get information nowadays. The emphasis was on social media as the major channel for spreading news and most

people are on social media. Others opined that parents should be taught for them to pass the information to their children. They opined that parents have so much influence on their children and the family is the primary agent of socialization, that is the place where values are inculcated in the children. They stressed the fact that women are the closest to their children and they have greater influence on their children.

*P1. Actually, I think the news should be passed through social media because we live in a world where everybody wants to be in social media and most people will likely see the news there. **FGD with MALE; GBARA SCH ISLAND***

*P3. I think mostly mothers should be the ones because there's a saying that if you educate a woman, you educate a nation. So, the mother will be the easiest and the closest to passing the message faster because if she passes it to her child, the child will go out to the schools, to everywhere he goes and passing that message across. **FGD with MALE; GBARA SCH ISLAND***

It was further discussed that passing the message through the school or the teachers will make it more effective. They added that such awareness should be created in schools and the teachers should also be educated in this respect for them to pass it down to the students. Public campaign is another channel proposed by the participants/informants, they believed such campaign should be done in market places, motor parks and other public places. They added that such awareness should be communicated in local language for better understanding. It was also proposed that such messages should be passed through publications such as books and magazines. Some of the participants/informants also suggested religious gathering, that is, religious leaders need to be carried along, they need to be knowledgeable about it for them to teach it to their congregations. Few of them opined that interpersonal discussion will pass it better. They proposed that students and community members should be educated so that they can discuss it personally with their friends and colleagues in the school and the community. Lastly, it was also advised that human right activists are the people in the best position to pass this message, they should organize seminars, workshops, campaigns etc. in school and the community.

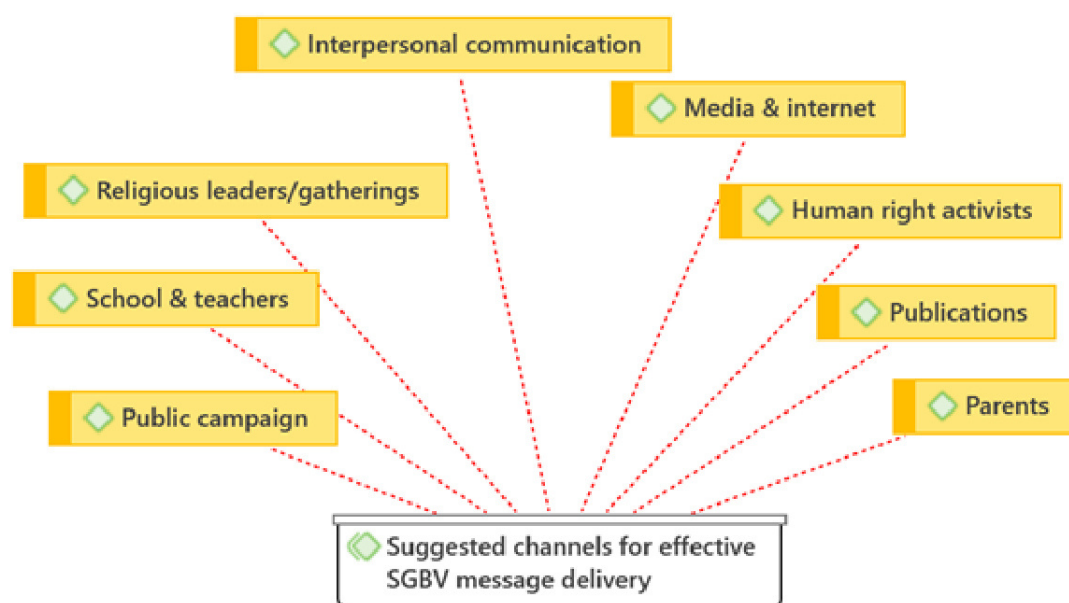
*P8 – The government should create an organization that will be going from school to school and talk about gender based violence. **FGD with Males; Molan Shcl, Ikotun.2***

*The awareness in the community organizing seminars that will feature parents because it is a phenomenal thing in the society. **KII with FEMALE; MEIRAN COMMUNITY***

*If a family is going to church or a family is going to mosque, the church basically will be the fastest or easiest way of giving them information so the church should not only preach the gospel about holiness and say about all those things, they should also preach about things that are social that could affect the family in the long run so I believe the society can benefit from the churches and mosques that they have around them. **KII with MALE TEACHER; MOLAN SCH IKOTUN***

The network below presents the proposed channels through which the message on SGBV could be delivered to ensure effective awareness and promote prevention.

Figure 4: Suggested channels for effective SGBV message delivery



3.8 Perceptions of Sexual and Gender Based Violence

The perceptions of the participants/informants on various issues related to SGBV messages were brought to limelight, these issues include the slogans of SGBV messages they have seen or heard recently, key elements that made SGBV messages memorable, emotion SGBV messages invoked in them, how SGBV messages could contribute to behavioural change, ineffective or unconvincing SGBV messages, opinions on sharing SGBV messages, feedbacks expected when SGBV messages are discussed, and effects of SGBV on the lives of adolescents.

3.8.1 Slogans of SGBV Messages Seen or Heard Recently

The participants/informants have seen or heard certain slogans on SGBV in the recent times, these messages included “Say no to Rape”, “Stop rape culture”, “Say no to early sex”, “Say no to sex”, “Say no to premarital sex”, “Say no to Violence”, “Say no to gender inequality”, “Say no to gender discrimination”, “Say no to early marriage”, “Speak up”, “Open up”, “Never keep quiet”, “Stand up”, “Stand your ground”, “Voice to the voiceless”, “Total abstinence”, “Bullying free zone”, “Zip up”, and “Bring back our Chibok girls”.

*P6: Ummmh..., I saw, like on Facebook, so I saw an animated picture showing the man beating the woman, and what he said there was, open up, never keep quiet. So that's what I understood. **FGD with MALE; GBARA SCH ISLAND***

*P3 I watch a TV program that says No to rape. **FGD with FEMALES; MOLAN SCHOOLS***

The word cloud below shows the words of the slogans the participants/informants have seen or heard and their frequencies as stated by the participants/informants.



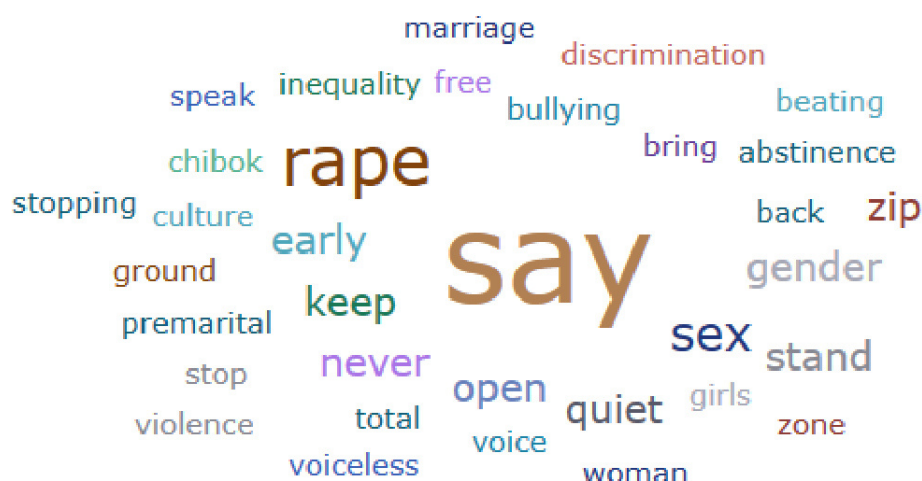


Figure 5: The slogans seen or heard regarding SGBV messages

Having stated the slogans, the participants/informants went ahead to talk about what made these messages memorable to them.

3.8.2 Key Elements that made SGBV Messages Memorable

A number of elements made the messages seen and/or heard by the participants/informants on SGBV memorable to them. One of the elements was the consequences of such action on the perpetrators, majority of them opined that the message was memorable to them because it spelt out the consequences of such action on the perpetrators which included imprisonment, and death by hanging. It was memorable to some because it included true life stories; they referenced Osinachi's case. They added that when people share their personal experiences, it sticks to their memory. To some, they remembered the message because it was simple and catchy. It was memorable to some, because it was repeated severally. Some remembered it because they were taught at home by their parents. The picture attached to the message made it memorable for some. Putting it in the form of a poem makes it memorable to one, while the short song attached to it makes it unforgettable for another.

The punishment is what makes it memorable because nobody except a blind person wants to spend his/her life in jail or sentenced to death by hanging. So the punishment is

*what makes it memorable. **KII with Male Teacher; Gbara com School, Island***

I will take pictures. I like visualizing things. Anytime I think about the picture, I remember.

KII with Male Ambassador; Molan, Ikotun

*There are songs attached that say no to sex. Short song. **KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI***

Various things made the SGBV message memorable to the participants/informants as discussed above, also, there are various emotions these messages invoked in them, which is discussed in the next sub-theme.

3.8.3 Emotions SGBV Messages Invoked

Messages on SGBV invoked various emotional reactions in the participants/informants, while the majority were disgusted and had retributive reactions, it invoked sadness and pain, pity and concern, interest and happiness, helping the victims, abnormality, helping the perpetrators, and sharing the message with others. Majority of the participants/informants declared that whenever they heard messages on SGBV, they got disgusted and imagined how barbaric such practice is. They added that the emotion it invoked in them is that the offender must be punished and he/she must not go scot free. This message caused sadness and pain for some. According to them, they were not always happy to see such messages and they usually have serious pain in their heart. Others have concern and pity for the victims whenever they see such a message. Putting themselves in the shoes of the victims usually makes them feel concerned. There are people who admit that the emotion such a message invokes in them is readiness to help the victims. So, they see it as abnormal whenever they come across such a message.

*P1 I feel pity for the victim and a feeling of vengeance for the perpetrator and I feel the person should be given life imprisonment. **FGD with FEMALES; MOLAN SCHOOLS***

It pains me because we claim to love one another but still harm each other, and I also wonder how they imagine it, before carrying out the act. So, it pains me a lot and causes

hatred towards the perpetrator in me. KII with Female Teacher; MOLAN HIGH SCHOOL IKOTUN (1)

However, some people open up that their emotion is usually moved to believe that the perpetrators need help, they need to be rescued because some of those cases looked beyond ordinary to them. Some participants felt happy and interested whenever they encountered such a message, this is because they believed it creates awareness and enlightenment to people which would eventually help in reducing it. Lastly, some participants/informants usually get moved to share it with others.

A part of me is happy because it creates awareness and enlighten more people and take them away from their dogmatic believe and enlighten more people so it is an interesting thing to listen to such messages either on the internet or anywhere. KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI

P9 – What comes to my mind is help for the perpetrator because you don't know what is wrong with him or her. He might need some therapy. FGD with Males; Molan Shcl, Ikotun.2

The participants/informants also aired their views on how they hoped SGBV messages could contribute to the change of behaviours in the society.

3.9 How SGBV Messages could Contribute to Behavioural Change

The participants/informants made suggestions on how SGBV messages could lead to change in attitude and behaviours of the people in the society. Majority of them opined that awareness creation through campaigns, seminars, workshops, orientation programmes, and advertisement is the potent way to change people's attitude and behaviours. They added that this information should be accessible to both the literate and the illiterates in the society, that is when their behaviours could be changed. Some of them believed that attitude and behavioural change can only be achieved if we allow the offenders to be punished accordingly irrespective of their social status. They opined that allowing the rule of law in the society will make people desist from these

practices. It was added that such a message should state the consequences of such practices on the offenders.

If we can go to the market and orientate them, they will be able to pick one or two things and inculcate into their thinking and before you know it, a child that is been abused will be able to come out openly and tell their parents. KII with FEMALE; MEIRAN COMMUNITY

P4 – If they are punishing the offenders. If they can punish those that beat their wife, it will be okay. FGD with Males; Molan Shcl, Ikotun.2

Furthermore, the participants/informants opined that this message will bring changes in the attitude and behaviours of the people if it is passed interpersonally, people should speak to others about it on personal bases. They advocated that people should be reached on an individual basis. Involvement of male gender is another means of achieving attitudinal changes, they believed if men are in charge of organising such programmes and other men see them, they will be challenged and desist from SGBV. It was also alluded that if such information are displayed as well detailed videos stating the offence/cases and the consequences on the perpetrators, it will lead to attitudinal and behavioural changes.

We start with individuals because the message has to be received personally then it spreads from one person to another. So, the more we preach about it, changes will come. It might not be immediately, but we will see improvement in the long run and I personally observed improvement in this school. KII with Female Teacher; MOLAN HIGH SCHOOL IKOTUN (1)

P: Engaging male allies, like, putting men in charge of organizing programs on gender - based violence. FGD with MALE; GBARA SCH ISLAND

If the video of the SGBV comes out and consequences are attached to SGBV it will reduce the rate it occurs in the society. FGD with FEMALES; MOLAN SCHOOLS

3.9.1 Ineffective or Unconvincing SGBV Messages

Talking about the SGBV messages that are not effective or not convincing, majority of the participants/informants opined that they have not come across any SGBV message that is unconvincing or ineffective. However, four of them stated those they have come across which were not convincing. One participant said the message that if a man touches a girl, she will get pregnant was not convincing to him. Another said a woman who claimed to be raped in an hotel room and the woman was indecently dressed was not convincing because of the venue and the kind of cloth the woman was wearing. Another informant said the message that men should be taking care of the children while their wives work to provide for the family is abnormal to him. Another informant said that what he heard from a woman is that as men abuse men, so also, women can abuse men, is not convincing to him.

P3 – The message that when a boy touches a girl, the girl will get pregnant. That kind of message is not really convincing. FGD with Males; Molan Shcl, Ikotun.2

Yes, they say men should take care of their children while the woman works and whatever the man wants to buy let the man ask from the wife, which is very absurd. KII with MALE; GBARA SCH ISLAND

3.9.2 Opinions on Sharing SGBV Messages

When interrogated on their perception on sharing SGBV messages, all the participants/informants agreed that the message should be shared but they have different reasons for their stand. Some opined that sharing the message will help in creating awareness and this will widen the knowledge of the people on the subject matter. It will help them to take preventive measures against it (since anybody can be a victim), know what to do if they fall victim and how to help people around them to desist from such practices. They added that some people engaged in such practices because they did not know that it is wrong, but if such a message is shared they will learn. It will as well help people not to predispose themselves and their children to being victims of SGBV. It also helps to know what is happening and be more conscious of their

environment. They also opined that sharing the message brings about the spread of the message to everyone in the society. It has well-trained people with the knowledge of how to support the victims. One of the informants opined that it aids retention of the message, if it is shared and people see it again and again, they will be able to retain the information and make use of it when need arises. It, as well, brings about change in attitude and behaviours such as how people dress and how they respond to issues. Sharing the message can also help the victims to overcome whatever challenges they are facing. It encourages them to find solutions and move forward because they will realise that some people are being identified with them.

*P3: My own opinion is that, p three my opinion is that you should be shared to everyone boys, girls, adults, women, adolescent, because everyone can be a victim. **FGD with MALE; GBARA SCH ISLAND***

*It is going to earn the society or individual will be able to discipline themselves. It changes how a person dresses. It is going to help in kind of friendship followed by people. **KII with Male Teacher; Gbara com School, Island***

*P9 – It can actually help those that are going through such situation and can help them find solution to it. **FGD with Males; Molan Shcl, Ikotun.2***

3.9.3 Feedbacks Expect when SGBV Messages are Discussed

Regarding the feedback expected from people after sharing SGBV messages, the majority of the participants/informants opined that they expect positive feedback from those they share the messages with. Feedback they expect included change in their attitude to SGBV. They expected them to say no to SGBV and prevent themselves from falling victim. They also expected such a message to shape their reasoning and thought. Others opined that they expected them to share it with others. Some expected those they share it with to acquire knowledge on how to handle such cases such as opening up or reporting the case, taking care of themselves and supporting the victims.

P8 I expect them to improve, and to follow the right steps and say NO they wont engage

*in sexual and gender based violence. **FGD with FEMALES; MOLAN SCHOOLS***

*With their opinion and positive impact and with the things they have been taught they will have that knowledge that SGBV is a negative thing in the world so with that they will be able to tell the rest and their friends and those around them about SGBV and it will also influence their character towards positive influences. **KII with FEMALE AMBASSADOR; MOLAN SCHOOLS IKOTUN***

3.10 Effects of SGBV on the Lives of Adolescents

Sexual and Gender Based Violence has various effects on the adolescents, which include emotional, academic, physical, marital, psychological, and social. Talking about effects of SGBV on the adolescents' academic pursuit, the participants/informants opined that most of the adolescents who are raped usually drop out of school due to unwanted pregnancy. They added adolescents who suffered SGBV often lost concentration in class which negatively affected their performance. It also affects them emotionally, in that, they get depressed and moody, they tend to be thinking often and they could be aggressive and touchy. Physically, it could cause them pain, injury. It can, as well, result in mental illness and psychological disorder. Socially, it can make them withdraw from their peers and isolate themselves. It can also create hatred in their heart towards other people around them or to a specific gender who inflicted such pain on them. It can also cause stigmatisation and mockery which can lead to lack of self-confidence. It also has an influence on their future as they might find it difficult to get a suitor.

*It affect them in lots of ways. Most of the Victims life usually do not remain the same. It affects them physically, emotionally, psychologically and even academically, some of them loose track of their studies and also gets drop out of school due to unwanted pregnancies. **KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI***

*It do affect adolescent emotionally. When they are abused, they isolate themselves because they call them names among others. **KII with Male; Meiran Community, Mainland***

It can affect them in many ways especially when they are still in school they will have to stop education, stop their academics and stopping education will lead to many future damages, like job and all of those things even getting a spouse. KII with MALE; GBARA SCH ISLAND

P7 It will create hatred for the other gender. FGD with FEMALES; MOLAN SCHOOLS

Having discussed the perceptions of the participants/informants on issues related to SGBV messages, the next discuss SGBV cases experienced or heard by the participants/informants.

3.11 Experiences of Sexual and Gender Based Violence

Relating their experiences, most of them shared the experiences of others they heard or seen. The stories they shared featured domestic violence, sexual harassment and rape, attempted rape, and bully. Sharing their experiences of domestic violence, one of them narrated the story of a neighbour who beats his wife. Shared the story of his uncle who beat his wife. One of them shared the story of his parents fighting constantly in his presence. One of them talked about the story of an unknown man who beats his wife and the last person talked about the story of Osinachi, who was beaten to death by her husband.

I have only experienced domestic violence that was between my dad and mum, so my dad is this kind of woman beater, I was 2years old and I still have a memory of that till now. As at that time when it was just , it was something that was not new to me because it kept happening every day at age 3 I was still experiencing it then my mum left when I was I think 4 then I stayed with him for like few years then since then I haven't seen him for close to 14 years now. KII with MALE; GBARA SCH ISLAND

Talking about sexual harassment and rape, a teacher narrated the story of a female students who was touching the buttocks of a male colleague indiscriminately and the boy reported her. A female teacher talked about her primary school mate who was harassed by her uncle and was warned never to tell anyone. This harassment resulted in her having to be discharged and she eventually died, when the uncle had to relocate from that area because of what he did. Another

teacher mentioned the story of a pastor who molested two girls of ages 10 and 11. A community member talked about someone who wounded a girl in their community and she asked the offender to marry the victim and asked them to sign an agreement to take care of her in court. The story of another uncle who molested a young girl was told by a female student, she said the victim did not know how to open up, she told her to report to her parents but she has been avoiding her since then. Another female student narrated the story of her friend who lost both her parents. She visited her uncle and he drugged her through the soft drink he offered her and the uncle took advantage of her three different times before she opened up. Another female student narrated the story of her friend who was molested by her sister's husband and maltreated by her sister because her parents were old and could not take care of her, so, she had to be staying with her sister. The girl later ran away from there. She then opened up to her friend and made her realize that she was not the only one her sister's husband is molesting, that she is molesting another girl that was living with them too and he had aborted pregnancy for the girl many times.

*The government should not take it lightly with anyone caught in that act because they threaten their victims. I remembered one of my primary school mates that died because her uncle harassed her and told her not to tell anybody, she was nine years of age and having discharges and smelling and the next thing that we would hear is that Peace is dead and the uncle knew what he had done and relocated before they knew what was happening. **KII with Female Teacher; MOLAN HIGH SCHOOL IKOTUN (1)***

*there was a victim that was badly wounded and I said they should be married and it was done, if he can damage a life he should marry her and they had to sign a court book that she will be taken care of. **KII with FEMALE; SHOGUNLE COMMUNITY***

P8: I have a friend also, for her, it was her aunt's husband that was molesting her and her aunt also used to maltreat her because her parents are very old and her husband has been taking advantage of her by raping her till she managed to escape and she told me then that she's not the only one as there's one other girl living with them who the aunt's husband has also been molesting too and she had done many abortions and the aunt is

not aware of anything, so I just advised her to be careful and not trust anybody for now.

FGD with Female Students; Gbagada Community School, Senior class

There was also a story of attempted rape narrated by a female teacher, she said her secondary school friend told her how she escaped rape by an area broth who she went to his house and wanted to rape her, she screamed and was rescued. The story of a girl who was bullied by a boy in school was also told by a male student, he said, one day, they started fighting and the case was reported to their teacher. A male teacher also narrated the story of one student who reported that a boy usually takes her notebook and food.

*Yes, this is not my story but I have a close friend of mine while growing up in secondary school. She is a slim and slender girl. She was my best friend and when she told me I believed her. She grew up in a boy's environment and the parents were not keen on giving sex education talk and we attended girls only school. She ends up going into the house of an elderly brother in the neighborhood and the boy tried to take advantage of her but she screamed when the man pinned her down and luckily, she was rescued and she escaped the assault. **KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI***

Few of the participants also narrated their own personal experiences of SGBV in forms of sexual attempted rape, harassment, abuse and bully. A female student narrated how she escaped rape, at night when her mother sent her on errand, from a neighbour who said he owed her mother a sum of money that she should come and collect it, she went to his house and found herself on his bed, she knew something was about to happen so, she ran away but she did not tell her mother. Another female student explained how she escaped rape in her neighbourhood from her male friends who had planned to rape her, fortunately for her, they did not remember to lock the door, she pushed one of them who was trying to rape her away and she escaped.

P2: It happened to me as well, my mummy was cooking in the night and she sent me on an errand that night and so I met a guy or man that lives on the street so he said he is owing my mum that I should come in and collect the money for my friend. So, I entered his apartment and the next thing is saying I should come and lay on his bed then I know

*something is about to go wrong so walk backwards the door and flee but then I could not summon courage to tell my Mummy but then after that incident he start harassing me anywhere he sees me on the street. **FGD with FEMALES; MOLAN SCHOOLS***

A female student narrated the story of how her male friend was pressing her body parts after closing hours in school, she added that she wept but did not report to any teacher because she did not have courage to do so, and she did not tell her friends due to fear of being stigmatized. A male community member talked about how some sisters in her neighbourhood molested her when he was younger but he did not know it was molestation then.

*P2: Yes and she went ahead to give the man a stern warning that if anything happens to my daughter he would be arrested. Another one happened to me in the school and that time it was already closing period. I am the type that mingle with boys a lot because we are all girls in my family, so my friends took advantage of that and started pressing all the parts of my body in a playful manner I cried so much but then I do not have the courage to inform the teachers and I could not even tell my friends to avoid stigmatization. **FGD with FEMALES; MOLAN SCHOOLS***

A male student narrated how he was verbally abused by some girls in their school and she reported them because he did not want to fight. Another male student explained how he talked to a female student harshly, thinking he was playing with her, when he realized that she didn't like it he stopped doing so. A male ambassador narrated how a girl used to bully him and make him feel he did not know what he was doing, he reported her before she stopped doing so.

P8 – There is girls that always like to abuse me and I don't want to involve in violence. Initially, I kept quiet until latter I voiced out. I told her that I don't like it. So don't keep to yourself. The person might not know he/she is hurting you.

A girl was always bullying me and makes you feel as you don't know what you are doing. She just continues the action and it's like she was playing with me. She does it until I

*almost got angry and continue to disturb. Some will say this girl that is bullying you like you. I was not comfortable with it. I need to like report her to someone before she stopped. I also told my mum about it. **KII with Male Ambassador; Molan, Ikotun***

With all the experiences shared, the participants/informants also discussed prevention and strategies for preventing Sexual and Gender Based Violence.

3.12 Prevention and Strategies for Preventing Sexual and Gender Based Violence

Prevention and preventive strategies that are available in the school or the community and what can be done to prevent SGBV are discussed here. The following sub-themes are discussed: Existing initiatives to prevent SGBV, innovative and promising practices learned in recent time, successful strategies/approaches in preventing SGBV, message/knowledge adolescents needed to prevent SGBV, and what can be done to better prevent SGBV.

3.12.1 Existing Initiatives to Prevent Sexual and Gender Based Violence

The participants/informants talked about the existing initiatives in their respective schools to prevent SGBV. Majority of them alluded to gender assembly whereby they break the students into two different groups, male in one group and female in the other, and they taught them on topics peculiar to each of the gender. They added that this started after the arrival of the Extended Hand Foundation in their schools. The gender education was usually anchored by their teachers and Extended Hand Foundation's representatives. It usually features debate, sensitization, seminars, counseling etc. on SGBV and it takes place on Wednesdays across the schools. Another initiative in Molan High School is an accessible avenue to report cases of SGBV anonymously. According to them, they had a box donated to them by the Extended Hand Foundation. They place it where it is accessible to all the students, they can report cases through this medium if they do not want to appear in person. They can also drop their suggestions and whatever they think school needed to attend to. They also had rules and regulations against SGBV in their school. This reason for this, according to one of their teachers, is to curb moral

degradation noticed among students. Gbara School in Island also had a social club in their school for creating awareness against SGBV.

*P8: On Wednesday, we talk to people on the assembly about sexual and gender-based violence and ask them if they have questions and we answer them. The questions we the ambassador can't answer, we ask our teachers for help. **FGD with Female Students; Gbagada Community School, Senior class***

*It was around the time extended hand foundation came to the school so we mounted this extended hand box where we can put our thought and views about gender-based violence or any assault against your class mate and all. It was initiated around the time extended hands came around here. **KII with FEMALE AMBASSADOR; MOLAN SCHOOLS IKOTUN***

*We noticed the degradation with the cadent of culture and beliefs of people and we feel it's important to instill the right attitude, nowadays it's like this generation that we are having are very I don't know but we keep managing some of them so that they don't become wayward and unreasonable to the society. **KII with MALE TEACHER; MOLAN SCH IKOTUN***

Communities also have their own community-based initiatives to prevent SGBV, Meiran community, for example, had a committee set up within the youth to sensitize households in their community on the need to report cases of SGBV they are facing or know about. They also had a WhatsApp platform where such cases can be reported. They also have CDAs who carry out sensitization within the community. One of the ambassadors in this community also explained that he attended seminars where he was equipped with needed knowledge to report cases. They were also given a hotline through which cases of SGBV can be reported.

A committer is set up within the youth to sensitize people who live in various homes in which is any member with the case SGBV should quickly inform the community leaders through WhatsApp group set up for youth before the issue escalate. I am part of

*ambassador of SGBV. I would take it up immediately. **KII with Male; Meiran Community, Mainland***

3.12.2 Innovative and Promising Practices Learned in Recent Time

The participants/informants have acquired a number of innovative/promising practices in the recent time, such as campaign and counselling, avoiding bad friends, avoiding lonely places, participating in debate, dressing well, reporting SGBV cases, being conscious of their environment, and better relationship with parents. According to them, one of the practices they learned recently is to create awareness, stage campaigns and talk to others about SGBV. Teachers said they have also been counselling the students in this area. The students explained that they have learned to avoid bad friends that could predispose them to SGBV and also to avoid dark places and lonely places. They have also been involved in debates on topics that have to do with SGBV. Some students said they have learned to always dress decently to avoid attracting perpetrators to themselves. They have also learned to report cases of SGBV they are aware of or involved in immediately. They learned to be conscious of their environment and to also have a better relationship with their parents, communicate with them well, be free to discuss any issue with them and be open to them.

*What most of them say is talk more on sex education to create awareness for everybody, knowing our private parts and they just talk more on sex education. **KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI***

*P2: Not to go to secluded areas and mind the friends you keep know the type of cloths you wear and know how to talk to strangers. **FGD with FEMALES; MOLAN SCHOOLS***

*I learnt to communicate well with my parents. You need to be very close to your parent because they meant well for you. **KII with Male Ambassador; Molan, Ikotun***

3.12.3 Successful Strategies/Approaches in Preventing Sexual and Gender Based Violence

Strategies and approaches that the participants/informants believed to be successful in preventing SGBV were also discussed. Majority of them believed that awareness creation in various ways such as enlightenment, sensitization, debate, orientation, sex education, seminars, etc. is a very successful strategy in preventing SGBV. They stated two other strategies they believed would be successful in preventing SGBV if employed, first is parents spending quality time with their children and the other is inclusion of topics of SGBV in the school curriculum.

*Different people used to come and give the students awareness on such issues surrounding SGBV. Some do come from the districts and some were sent by the Government to orientate the students and give them awareness. **KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI***

*P8: I think the Government should include this in all schools' curricular activities and scheme of work. **FGD with FEMALES; MOLAN SCHOOLS***

3.12.4 Message/Knowledge Adolescents Needed to be Prevented from Sexual and Gender Based Violence

For the adolescents to be protected from SGBV, they needed to be equipped with certain messages/knowledge which were highlighted by the participants/informants. They made it known that adolescents needed to be equipped with the knowledge of appropriate dress code, characteristics of the perpetrators, speaking up ability, social interaction, sexual purity, sexual education, communication skills, emotional intelligence, environmental consciousness, gender equity, saying no to SGBV, access to justice and reporting mechanism, moral and human right training, relationship with opposite sex, religious teaching, and self-awareness. They explained that adolescents should be taught not to dress in a way that can seduce the opposite sex. They should be taught what to wear and what not to wear. They also need to know the characteristics of the perpetrators; they should know there are guys and lesbians and not only the opposite sex can molest one sexually. They should also be taught to be careful of anyone who is showing

undue kindness to them, giving them gifts and the likes. They must be taught to speak up if they find themselves in a situation where someone is violating or attempting to violate them in any way.

*They should look out for gestures, body languages, insensitive touch from both gender and avoid hidden corners with whomever and advising the females not to jump on any uncle. **KII with Female Teacher; MOLAN HIGH SCHOOL IKOTUN (1)***

P7 – Avoid dressing in such a way that can trigger unruly behaviors from opposite gender.

FGD with Males; Molan Shcl, Ikotun.2

The adolescents should also be equipped with the knowledge of how to relate and interact with people in the society, they must know how to set boundaries, who to move with and who they should not move with. They must also be taught to have healthy and respectful interaction and to promote peaceful co-existence in the society. They also needed to be taught to embrace sexual purity, not to defile themselves sexually and to keep themselves from sexual immoralities. Sexual education must also be taught, they need to have the knowledge of their biological make up, without hiding anything or calling things the name they are not (calling a spade, a spade). They must also know how to communicate effectively and not see violence as a means of resolving issues.

*They should hold on to the good things of life, they should hold on to the fact that being a bully does not help, and they should also hold on to the fact that it is good to live peacefully. Co-exist peacefully in the society so regardless of what anyone has done. **KII with MALE TEACHER; MOLAN SCH IKOTUN***

*P11: One of my classes' teachers said "your virginity is your wedding night gift" for your husband. **FGD with FEMALES; MOLAN SCHOOLS***

*We still need to do more and encourage our children to speak out and we should talk to them and be their friends. **KII with FEMALE; MEIRAN COMMUNITY***

Emotional intelligence is another necessary skill adolescents need to possess. They must know

how to put their emotion under control and not allow it to lead them or spur them to action. They should also be taught to be sensitive to the environment, be vigilant and report any noticed abnormality. Knowledge of gender equity is also necessary, they must know that one gender is not superior to another and vice versa. They must also be taught to say no to violence by desisting from it and standing their ground against perpetrators. Messages on access to justice should also be preached to them. adolescents also need messages on the need to be morally upright and must know their fundamental human right. They should also know how to have healthy relationships with the opposite sex, so as not to expose themselves to abuse. They must also be equipped with religious teachings which will help them to guard themselves against sin such as violence. Self-awareness is another information adolescents should be taught, they should know that their private part belongs to them and must not allow anybody to touch it.

They should be Godly and so they will know what the holy books says and will know those things that are sins against one's body. KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI

P2: Don't let anyone touch your private parts. FGD with FEMALES; MOLAN SCHOOLS

Stopping gender discrimination, thinking that all of us are the same, we are one, nobody is above the other. KII with MALE; GBARA SCH ISLAND

The network below illustrates the knowledge/messages the adolescents needed to prevent SGBV



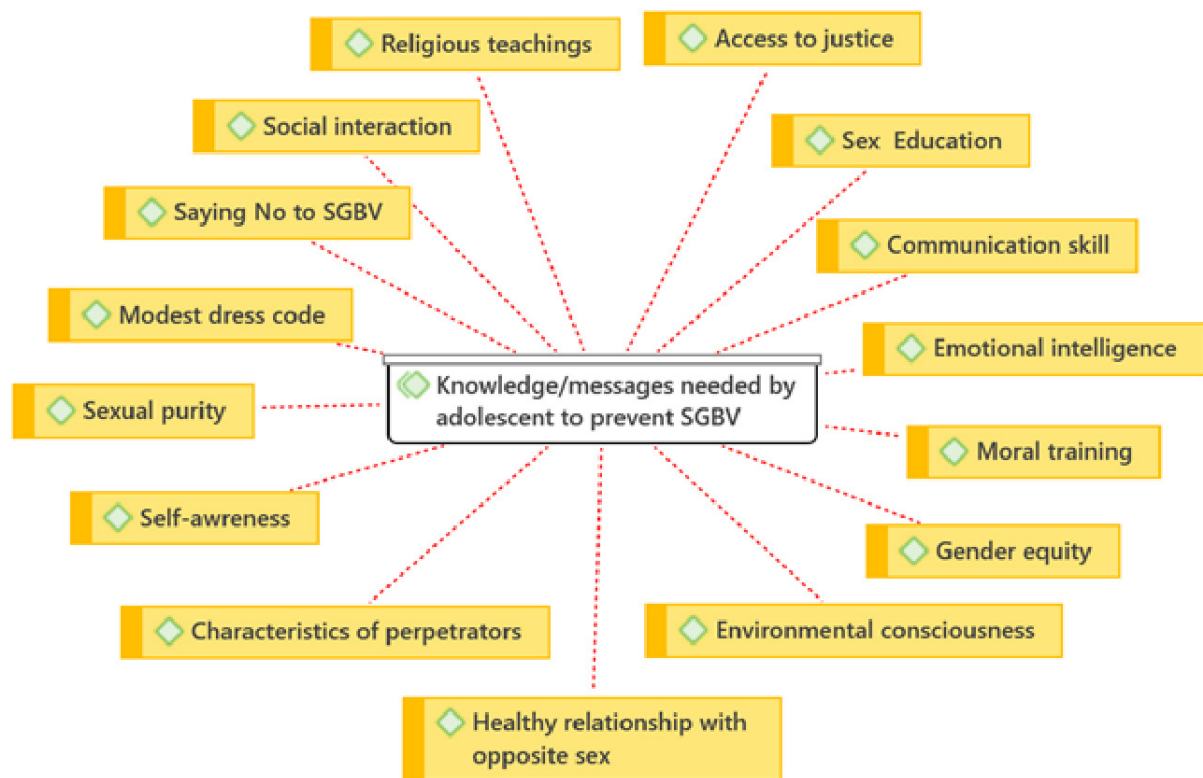


Figure 6: Knowledge/message adolescents needed to prevent SGBV

3.12.5 What Can be done to Better Prevent Sexual and Gender Based Violence

To better prevent SGBV in schools and the society, a number of strategies were proposed by the participants/informants. Majority of them proposed awareness creation, they opined that there need for sensitization in schools and the communities. People need to know the dangers of perpetrating violence against someone, they need to understand how to prevent themselves from it. Parents need to be sensitized on what can predispose their children to SGBV. They added that this can be done through staging campaigns, sharing fliers, seminars, advertisement of various media and the internet, talk shows, debate etc. They also proposed severe punishment for the offender. According to them, if the offenders are severely punished it will serve as a deterrent for others. They added that such punishment should be done in the view of the public, so that everyone will know what the person did and see the punishment meted out to him/her. Another preventive strategy proposed is sex education which should be taught in school and at

home. They added that the parents should not leave the fight against SGBV to the teachers alone, they should also teach their children sex education at home.

*It can be prevented by flyers, pep talks shows, contents, also info, information especially the internet because that is where 99 percent of the economies are cusp even though you don't have tv in your house you must have phone so you must see it. **KII with MALE; GBARA SCH ISLAND***

*After sensitization, anyone caught in the act should be dealt with and be made public. That is why the person should be dealt with. The people with evil mind will desist from it because when someone committed a crime and it is not dealt with, others would think they can do anything and get away with it. **KII with Male; Meiran Community, Mainland***

In the same vein, parental training and care was proposed, according to the participants/informants, to better prevent SGBV, parents needed to teach their children how to behave, they should give them moral, religious and SGBV trainings. They should also take proper care of their children and not to violate or expose them to violence. They emphasized moral training for male children what they should not engage in. modesty in dressing is another preventive strategy proposed, they opined that indecent dressing is one of the things that cause sexual abuse, they admonished the ladies to always put on clothes that cover sensitive part of their body. Teachers and parents were advised to always monitor their students, especially, how they use their phones. They should also monitor their movement and activities. They also opined that having confidant will prevent adolescents from being violated. To them if an adolescent has someone he/she trusts and tells everything, such a person will be able to guide him/her properly and will be able to caution him/her when doing things that can lead to violation. They should also ensure they tell people around them where they are going at every point in time.

*I feel the parents and the society should teach the male children the more they should not be neglected, but teach them also about the right thing to do. **FGD with FEMALES; MOLAN SCHOOLS***

Monitoring how they use their phones. I asked one of my students how she uses her phone

*and she said her parents monitors the usage. I don't know the parent personally but I love them still, because they are doing their duty. Most students watch what they are not meant to watch, pornography. **KII with Female Teacher; MOLAN HIGH SCHOOL IKOTUN (1)***

Formation and enactment of laws against SGBV is also needed in preventing it. They opined that there should be laws that put severe punishment on the offenders. They advised that individuals should be discreet in their choice of friends and to also be careful of the way they mingle with others. They should also avoid lonely and desolate areas.

*P8: I think the Government should enact law like life imprisonment or death penalty on perpetrators. **FGD with FEMALES; MOLAN SCHOOLS***

*The friends they keep too should be monitored and also where they visit because some of these perpetrators are family members, or teachers. **KII with Female Teacher; MOLAN HIGH SCHOOL IKOTUN (1)***

The network below presents preventive strategies proposed by the participants/informants against SGBV.





Figure 7: Preventive strategies against Sexual and Gender Based Violence

3.13 Support Systems against Sexual and Gender Based Violence

This theme focuses on the supportive systems that are available and suggested against Sexual and Gender Based Violence in schools and communities. The immediate response of the victims and the witness of SGBV, the available support services/system for adolescents, areas where support systems could be improved/expanded, and recommended actions/initiatives in creating a safe and supportive environment for adolescents against SGBV are discussed here.

3.13.1 Immediate Response of the Victims and the Witness of Sexual and Gender Based Violence

What the victims and the witness of SGBV could do immediately after the incident were discussed. Talking about the immediate responses of the victims, majority of the participants/informants opined that the victims of SGBV could report the case. According to them, they should not keep it to themselves, rather, they should speak up/out, they should report the case to the police, their parents, human right officers, community leaders or anyone they

trusted. Some said they could call the hotline given out by the Extended Hand Foundation. Some of them opined that what the victim could do immediately is to seek medical services. They added that this is necessary to prevent unwanted pregnancy, sexually transmitted infections (STI), and to receive needed care. It is also necessary for the victim to visit the medical center to get a medical report and evidence to be used against the perpetrator. One of them warned the victim against bathing before presenting him/herself in the hospital. Some others opined that he/she could cry out for help, he/she should scream or shout, maybe someone could be close, if his/her cry is heard, he/she could be rescued. They could also find a way to escape from the place. One of them said if it is happening in marriage, such a person should file for divorce as a way of escape. Another person said, such an individual could see a counselor immediately. Few of the participants/informants believed that the victims could defend him/herself by biting, slapping, or using anything they found on the perpetrator or even kill the person if they could.

They should go for medical checkup and also go to the police to report the person and then hospital for proper medical care, report to the police so that the person that carried out the barbaric act can be prosecuted. KII with FEMALE; MEIRAN COMMUNITY

P4 – We were given a number to call by Extended Hands. You can call the number. FGD with Males; Molan Shcl, Ikotun.2

They should shout and scream and not keep their mouth shut when they find themselves in such situation also run from the area and place. KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI

Then slap and scream to protect themselves and also bite the victim. Also, for prevention a victim should use anything to prevent him or herself she can use pestle and hit the person. KII with FEMALE; SHOGUNLE COMMUNITY

The witness of such a case also has certain things they could do, majority of the participants/informants alluded that the witness could report the case to the necessary authority immediately they witness it. They could file a case against the perpetrators immediately so that the case will not be covered. They should not allow themselves to be brought over by the

perpetrator. They could also get evidence by making a video record of the event and they must be ready to present whatever evidence they have in court. Lastly, they could support the victim by taking him/her to the hospital or giving him/her psychological or moral support.

*Such witness should not keep their mouth shut they should report to the necessary authority, witness might also do a video of the scene so as to show evidences for you to further on the case if not the witness won't be believed after gathering evidence then report to the necessary quarters or community. **KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI***

*Snap the scene or make video clip evidence before reporting to Human Rights. **KII with Female Teacher; MOLAN HIGH SCHOOL IKOTUN (1)***

3.13.2 Available Support Services/System for Adolescents

Few support services are available across the schools in the state, majority of the participants/informants pointed out the activities of certain Non-Governmental Organizations (NGOs) in their schools. They emphasized the activities of Extended Hands Foundation who staged seminars, debates, counseling etc. in their schools. They also mentioned other organizations such as Sustainable Development Goals (SDGs) group, The Red Cross, Baby Nuri (in Shogunle community), organization owned by Aisa Yusuf (in Gbara community), Do-Right, Children Reading for Change Initiative (CRCI), and Grassroots Health Aid Promotion Organization (GHAPO). Human right offices and activists are the other available services in various schools and communities. The police are also available for reporting cases. Also, there is a hotline which is available for everyone to make distress calls if in any violence situation. A teacher in Gbara Community School said they have a standing committee who hold meetings regularly in his school, any teacher that observes any violence case can report to the committee.

*I was part of the baby Nuri program. It makes it easy for me to relate with the adolescents. Baby Nuri is gone but I still work on it to gain the audience of the adolescents. **KII with FEMALE; SHOGUNLE COMMUNITY***

P7: CRCI (Children Reading for Change Initiative). FGD with Female Students; Gbagada Community School, Senior class

The nearest police station before going through Human Rights. There are lots of NGOs but they are not easily accessible. KII with Female Teacher; MOLAN HIGH SCHOOL IKOTUN (1)

These services are not without their limitations, therefore, the participants/informants suggested areas where they can be improved or extended.

3.13.3 Areas where Support Systems Could be Improved/Expanded

The above-mentioned services needed improvement/extension in certain areas. Firstly, the participants/informants opined that there is a need for intensified awareness, they advised the NGOs to be more aggressive in their sensitization, they should do it more in schools, market places, motor parks and neighbourhood. They also advocated that issues of SGBV should be included in the school curriculum. They asked the government to actively be involved in the fight against SGBV and to support GNOs that are working in this area. They also suggested that the campaign should be extended to rural communities. These NGOs should have branches and offices in the rural area for easy access. They added that SGBV is more prevalent in rural communities because of ignorance and lack of access to where they could report cases. Other areas of improvement included the need for prompt response, free medical treatment for the victim, rehabilitation center for the victims, adequate training for those working in this area, availability of adequate manpower to work in this area, and provision of necessary materials such as pictures for sensitization. One of them opined that financial assistance should be provided for the adolescents. It was also opined that public office holders, especially the law enforcers, needed to shun corruption and perversion of judgement.

They should do more, they should create more time in coming to schools and talking to the students the more they hear these messages the more it syncs into their brain. KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI

*I earlier said that it should be included in the school curriculum so that it will go across the board. **KII with Male; Meiran Community, Mainland***

*There should be financial assistance for the children as well, let there be Hospitals in partnership that will offer free treatment for victims. **KII with FEMALE; SHOGUNLE COMMUNITY***

*P1: I think not just in our environments but also in the rural communities, they should be enlightened to know what sexual and gender based violence is because in the villages, they don't have practical knowledge on these things and when a girl gets raped and gets pregnant, they force her to marry the man that got her pregnant because most of them are very ignorant in these rural communities and don't know better . **FGD with Female Students; Gbagada Community School, Senior class***

3.14 Recommended Actions/Initiatives in Creating Safe and Supportive Environment for Adolescents against Sexual and Gender Based Violence

Recommendations were also given on the actions/initiatives needed in creating safe and supportive environment for adolescents against SGBV. Some of the participants/informants suggested involvement of more counsellors which comprises males and females in schools. A female student in Molan School specifically pointed out that more female counselors are needed in her school. It was also pointed out that teacher needed to be closer to the students, create an atmosphere where students can share their experiences and freely talk to them around themselves. Other recommendations included accessibility of NGOs, that is, NGOs should have their local offices where victims can easily walk into. Availability of toll-free lines where adolescents can call when in difficult situation. Disseminating information on SGBV in a simple and persuasive way through diagram and audio-visual means. It was also advised that CCTV camera be installed in schools. Proper monitoring of children was also suggested to the parents and the teachers. Punishing the offenders is another action suggested in creating safe and supported environment for the adolescents against SGBV. They suggested inauguration of disciplinary committee to be saddled with this responsibility in each school. There should also be social clubs in schools to promote campaign against SGBV. Lastly, they recommended that

adequate support should be given to the victims, they should not be stigmatized or discriminated against.

*P8 – The school authority should be open-minded. They should have both genders as counselors. I mean there should be male and female counselors in the school. **FGD with Males; Molan Shcl, Ikotun.2***

*There should be a punishment for a person who is a perpetrator of an act e.g. suspension from school. Such students should be looked after both the victim and the perpetrator so that such will not re-occur outside the school walls. **KII with Male Teacher; Gbara com School, Island***

*P7 – The school authority should make provision for CCTV cameras. **FGD with Males; Molan Shcl, Ikotun.2***

*P9: and people.... the school being able to group some people as a pioneer member of SGBV so that they can educate others on what SGBV means. **FGD with MALE; GBARA SCH ISLAND***



The network below presents the actions/initiatives recommended by the participants/informants in creating a safe and supportive environment for adolescents against SGBV.



Figure 8: Recommended actions/initiatives in creating safe and supportive environment for the adolescents against SGBV

3.15 Challenges in Preventing or Addressing Sexual and Gender Based Violence

Here, the focus is on challenges, barriers or problems one could encounter in trying to prevent or address Sexual and Gender Based Violence and the key recommendations for addressing SGBV.

3.15.1 Possible Challenges in Preventing or Addressing Sexual and Gender Based Violence

In addressing or preventing SGBV, some challenges will possibly be encountered. These challenges include lack of audience, secrecy, intimidation or threat, stigmatization and mockery, lack of skills, lack of evidence, inaccessibility of support, financial constraints, and stress. Majority of the participants/informants complained that the number one challenge one would face is lack of audience, they explained that many people are not interested in listening to what one is saying when it comes to educating them on SGBV. They added that some people will instead of listening be arguing with you that men cannot be rape, some even abused the sensitizer that he/she is saying nonsense. Some will not argue with you but immediately you finish talking, they will wave it off, they see such information as unimportant. Some are not ready to disabuse their mind from their cultural or religious orientation, they hold tightly to it and would not be ready to hear the sensitizer out. Secrecy attached to SGBV makes it difficult to address. According to them, many people do not open up when they are in violence relationship, so it will be difficult to help them out. They added that some perpetrators usually threaten their victim never to tell anyone and, in many cases, the victims will keep quiet thinking that the perpetrator will kill them if they say it out loud. Protection of family name is another thing responsible for the culture of secrecy, many families cover up the case and the perpetrators believe that letting it out will bring disrepute to their family, so, it will be extremely difficult for SGBV advocates to dig such a case out and ensure justice is served.

*P10: It's not everybody that wants to listen to these things it's not everybody that wants to be educated, so people will basically not who want to listen to you if you are saying things, they would feel you are saying nonsense they would feel are saying what would not help their lives. **FGD with MALE; GBARA SCH ISLAND***

Also, in some families there is this restriction to those that are willing to help them thereby covering the perpetrator, they will say the secret will have to be and remain in the family so that the image of their family will not be trashed. So, it will take lots of work

*before one can penetrate into such a family to collect information. **KII with FEMALE; MEIRAN COMMUNITY***

Intimidation and threat are other barriers to addressing SGBV in society. It was mentioned that many a times, perpetrators are influential in the society, as they are threatening the victim, they will be threatening his/her family and SGBV advocate who might want to take up the case. They made it known that they might even send people to go and beat up whoever wants to spearhead the case. One of them said the police, instead of arresting the perpetrator, might detain the person who goes ahead to report the case. Stigmatization is another barrier to addressing SGBV, the victim is usually stigmatized and mocked in the society, this makes them not to speak out and if they do not speak out people will not know that they are facing such a situation. Lack of necessary skills such as confidentiality on the part of the person handling such a case (or the person the victim reported to) might also be a challenge because such a case might be mishandled in a way that does more harm than good to the victim. Lack of evidence might also be a barrier to pursuing a case against the perpetrator. They added that ignorance makes victims not keep anything that would serve as evidence and this makes the case difficult to prove in court.

*Yes, you can be threatened by the perpetrator because they are more influential and as we know nothing is far in this country. **KII with Female Teacher; MOLAN HIGH SCHOOL IKOTUN (1)***

*There are challenges and even the victims at times will not talk, because of the fear of being stigmatized so they just allow it to slide and some just feel the perpetrators are influential and one can't win such case against them thereby saying let God fight the battle. **KII with FEMALE TEACHER; GBARA SCHOOL, LEKKI***

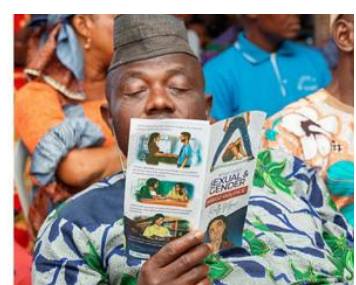
*Finding evidence to prove that the perpetrator is wrong might be a major barrier and challenge. Evidence is needed in fighting against the perpetrator. **FEMALE AMBASSADOR; MOLAN SCHOOLS IKOTUN***

Additionally, it is difficult for the victims to access support, many a times, since NGOs working in this area are located in big cities and they do not have offices at the grassroots. It was also noted that the hotlines provided for them were not always available, they lamented that they would call it severally at time and it would not go through. Financial constraints is another barrier, the victims do not have money to pursue law suit against the perpetrator and SGBV advocates are not also supported financially, so, they might not have money to spend to ensure justice is served. Also, lack of financial capacity to create awareness and organized programmes can be a barrier to campaign against SGBV. Stress is the last barrier alluded to by the participants/informants, they believed that fight against SGBV is draining and stressful.

*The challenge is that the number given to us sometimes doesn't go through. Sometimes you may be invited to see a case and you as a representative want to take it up and you start dialing and the number will not go. Before then, the community members will be pleading with you telling you that these are our people. **KII with Male; Meiran Community, Mainland***

*Financial assistance too is needed, because with someone with all this knowledge about SGBV, and you don't have money, you won't be able to promote it. If you have money you can go on radio stations, submit a file or something, maybe an advert maybe a 5mins advert just a creative station like money is needed, financial support is needed. **KII with MALE; GBARA SCH ISLAND***

The network below presents the possible challenges/barriers faced in addressing or preventing SGBV.



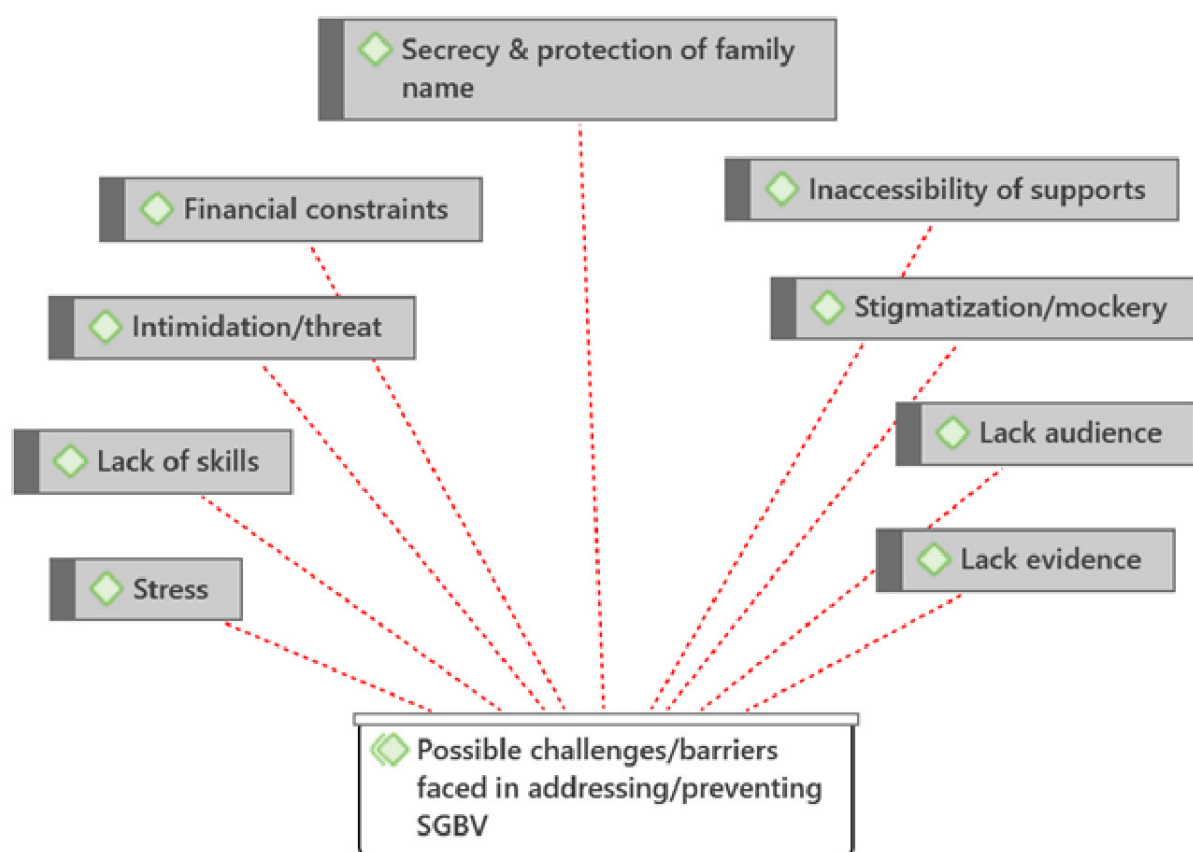


Figure 9: Possible challenges/barriers faced in addressing or preventing SGBV

3.15.2 Key Recommendations for Addressing Sexual and Gender Based Violence

The participants/informants gave a number of recommendations in addressing SGBV which included awareness creation, openness, professionalism, collaboration among actors, staging more programmes, policy formulation, prompt response, public support, rehabilitation, religious activities, school supports, interpersonal sensitization among students, gender equality in schooling, usage of local language, women empowerment, and perpetrator marrying the victim. The majority of them opined that creating awareness is very important in fighting SGBV, they added that everybody needs to hear about it without leaving anybody out, so, sensitization should be done in different forms to address all groups and classes of people in the society. They also recommended that victims should be encouraged to speak up, they need to open up to their parents and their teachers. They should be encouraged to report the case promptly. Families

should not cover up cases of SGBV in the name of protecting their family name. professionalism on the part of the counselors was also recommended, they added counselors should be calm with the victims, should keep information confidential, should not blame or criticize the victim etc. They also advocated for collaboration among SGBV actors such as NGOs, human right, government agencies, law enforcement, the community (CDAs and CDCs).

*Yes let it be talked about even in religious houses. If you are informed you won't be deformed. Information is key in taking necessary measure. **KII with FEMALE; MEIRAN COMMUNITY***

*Families should not cover up for perpetrator and the victims should be well rehabilitated so they won't end up taking their life. **KII with Female Teacher; MOLAN HIGH SCHOOL IKOTUN (1)***

*I think they need to partner more with communities and local governments, CDAs, and CDCs in making sure that messages are passed to people. **KII with Male; Meiran Community, Mainland***

More programmes and activities on SGBV was also suggested, they added that more organizations should be involved in the campaign against SGBV. Government was encouraged to formulate more policies and laws on SGBV, such policies should but more stringent punishment on the offenders. Counselors and other stakeholders in the fight against SGBV were also advised to always respond promptly. Public support was also advocated for, that is, the public need to encourage those working in this area by giving them maximum support, commend them and appreciate them, this will encourage them to do more. Rehabilitation of the victims and the perpetrators was also called for. They explained that victims should be rehabilitated so as not to be depressed and end up committing suicide, at the same time, the offenders should be punished and then rehabilitated because some of them are not in their right senses. Religious activities like prayer was also suggested as a way to prevent violence. Potential perpetrator should pray for ability to overcome such temptation. The school through the teachers was also encouraged to give maximum support to the victims by showing them love, care, acceptance and providing

medical care for them. they should also cooperate with organizations that are doing this in their various schools.

*P7 Government should enact more laws and penalties to address SGBV the more. **FGD with FEMALES; MOLAN SCHOOLS***

*I think I recommend attention, attention from the public because when you are doing something and you see people appreciating it, it will give you more zeal to go on. **KII with MALE; GBARA SCH ISLAND***

*I'll suggest they punish the perpetrator but at same time educate them because most of them did what they did because they didn't have the knowledge. **FGD with Female Students; Gbagada Community School, Senior class***

Interpersonal sensitization among students whereby selected students would be trained to sensitize their colleagues on personal bases was also encouraged. It was also recommended that parents and the society should desist from gender discrimination in education, both male and female should be educated to any level they desire. Usage of local language in sensitization was also advised. According to the participants/informants, information on SGBV should be communicated in local languages, so that no one will be left out. It was recommended that women empowerment should be prioritized, they should be empowered politically by putting them in a position of authority and they should also be empowered economically. This will make them contribute meaningfully to the society and would not be downtrodden by men. One of the informants opined that what should be done is to let perpetrators marry whoever they violated and make them sign an agreement to take care of them. She added that if this happens such a person would be the one to take care or manage whatever damage inflicted on the victim and if it is a permanent problem, he/she would keep managing it as sanction for his/her action.

*And also, the students that have been educated should also educate other students. Who don't know about it. **FGD with MALE; GBARA SCH ISLAND***

P1: Education. In as Much as boys have the right to go to school, girls also has the right

to go to school. **FGD with Female Students; Gbagada Community School, Senior class**

P6: P6 eennm.... Feel free to adapt. Even though you're trying to educate this person. Speaking lots of grammar. The person who has to say to Does not understand what you mean. You just have to adapt and speak in the language he or she understand. And just trying to relax with them after playing. **FGD with MALE; GBARA SCH ISLAND**

The network below presents the key recommendations for addressing Sexual and Gender Based Violence as proposed by the participants/informants.

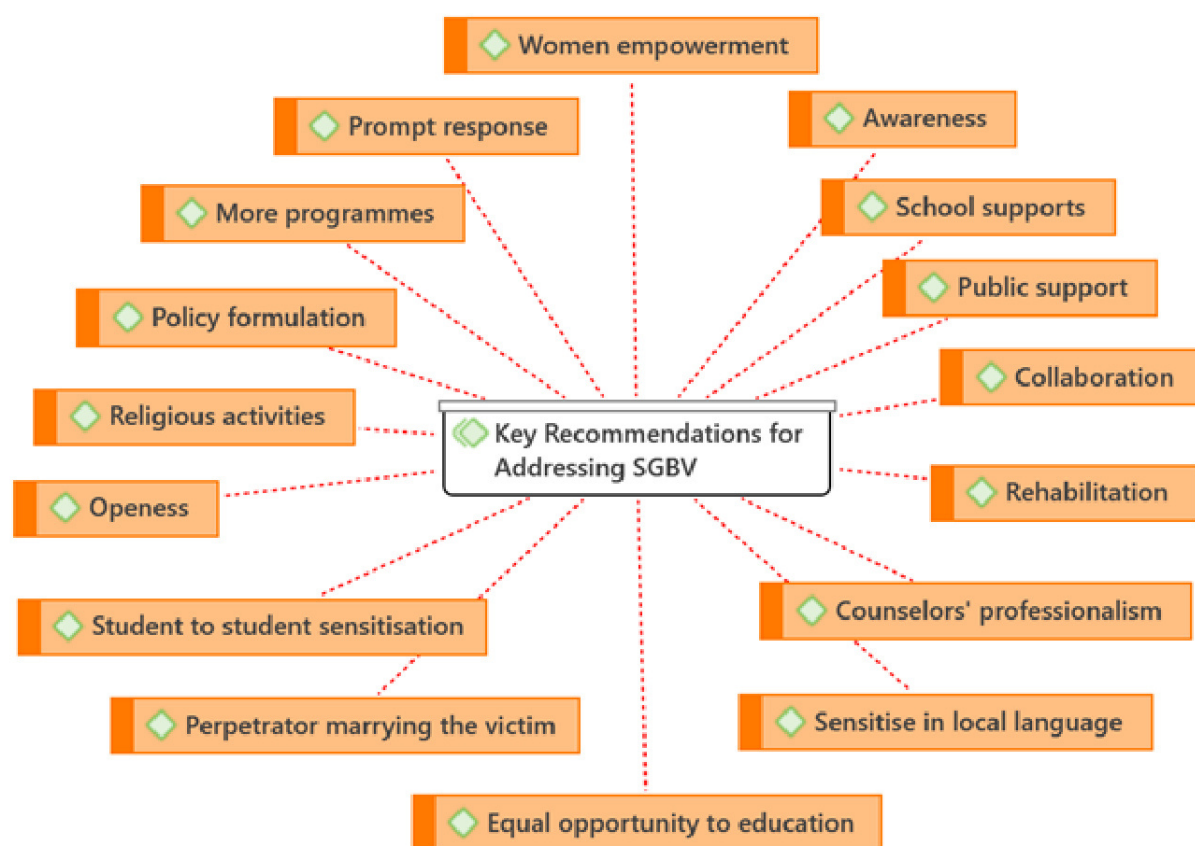


Figure 10: Key Recommendations for addressing SGBV

Challenges Encountered During the Implementation of this SGBV Intervention in Lagos State

During the program implementation, several challenges arose. These challenges are majorly obtaining government approval, time constraint/allotment in schools, and community members willingness to participate.

1. Government approval: Implementing SGBV program intervention requires government approval and support to ensure the necessary resources, legal frameworks, and collaboration. However, obtaining government approval from responsible state government agencies before the start of the SGBV program in Lagos faced bureaucratic process challenges. The bureaucratic process and lengthy decision-making procedures with the Lagos state government agencies delayed the immediate kick off of the program implementation. In Lagos State, obtaining necessary State government approval involved navigating complex administrative systems which actually caused delay in the implementation. As a result of this, public secondary schools were difficult to assess at the beginning of the program implementation. Although, after several efforts and engagements, approval was eventually given to kick start the project.
2. Time allotment to programs in secondary schools: To implement a comprehensive SGBV program among secondary school students, there is a need for sufficient time allocation to ensure effective planning, coordination and execution of programs. However, short periods were allocated in many of these schools to execute a series of programs planned to create awareness and knowledge of SGBV among students. The schools claimed that they have multiple competing priorities and demand of their time. Therefore, the program struggled to receive time allocation amidst these competing priorities. Despite all these, identified programs were eventually executed across the schools.
3. Willingness of community members to participate: The willingness and engagement of community members played a significant role during the SGBV program implementation. Building trust among community members and ensuring their awareness of SGBV was

very challenging. However, at the end, after several persuasive efforts and explanation of the program, community trust was eventually gained and there was enough mobilisation of community members. Community members were more than willing to work together with the Extended Hand Foundation team to make the program a success.

Recommendations

This assessment highlights quite a lot of key knowledge and understanding of sexual and gender-based violence as well as response mechanisms available to students, teachers and community members. In light of these findings, this report recommends the need to sustain efforts already made at curbing sexual and gender-based violence menace at various schools and communities to ensure that the needs of the most vulnerable boys and girls, young and adults are met. Below are some specific recommendations for effective program intervention.

1. Expand and enhance the current programs and services to respond to sexual and gender-based violence in other schools and communities.
2. Sexual and gender-based violence interventions should prioritise participation of men and boys as part of a comprehensive strategy to prevent, mitigate and respond to related risks because they constitute the major perpetrators.
3. Community structures (Ambassadors) should continue to receive regular training and information on SGBV prevention and available support services.
4. The government should make sure that survivors of sexual and gender-based violence have access to legal services by giving them enough information and resources so they may decide for themselves whether to report incidences of SGBV or take legal action against perpetrators.
5. Advocate for sustained and adequate funding from government, donors, and private sectors to support implementation of relevant services and initiatives to prevent and respond to sexual and gender-based violence strategies that will have longer-term impact

on the beneficiaries. Highlight the cost-effectiveness and long-term benefits of investing in prevention, survivor support and community engagement.

Conclusion

This assessment paints a detailed picture of students', teachers and community members' awareness and knowledge of SGBV in the intervention areas and indicates marked willingness to discuss SGBV issues among themselves. Specifically, SGBV issues are not suppressed and the related services, support and resources are well known by the male and female students as well as young people in the community. The students are likely to report any cases of SGBV to their teachers or designated authority who will deal with the case discreetly. Specialised, confidential, and supportive services available to students and members of the community are sufficient but there is room for improvement. They are well aware of the availability of the presence of support and resources in their environment.

SGBV program implemented by the EHF has helped to break the silence surrounding SGBV issues. The intervention provided education and awareness campaigns, empowered individuals and communities to recognize the signs of SGBV, challenge harmful gender norms and promote respectful relationships. This increased awareness is a vital step in preventing and reducing instances of SGBV cases. The program offered essential support systems and initiatives through awareness creation among others. It is essential to recognize that SGBV program intervention requires ongoing commitment, collaboration, and resources to achieve sustainable and long-term change. Continued funding, capacity-building initiatives, and partnerships between governments, NGOs, and communities are crucial in ensuring the success and effectiveness of these interventions. It is through these collective efforts that we can build a society that respects, values, and upholds the right and dignity of every individual, regardless of their gender.

