

REPORT ON SRHR AND ADVOCACY TRAINING FOR BLANTYRE PEER EDUCATORS



Introduction: Women for Fair Development (WOFAD) is currently working in collaboration with the World University Service of Canada-Malawi and the Coalition of Women Living with HIV and AIDS to implement the We Have Rights Too! Project. This project, generously funded by Tilitonse, aims to ensure that the sexual and reproductive health and rights (SRHR) of women and girls living with HIV and AIDS (WLHIV) are respected, protected and upheld. To achieve this objective, one of the project's outputs includes training 40 peer educators and SRHR promoters (20 in Blantyre and 20 in Nkhotakota) to:

- Educate fellow WLHIV on SRHR related issues
- Provide counselling and guidance services to WLHIV whose rights have been violated. This includes being able to refer women having faced domestic and sexual abuses to relevant institutions.
- Advocate for the SRHR of WLHIV. This includes advocating for quality and non-discriminatory SRHR services and engaging traditional leaders, religious leaders and government officials at all levels

The purpose of the two day training was to develop the capacity of community peer educators on Sexual Reproductive Health Rights (SRHR), Counseling and Advocacy in Blantyre so that they can effectively engage their peers and support them in seeking redress and psychosocial support services in the event of sexual violations taking place. Furthermore, the training worked with the peer educators to develop an advocacy plan to promote their advocacy initiatives for the SRHR of WLHIV in the community.

Name of Activity:	Sexual Reproductive Health Rights and Advocacy Training for Blantyre Peer Educators		
Date of Activity:	June 26 th -June 27 th	Type of Activity:	Training
Location:	Nick Motel Blantyre	Donor:	Tilitonse
Compiled by:	Mary Boloweza and Kristina Hunter	Date submitted:	July 2, 2013
Other participating staff members:	Linnah Matanya – Executive Director of WOFAD		

Workshop Objectives:

- 🚫 To equip participants with SRHR concepts, relevant laws and policies and key issues surrounding SRHR in the target communities
- 🚫 Equipping participants with communication and advocacy skills that will enable them to support WLHIV (their fellow peers) in seeking redress and health services in the event of violations and desire for sexual and reproductive health services (SRH)
- 🚫 To provide knowledge and develop skills to counsel and provide psychosocial support for WLHIV
- 🚫 To build the capacity of participants to effectively engage communities to advocate for and address SRHR issues.

Description of Activity:

Over the course of two days, 20 peer educators were equipped with knowledge and skills through presentations, group activities, videos and guided discussions. The following key themes were covered:

- 1. Key SRHR definitions and concepts**
- 2. Relevant laws, policies and referral systems for SRHR violations in Blantyre**
- 3. Peer counselling and outreach skills for addressing SRHR violations and issues related to HIV and AIDS**
- 4. Engaging in advocacy for SRHR**

Following initial introductory remarks and issues surrounding logistics of the two days of training, participants were given the opportunity to voice their hopes and fears in becoming peer educators and their expectations for the workshop. After this exercise, participants were taught basic SRHR concepts and terminology through a range of activities. Picture flashcards with key SRHR outlined in international and domestic law were used to facilitate an extensive discussion surrounding what each right meant and the importance of each right.

In order to facilitate the process of understanding gender, culture and sexuality in relation to SRHR, a body mapping exercise was conducted. This exercise entailed engaging participants in group work to map out the body and discuss how each part of the body's functions are controlled by society – through culture, religion, family, friends, community members and other aspects that shape expected behavior.

To further reinforce understanding of SRHR violations and highlight key violations that were revealed through the baseline survey, WOFAD screened three SRHR video clips that were produced prior to the training. SRHR violation scenarios dramatized in the video clips were based on major SRHR violations found in the target regions of T/A Kuntaja, Kunthembwe and Machinjiri. This included one video clip of a WLHIV facing issues of forced sex, forced unprotected sex and gender based violence (economic, social, emotional, physical and psychological abuse). The second video clip highlighted SRHR violations perpetuated by health workers – scolding a WLHIV for becoming pregnant and refusing to assist her to accessing her right to reproductive health services and necessary drugs. The final video screened demonstrated how the WLHIV, in attempting to access health services, was scolded by her husband, illustrates the man refusing to accept his status and finally chasing his pregnant wife from the home. Following each clip, participants were asked to highlight the key SRHR violations that occurred and discussions surrounding how they would counsel the WLHIV in each scenario.

Key international and domestic laws and policies for SRHR were discussed based on information outlined in the documents that were translated by the consultants hired by WUSC-Malawi. Major legal documents covered included the Protection against (Prevention of) Domestic Violence Act 2006 and the Gender Equality Act 2013. All participants were provided a bound copy of the translated laws and policies relevant to SRHR. For the PDVA 2006, in addition to the information provided in the translated booklets, the meaning of physical, emotional, psychological, economic and social abuse were explained in detail. Moreover, the purpose of the protection, occupation and tenancy order from the PDVA were outlined.

On the second day, a session on advocacy skills and strategies was conducted. This session began with the group discussing key SRHR violations in their community and their own ideas for how to carry out activities and advocacy to address these challenges. The purpose of social mobilization and information and knowledge transfer was also highlighted. A problem tree analysis for SRHR violations among WLHIV was undertaken with the group. Through this, root causes of SRHR violations were identified and the consequences of not addressing such issues were explored. Finally, all participants were provided with sample forms illustrating the information they should be documenting when an activity or advocacy initiative has been undertaken by the peer educator.

The advocacy session was followed by a community mapping activity where participants were made to identify places to go when coming across an SRHR violation. In four groups, participants drew a map of their community. The home of the peer educators were identified on the map and where important institutions were situated relative to themselves. The location of traditional leaders, the police victim support unit and/or police facilities, the traditional court, the church, religious leaders, the hospital and other relevant institutions were drawn onto the maps. Following the presentation of their maps, the facilitator filled the gaps in terms of institutions the groups did not mention. This included providing the location and contact (where possible) for the Coalition of Women Living with HIV and AIDS, Women for Fair Development, Malawi Human Rights Resource Centre, Human Rights Consultative Committee, Civil Liberties Committee, Centre for Legal Affairs, Women Voice, Legal AID Department, Women's Legal Resource Centre, District Social Welfare, Centre for Human Rights and Rehabilitation, Women and Law in Southern Africa and the Centre for Victimized Women and Children.

An Action Plan outlining how peer educators would carry out SRHR related counseling in their communities and advocacy activities was developed. This action plan can be found below in the 'Action Items' section of this report.

The final session held entailed imparting knowledge on peer counselling skills and techniques needed to help counsel WLHIV who have faced an SRHR violation. Following this session, participants were provided a sample form detailing the information they should be providing following each counselling session completed.

The distribution of certificates and bicycles was conducted in Chirimba at the WOFAD Office. Those present at the ceremony included WUSC Country Director Jacob Mapemba, WOFAD staff, volunteers and members, CBO Directors from all three T/As. A total of 13 CBO directors attended the ceremony. Overall, 15 men and 26 women were present at this final event concluding the training session.

Results:

- ✂ Participants were able to learn and understand key SRHR concepts and issues in the community. This was well demonstrated at the bicycle handover ceremony when peer educators, when asked what they had learnt, were able to recall knowledge the training was intended to impart.
- ✂ Through teaching participants about key laws relevant to SRHR in Malawi and the community mapping activity, participants gained a greater understanding of the system of redress available to women who have faced a SRHR violation.
- ✂ Participants learnt about the purpose of and how to undertake social mobilization and advocacy initiatives. Through this session, participants also identified key factors driving SRHR violations in their communities. This included poverty, fear that taking action would terminate a marriage, lack of economic autonomy, cultural beliefs and practices and limited knowledge surrounding the SRHR of WLHIV. From there, participants began proposing strategies they could engage in order to address these issues as peer educators.
- ✂ Participants developed an action plan regarding the counselling and advocacy activities they would carry out as peer educators and SRHR promoters in the communities.
- ✂ Participants were provided with knowledge on strategies and techniques for counselling women who have faced an SRHR violation.
- ✂ Participants appointed a president for themselves as peer educators who will serve to voice concerns that arise as they begin implementing their activities as peer educators.
- ✂ Completion of bicycle and certificate distribution at WOFAD
- ✂ A strong rapport was created between WOFAD and the peer educators. Contacts were exchanged and peer educators were assured that WOFAD would assist them as needed.

Recommendations:

- ✂ Monitoring of bicycle use and maintenance to ensure their appropriate and effective use in SRHR counselling and advocacy activities.
- ✂ Completed reports on counselling and advocacy activities conducted by the peer educators should be regularly collected by the District Coordinator. This will be central in ensuring peer educators are fulfilling their roles as counsellors and advocates for SRHR. In addition, these visits will serve as

opportunities through which the District Coordinator can encourage and guide the peer educators

- ✿ For any future distribution of items to the community, an agreement and clear understanding of where/to whom the items are being distributed should be established with all parties involved.
- ✿ Provision of peer educator t-shirts and identification cards was requested by participants.
- ✿ All participants were given copies of forms to complete following their advocacy activities and counselling sessions. However, participants should be provided with books in which they can record their activities, in the format outlined on the sample forms distributed.

Participants:

Grace Ntalimanja, Ireen Mwale, Melenia Chimbanga, Melina Odala, Rose Mlelemba, Joffa Kapesi, Maxon Adamson, Margret Farao, Cecilia Donald, Collins Pemba, Bridget Gama, George Mandime, Eliza Nyama, Bertha Gontha, Rose Ching’amba, Elizabeth Banda, Linly Kasimidwa, Christina Namakhwa, George Chinthenga and Sarah Tepetheya. (4 Men, 16 Women)

Additional individuals present: Mary Boloweza (Facilitator) Linnah Matanya (Facilitator), Ruthie Mpando (Logistics), Kristina Hunter (WUSC Volunteer)

Action Items:

Action (to be followed up on)	Responsible
1. <i>Reporting on the SRHR and Advocacy training content to the support groups and community members at meetings. This includes notifying the community that they are available to assist those who have faced SRHR violations.</i>	Peer Educators
2. <i>Approach traditional leaders to encourage them to address SRHR issues occurring in the community.</i>	Peer Educators
3. <i>Conduct meetings at support groups to discuss SRHR issues and how to address the issues, as a group, in the community.</i>	Peer Educators
4. <i>Establish support groups to areas where there are currently none existing.</i>	Peer Educators
5. <i>Collection of reports and follow-up on activities being conducted by the peer educators</i>	District Coordinator, WOFAD

Other Comments:










All sessions were conducted fully in Chichewa and all material provided had been translated to Chichewa.

Participants were extremely positive, active and eager to learn throughout the training. Through discussions, it was made clear that participants were taking in and truly understanding the information being provided.
















As some of the work as peer educators may take them away from their regular jobs, participants raised concerns about whether or not compensation would be provided for such instances.

There were delays in providing lunch allowance and necessary stationary to the participants as there were issues in receiving workshop funds on time.

NOTE: Please find attached the program and relevant pictures.

Day 1 = June 26th,			
Time	Activity	Methodology	Resp.
9:00	Logistics & announcements Opening Prayer (Volunteer) Introductions and Icebreaker Welcoming Remarks Ground Rules (Hopes, Fears and Expectations) Workshop Objectives/Purpose Allocate time Keeper & Rapatours	N/A	Mary
Basic SRHR definitions and concepts			
10:30	Key SRHR Rights Concepts <ul style="list-style-type: none">  Sexual and Reproductive Health Rights  Key Issues from Baseline Survey 	SRHR Flashcards and Discussions	M
12:00	-LUNCH-		
1:00	Welcoming remarks by WOFAD Executive Director		L
1:30	Body Mapping: Understanding Gender, Culture and Sexuality in Relation to SRHR	Activity and Discussion	L
2:30	Key SRHR Rights Concepts (Continued) <ul style="list-style-type: none">  SRHR Video Clips (3 Mini-Chichewa Videos on SRHR Violations)  Discussion of SRHR Violation in video and counselling following the violation 	Video and Discussion	L
Relevant laws, policies and referral systems for SRHR violations in Blantyre			
3:00	Types of Abuse and the Prevention of Domestic Violence Act <ul style="list-style-type: none">  Physical, Emotional, Psychological, Economic and Social Abuse  Understanding the PDV Act (WUSC Translation)  What happens when you file a Protection Order, Occupation Order and a Tenancy Order 	Facilitated Discussions and Activities	M
4:00	SRHR and the Gender Equality Act and other relevant laws and policies <ul style="list-style-type: none">  Gender Equality Act (WUSC Translation)  Constitution, National SRHR Policy (2009), 	Facilitated Discussions and Activities	L
4:30	End of the day remarks & evaluations		
	Closing prayer & tea break		

Day 2=June 27, 2013

Time	Activity	Methodology	Resp.
8:00	<ul style="list-style-type: none">  Logistics & announcements  Opening Prayer  Energizer  Review of key concepts covered in previous day 	N/A	M
Engaging in Advocacy for SRHR			
8:45	<ul style="list-style-type: none"> Advocacy skills and strategies  Challenges & solutions  Steps to Advocacy  Who are our allies and targets  Reporting Expectations for Advocacy Work (Sample form provided) 	Brainstorming (Problem Tree Analysis), group work and presentations by participants	M
Peer counselling and outreach skills for addressing SRHR violations and issues related to HIV and AIDS			
9:30	<ul style="list-style-type: none"> Community Mapping – Possibilities for Redress and Referrals  Mapping of key areas to go for health, legal and social assistance following an SRHR Violation 	Group activity and presentations by participants	M
	-Beak-		
10:45	<ul style="list-style-type: none"> Development of Action Plan outlining:  How peer educators will carry out SRHR related counselling activities (i.e. support group, home visits)  How peer educators will advocate for SRHR related issues in their communities 	Group Discussion	M
11:45	<ul style="list-style-type: none"> Peer Counselling Skills  Techniques and strategies for counselling peers on SRHR, cases of violations and HIV/AIDS related issues  Documentation requirements for activities carried out as peer educators (Sample form provided) 	Brainstorming session, presentation on key techniques and issue, role-playing	M and K
Graduation			
12:00	- Lunch and Travel to WOFAD-		
Bicycle Ceremony Presentation(s) and Certification			
1:30	<ul style="list-style-type: none">  WOFAD  Community Representative 	Bicycle handover and certification at WOFAD	L
3:00	Closing remarks, reflections		
3: 15	End of Program		



Fomu yolembapo zotsatira za uphungu

Tsiku lomwe mwapanga uphungu: _____

Dzina la wopereka uphungu: _____

Sex of client:

- Amayi
- Abambo

Zaka zake: _____

Mudzi _____ GVH _____ T/A _____

Cholinga chimene wabwerera (Reason for coming):

Lembani zomwe mwapeza pa zotsatira zanenedwazo pa nthawi ya uphungu (Summary of Key Issues Raised During the Counselling Session): _____

Perekani uphungu umene mwakandira (Details of Assistance Provided by Counsellor) _____

Lembani dzina kumene mwawauza kuti apite (Detail of Referrals Made)

Signature of Peer Educator: _____

Signature of CBO Director: _____



Fomu yolembapo zotsatira za zochitika

Dzina la wopereka upungu: _____

Malo ake: _____

Tsiku: _____

Chiwerengero cha amayi obwera: _____

Chiwerengero cha abambo abwera: _____

Mudzi _____ GVH _____ T/A _____

Fotokozani bwino za zochitakzo zomwe munachita (Brief Description of Nature of Activity/Advocacy)

Fotokozani zomwe munapindula nazo pa zochitikazo (Description of Achievements Resulting from the Activity/Advocacy)

Zovuta ndi zomwe munaphunzira (Challenges and Lessons Learned)

Zatsatira za ntchito (Action Items)

Signature of Peer Educator: _____

Signature of CBO Director: _____



Participants discussing their hopes, fears and expectations as peer educators and for the workshop.



Participants holding up a flashcard of a SRHR and telling the group what the right means for WLHIV.





Participants working on creating a body map. This activity led way to a discussion that sought to further understanding of gender, culture and sexuality in relation to SRHR issues.



A participant explaining her group's body map to the rest of the participants.



Participants watching video clips illustrating key SRHR violations experienced by WLHIV. These clips were followed by discussion on the SRHR violation demonstrated and ways to counsel women in such circumstances.



Groups working on creating their community map for redress - illustrating places women can go in face of an SRHR violation.





Distribution of translated versions of laws and policies by the District Coordinator, Mary Boloweza.



The Executive Director, working with a participant, to explain the Gender Equality Act 2013.



Discussing key aspects of advocacy to participants and strategies to address SRHR related issues in the communities.