



# MAKING THE HIV RESPONSE WORK FOR WOMEN THROUGH FILM: A TOOLKIT FOR ACTION



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# BACKGROUND

*Pili* is a feature length drama set in rural Tanzania. The film is based on the stories of real women living with HIV in the coastal region of Tanzania. The film uses real people rather than trained actors and real locations such as care and treatment clinics in which to stage the drama. 65% of the cast self-identify as living with HIV. It is an original film led by a female director, female producer, and predominantly female cast. The film was funded by an AXA Insurance Outlook Grant and a Queen Mary University of London Innovation Fund award. *Pili* won the Audience Award at Dinard British Film Festival in 2017. Producer and Director were nominated for a BAFTA Film Award in 2019, and Director for the British Independent Film Awards in 2018.

There are currently very few opportunities to highlight the complexities of the lives of women living with HIV. In contrast to the majority of materials currently available on this issue, *Pili* offers a human and emotional context to the technical aspects of programming. It also engages with key themes in the gender dimensions of the HIV/AIDS response. During screenings of *Pili* over the last two years, many viewers have asked for guidance on how to use the film to mobilise stakeholders to address the issues raised. In response, UN Women came up with the idea to design a practical toolkit jointly with the film producer to accompany the film.

The toolkit will be used by national governments, civil society, various UN and development partners in their advocacy work on gender equality and HIV. The specific target audience of the toolkit are **decision-makers with influence on policy-making**, practitioners and technical programme staff in government agencies across a range of related sectors. The toolkit can also be used with community-based practitioners, but the target should be those with decision-making power, for example, faith-based and traditional leaders, etc. Using participatory methodologies, the toolkit will support facilitators to use the film as a vehicle for discussions around the key issues raised; how these link to broader processes of change for gender equality and improving HIV outcomes; and how to evoke sustainable accountability towards women with HIV.

The toolkit is structured as follows. The first part sets out **guidelines for facilitators**, including an overview of participatory methodologies and tips for using the activities. The following three parts describe: **pre-screening activities**; **post-screening activities**; and **follow-up activities**. The final part of the toolkit consists of annexes with **supporting materials** which provide facilitators with the basic background information they need in order to be able to use the toolkit.





**GUIDELINES FOR**  
**FACILITATORS**

The overall aim of the toolkit is to use *Pili* to co-create recommendations and concrete action plans which are specific to the context in which the stakeholders are working. The activities included here follow the pedagogical principles of: participatory learning; validation of personal experience; encouragement of social justice, activism and accountability; and development of critical thinking and open-mindedness.<sup>1</sup> Following best practice as developed by UN Women Training Centre, broad guidelines shape this approach:

<p><b>Promote participatory learning</b></p>	<ul style="list-style-type: none"> <li>• Take seriously the power dynamics of the training scenario, including paying attention to intersectional inequalities, and strive to overcome these</li> <li>• Engage non-hierarchical modes of teaching and learning</li> <li>• Involve openness on the part of the trainer to opportunities for mutual learning and self-questioning*</li> <li>• Support trainers to engage in the dual roles of facilitator and learner</li> <li>• Ensure that the training environment adheres to the principles of the democratic classroom</li> </ul>
<p><b>Validate personal experience</b></p>	<ul style="list-style-type: none"> <li>• Construct a learning environment that promotes shared and deliberative learning</li> <li>• Acknowledge the politics of knowledge on gender, and work towards making knowledge production and transfer more democratic</li> <li>• Integrate participants' personal and professional experiences and knowledges on gender into the training</li> <li>• Encourage participants and trainers to reveal their biases and blind spots in relation to gender, in order to make these visible and open to deliberation</li> <li>• Promote a circulation of knowledges rather than a top-down process of knowledge transfer</li> <li>• Draw on the participants' different locations in intersecting hierarchies to help them explore their own positionality in relation to power dynamics in the group and broader social structures</li> <li>• Develop strategies for challenging and tackling beliefs that are antithetical to gender equality, particularly when training the privileged or powerful</li> </ul>
<p><b>Encourage social understanding and activism</b></p>	<ul style="list-style-type: none"> <li>• Apply a flexible approach, while maintaining an overarching commitment to transformative social change</li> <li>• Have a clear idea about the change or transformation to which the training is expected to contribute</li> <li>• Training is most likely to evoke change if it increases knowledge and the desire to learn, while providing advocacy skills or access to different networks of knowers (ability to challenge gender norms)*</li> <li>• Encourage and support participants to be accountable for gender equality and to become gender advocates within their organisation</li> </ul>
<p><b>Develop critical thinking and open-mindedness</b></p>	<ul style="list-style-type: none"> <li>• Allow space for ambiguity and resist 'easy answers' or a focus on conveying instrumental knowledge and technocratic skills</li> <li>• Focus on increasing participants' desire to learn about gender and their ability to challenge gender inequality by fostering critical thinking in the training scenario</li> <li>• Encourage participants to be open-minded in their engagement with the perspectives of other participants, and support them to take these seriously</li> <li>• Involve participants in structured debate which helps develop more nuanced understandings of opposing views and experiences</li> </ul>

\* Source: Adapted from UN Women Training Centre (2019) *Feminist pedagogies in Training for Gender Equality*, <https://trainingcentre.unwomen.org/portal/resource-centre/entry/158831/>

Facilitators should ideally have some experience of participatory training methodologies, following the quality criteria developed by UN Women Training Centre.<sup>2</sup>

Before using the Toolkit, facilitators are expected to do the following:

- Participate in or review the recording of the Webinar on Training the Facilitators
- Review the supporting materials provided in the Annex
- Familiarise themselves with critical entry points for using the toolkit in the specific context – e.g. Global Fund to Fight HIV/AIDS, Tuberculosis and Malaria concept notes, revision of strategy papers, discussion of cooperation frameworks, etc. UN Women can support this process
- Watch the film *Pili* at least once (access will be provided)
- Read the activities provided and select those most relevant to the specific audience

Following the training, facilitators will be expected to submit a brief report, reflecting on key methodological and content aspects. The format will be provided in advance by UN Women. It is advisable to have a sign-in sheet with the names of participants, and a permission form for taking photographs and videos. These can be used later in further developing the activities and discussions from the workshop. Facilitators must explain the use of any photographs or videos to participants and remind them they can withdraw consent/permission regarding the use of their image at any point during the workshop.

The activities in the toolkit are themed around three areas – challenges, opportunities and policy responses. This structure guides all parts of the activities, in order to allow for a broad discussion of the key issues as well as ensuring the debates are targeted towards policy responses and concrete recommendations. The workshop should serve to build a path towards the final Action Plan. Facilitators can make participants aware from the beginning of the importance of action and accountability arising from the workshop. In order to raise awareness of the film and associated activities, participants should be encouraged to use social media at various points in the workshop, and the following social media handles and hashtags should be displayed prominently throughout.

Twitter: [@un\\_women](https://twitter.com/un_women) [Twitter.com/un\\_women](https://twitter.com/un_women)  
Facebook: [@unwomen](https://www.facebook.com/unwomen) [Facebook.com/unwomen](https://www.facebook.com/unwomen)  
Instagram: [@unwomen](https://www.instagram.com/unwomen) [Instagram.com/unwomen](https://www.instagram.com/unwomen)  
[#pilipledge](https://www.instagram.com/unwomen) [#changeorpili](https://www.instagram.com/unwomen) [#generationequality](https://www.instagram.com/unwomen)

The activities should be conducted in three different phases – before the screening (Part A); immediately after the screening (Part B); and a few weeks after the screening (Part C). Ideally, Parts A and B would be conducted in-person, with participants watching the film together and conducting the activities immediately afterwards. However, where there are restrictions on travel, it may be necessary to be flexible. As such, some or all parts of the training could be conducted online, depending on the specific needs and situation of each country context. These potential modifications are included in the detailed instructions for each section. Key terms for gender equality are outlined in the [UN Women Training Centre Gender Equality Glossary](#) and [UNAIDS Terminology Guidelines](#). Annex I provides additional resources.<sup>3</sup>

The activities are developed with a maximum group of fifteen people in mind. In order to be interactive, it is recommended that this limit not be exceeded. The range of activities is designed to be as inclusive as possible of all levels of ability and learning styles. Some activities require more movement, some are visual and some are more verbal. As such, the facilitator can choose the activities that best suit the needs of the group, and adapt the programme accordingly – including language, disability, and literacy requirements.

## NOTES

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PART A:  
**PRE-SCREENING**  
**ACTIVITIES**



## Activity A1: Identifying Key Issues

*These activities should ideally be conducted in person with the participants in small groups. The aim is to get participants discussing the key issues related to the film in general terms, before proceeding to watch it. Before beginning the activities, the participants should introduce themselves and their area of work. The pre-screening activities can be conducted 1-2 weeks before the screening.*

### When to Use



Immediately after participants have introduced themselves

### Purpose



To reflect on the broad issues related to the themes of the film in advance of the screening

### Brief Description



In small groups, participants explore challenges, opportunities and policy areas

### Time Required



15-20 minutes, depending on the level of experience of the participants

## PREPARATION



Print the questions on individual cards



Organise the room to allow for small group discussion



Prepare a list of standard responses for prompting in case participants do not come up with ideas straight away



Set up three flip-chart pads or areas of wall to represent each theme – Challenges, Opportunities, Policy

## DELIVERY



Split the participants into three groups, and ask them to move to an appropriate working space with those groups



Hand each group a card with one question  
Group 1 – In your experience, what challenges do women living with HIV face?  
Group 2 - In your experience, what opportunities do women living with HIV have?  
Group 3 - In your experience, which policy areas are the most relevant to women living with HIV?



Ask participants to discuss their question in small groups for approximately ten minutes. They should write down each of their answers on a separate Post-It note



Engage with each group at least once in the ten minutes to help guide their discussion and keep them focussed



Invite participants back into the large group, and ask each to present their answers in turn. The notes can be stuck on the flipchart pads or walls

## CLOSING



The facilitator reviews and summarises each board, inviting the other participants to add any further points



Participants are invited to reflect on what influence they have over these areas – as individuals, teams and institutions/policy areas



Note that these themes will guide the discussions related to the film



Photos of the boards should be taken to feed into the Facilitator Report

## Activity A2: Screening Worksheet

When  
to Use



After Activity A1,  
immediately before  
the screening

Purpose



To provide a basis  
for reflection  
while watching  
the film

Brief  
Description



Participants  
complete the  
worksheet  
individually as  
they view the film

Time  
Required



Duration  
of film

### PREPARATION AND DELIVERY



Print out the  
screening  
worksheets and  
distribute one to  
each participant



Introduce the  
film using the  
presentation  
provided



Ask participants  
to complete the  
worksheet during/  
immediately after  
the film

## QUESTIONS

What challenges does Pili face in the film?

What opportunities does Pili have in the film?

What policy measures could improve Pili's situation?

## CLOSING



Play the film

## NOTES

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PART B:  
**POST-SCREENING**  
**ACTIVITIES**

B



## Activity B1: Key Moments

These activities draw on techniques such as narrative theatre and participatory visual methods. The overall objective is to use the activities to explore the key themes of the film, and link these to broader change processes. The activities are participatory and allow participants to explore the issues freely. Ideally, the post-screening activities should take place directly after the screening. If this is not possible, they can be done in the following days.

Depending on the time available, facilitators can pick from the activities below. However, this should follow the format of Challenges, Opportunities, and Policy Responses. The idea is to develop the policy responses using the first two categories, so that when the group arrives at the final part there are already lots of ideas available for discussion. It is important to encourage ownership for change among the participants, so they should be prompted to discuss what they could do to improve Pili's situation throughout these activities.

When  
to Use



After the  
screening

Purpose



To explore the  
impact of the  
film on the  
participants in an  
informal manner

Brief  
Description



In pairs,  
participants  
discuss the  
key moments  
of the film

Time  
Required



15  
minutes

## DELIVERY



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Informally ask the participants for their first impressions of the film



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Remind them to complete their worksheets – they can continue adding to these throughout the workshop



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Organise the participants into pairs



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Ask participants to turn to their partner and ask: Which scene had the most impact on you, and why?



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After a few minutes of discussion, participants can present their partner's response (not their own)



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These can be collected on Post-It notes and placed on a flipchart or the wall

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## EXAMPLES MAY INCLUDE:

- Kind doctor – offers condoms, not judgemental
- “The ones who have been left” – “we have all been left”
- Son: “I don’t want you to go. You are never here.” Maternal guilt/struggles of single motherhood
- Conversation with son – “they are vitamins.” After accepting HIV status, she explains about her treatment. He says “when I am a doctor, I will make you healthy.” “I am already healthy.”
- “I went to Bagamayo for a CD4 test” – brave to say this line, admit HIV status to neighbours and community

## CLOSING



The facilitator reviews which were the most relevant issues and scenes for the group, and makes sure these are discussed fully



Photos of the boards should be taken to feed into the Facilitator Report

## Activity B2: Role Plays/ Forum Theatre

When  
to Use



After  
Activity  
B1

Purpose



To explore  
alternative outcomes  
and agency for  
the characters and  
scenarios depicted  
in the film

Brief  
Description



Using the technique of  
Forum Theatre, a group  
of volunteers performs  
a specific scene, and  
the other participants  
suggest alternative  
endings

Time  
Required



30 minutes,  
more if a  
second or third  
role play are  
conducted

### PREPARATION



An open space is required for performing the role play. Either the chairs can be cleared from one end of the room or this can be done in a hallway/outside

## DELIVERY



Ask participants to review their notes on the challenges faced by Pili that they made during the film



Ask them to name specific scenes which exemplify these challenges



### EXAMPLES INCLUDE:

- Vikoba/microfinance committee – Meeting 1, Meeting 2, Meeting 3
- Pili collapses in the field – which doctor should she go to? What should she say to her colleagues?
- Clinic – see friends and leave
- Mahela house – negotiation



Request 4-5 volunteers to recreate the scene (there are usually enough confident participants for this to be viable)



Ask the small group to develop a short scene - Where does this take place? Who are the main characters? Who will play each character? How will the role play unfold?



The "actors" recreate the scene in similar ways to the film

## DELIVERY



The facilitator asks each "actor" how they felt in the role



The participants are then invited to suggest alternative actions by different characters. They can either step in to play the role, or the same group can remain



The "actors" recreate the scene, incorporating the suggestions



The facilitator then asks each character how they felt the second time



If the role play goes well (which it usually does) and there is enough time, the role play can be repeated with a different group and another scene

## CLOSING



It is useful to reflect on the method after the exercise finishes



Ask the participants questions, such as: What did we learn from this activity? Is there anything useful about this activity that you could use in your work? What could YOU do as yourself to change this situation?

## Activity B3: Narrative Theatre – Empowering Objects

When  
to Use



After B2,  
if another  
interactive  
activity is  
desired

Purpose



To reflect on  
agency using  
methods from  
narrative  
theatre

Brief  
Description



One by one, participants  
show an object which  
represents opportunities  
for women with HIV to  
them. These are then  
placed on the floor in  
order to develop a visual  
mapping of agency.

Time  
Required



10-15  
minutes

### PREPARATION

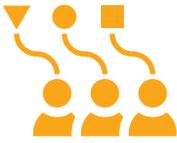


Participants should be asked  
to bring an object with them  
to the screening and the  
workshop. This object should  
represent opportunities for  
women with HIV



Continue to use  
the space for  
the role plays  
– clear a space  
on the floor

## DELIVERY



The participants introduce their objects and why they represent opportunities to them



The objects are placed on the floor grouped into different areas



Participants are encouraged to choose the categories and the groupings



The facilitator can also bring a couple of objects to represent agency from the film, for example:

- Listening to the radio to learn English (a radio)
- Literacy – enables Pili to challenge underpayment for farm work (a notebook)
- Market stall – vision of future (a beauty product)
- Business plan (an accounting ledger)
- Community agency through women’s micro lending schemes (“Vikoba” sign)



By the end of the activity, there are different groupings of objects



Once everyone has presented their object, the facilitator checks everyone is happy with the groupings



Participants are asked to review their notes on the opportunities Pili had that they made during the film to see if these have all been addressed.

## CLOSING



The facilitator takes a photo of the mapping to show on the screen in the later exercises



This now serves as a visual tool for the rest of the workshop, as well as for the follow-up activities

## Activity B4: Posters as Visual Tools

The facilitator highlights the posters in treatment clinic, e.g. the poster "Live Positive" and gets participants in groups to design their own poster that expresses a specific message. One example could be the role of community participation and engagement in tackling stigma.

### When to Use



After B2 or B3, if another interactive activity is desired

### Purpose



To use visual methods to engage with campaigns to end stigma and address the key issues addressed in the film

### Brief Description



In small groups (or individually), participants create campaign posters to address a specific policy issue

### Time Required



15-20 minutes

## PREPARATION



Split the participants into small groups



If the group is small, consider pairs or individual work for this activity, depending on the energy levels and dynamic



Give each group a large sheet of paper and coloured pens

## DELIVERY



Explain that they will be making campaign posters to address a specific issue



For example, the “live positive” posters in the treatment clinic



The participants can be creative with this exercise – the aim is to develop inspiration for concrete policy measures and the accompanying communication plan



Once completed, each group shares its campaign and the visual materials created

## CLOSING



The posters are placed on the walls and photos are taken

## Activity B5: Linking Themes to Policies and Structures

### When to Use



When ready to move from participatory activities to a more policy-focussed discussion

### Purpose



To link the themes and issues discussed with concrete policy solutions

### Brief Description



Together, the group reviews the lessons learned and identify targeted policy interventions

### Time Required



20-30  
minutes

## PREPARATION



Bring participants back to the whole group setting



Ensure all boards and posters created during the workshop are visible



Set up three flip-chart pads or areas of wall to represent each theme – Challenges, Opportunities, Policy

## DELIVERY



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Review the Challenges and Opportunities boards

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Add to these from the activities that have been carried out

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Ask participants to check their notes from the film to make sure everything has been discussed – continue adding to the boards

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---

Move to the Policy board and see what issues have been added here – continue to add from the ideas that have come up in the workshop

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In the full group setting, ask participants to identify key settings for addressing the issues raised, and link each of these to policy areas and stakeholders.

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Please see [UN Women Training Center Gender Equality Glossary](#) and please see Annex I: Supporting Resources (page 41) for further information.

For example:

- Road – no lighting, danger (infrastructure and transport)
- Home/neighbourhood (social protection)
- Market (economic empowerment)
- Bagamayo (urban policy)
- Fields (agriculture)
- Absent men (gendered power dynamics)
- Hospitals and Clinics (health systems)
- Literacy, language learning, primary school education and further ambitions, for example Pili's son's desire to become a doctor (education)

## DELIVERY



In small groups, participants address a key policy area each, based on those identified as priorities. Each group develops 3-5 key recommendations for that policy area, using expertise from their own policy areas

Here are some suggestions for supporting participants with this activity:

- Initiating or influencing design and validation of the planned or ongoing Gender Analysis of the national HIV/AIDS response and/or specific research on thematic issues to better understand the gender dimensions of HIV and AIDS at the national or sub-national level;
- Strengthening gender expertise in the national HIV/AIDS coordinating body and/or HIV/AIDS programme within the Ministry of Health of other line ministries, including hiring/placement of gender advisor; training on gender equality within HIV/AIDS context for staff; creating gender working groups and/or women's sectors;
- Integrating gender-responsive actions into the new national HIV/AIDS strategy, programme, plan or its mid-term review;
- Integrating gender-responsive actions into the national HIV/AIDS strategy/programme/plan budget and/or HIV budgets of sectoral ministries, including costing gender-responsive actions for inclusion in the national HIV/AIDS strategy; advocating with Ministry of Finance for inclusion of gender-responsive actions in the budget and/or operational plan of national HIV/AIDS strategy;
- Identifying and integrating gender-sensitive indicators for the Monitoring and Evaluation (M&E) Framework for HIV, including integrating gender-sensitive indicators into the M&E framework of the national HIV/AIDS strategy; tracking progress using the gender-sensitive indicators in the M&E framework; including evidence from the monitoring and evaluation into reporting;
- Integrating gender-responsive actions into the Funding Requests for the Global Fund to fight AIDS, Tuberculosis and Malaria, including gender-responsive indicators to monitor these actions and resources for implementation;
- Integrating/mainstreaming HIV/AIDS in other sectoral plans and strategies, for example, on ending violence against women and/or promoting gender equality, or/and on women's economic empowerment;
- Advocating for repealing discriminatory laws and practices;
- Facilitating space for the inclusion of women living with HIV in discussions in the abovementioned policy processes, including by engaging the women's organizations, networks of women living with HIV, organizations of young women and adolescent girls into the design and/or review, monitoring and implementation of the national HIV/AIDS strategy, the Global to Fight HIV/AIDS, Tuberculosis and Malaria in full in second instance concept notes and other policy processes; and by ensuring women living with HIV have a voting seat in the Country Coordination Mechanism and/or other decision-making mechanisms.

## DELIVERY



The groups share their recommendations with the whole group, who then give feedback

## CLOSING



By the end of the activity, there should be a set of well-developed concrete recommendations for each policy area



Following the recommendations, the group can identify stakeholders and change-makers for developing and implementing the recommendations



Photos of the recommendations should be taken to share with participants and feed into the Facilitator Report



PART C:  
**FOLLOW-UP**  
**ACTIVITIES**



# Activity C1: Action Plan

When  
to Use



At the  
end of the  
workshop

Purpose



To develop  
accountability for  
each participant  
and a sense of  
purpose from the  
workshop

Brief  
Description



Individually, the  
participants  
complete the  
Action Plan, then  
share this with  
other participants

Time  
Required



30 minutes,  
depending on  
the level of  
responsibility the  
participants hold in  
their organisations

## PREPARATION



Develop the Action Plan  
template relevant to the group  
in question

## DELIVERY



Present the Action Plan to participants, and ask them to complete it individually



Inform participants of the follow-up webinar to review the implementation of the Action Plan



Allow approximately 20 minutes to complete the action plan



The basic template should be:

- Name of Participant
- Name of Institution
- Description of context for women living with HIV
- Key challenges for women living with HIV
- Key opportunities for women living with HIV
- Policy environment and current issues/opportunities for intervention
- Current policy responses
- Opportunities for policy intervention
- Measures to engage community voices and participation
- Dissemination and communication activities
- Action 1
- Action 2
- Action 3
- Support required to implement Action Plan
- Potential resistances to policy measures, and how to address these
- Timeframe, follow-up and Evaluation

## CLOSING



Participants share their Action Plans with the rest of the group, who add support and ideas for improvement



The facilitator runs a short participatory evaluation/reflection activity to close the workshop

## Activity C2: Follow-up Webinar

### When to Use



Between 6 and 12 weeks after the screening and workshop. This can be done either with the same participants, or mixing participants from different groups in the same webinar

### Purpose



To review the implementation of the Action Plans, and maintain an informal network among participants

### Brief Description



In an online format, participants discuss the challenges and successes of implementing their Action Plans

### Time Required



75  
minutes

## PREPARATION



The facilitator sets up the meeting on an online platform and invites the participants



Participants review their Action Plans and make notes about the successes and challenges they have experienced



If possible, a representative from UN Women, Queen Mary University of London, and/or the Toolkit author should also participate in the webinar

## DELIVERY



The facilitator introduces the webinar and presents a recap of the workshop



Taking turns – either by individual or institution – the participants present their experiences in implementing their Action Plan



Using the chat facility, other participants ask questions and offer suggestions



Each participant should come away with some further ideas on how to implement their Action Plan

## CLOSING



The facilitator wraps up the webinar and explains the procedure for further engagement (if possible, funds permitting)

## NOTES

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# ANNEXES

# ANNEX I:

## SUPPORTING RESOURCES

UN Women HIV and AIDS page <https://www.unwomen.org/en/what-we-do/hiv-and-aids>

Transforming the national AIDS response: Advancing women's leadership and participation. UN Women, 2010. <https://www.unwomen.org/en/digital-library/publications/2010/1/transforming-the-national-aids-response-advancing-women-s-leadership-and-participation>

Transforming the national AIDS response: Mainstreaming gender equality and women's human rights into the 'Three Ones'. UN Women, 2012. <https://www.unwomen.org/en/digital-library/publications/2012/1/transforming-the-national-aids-response>

Championing gender equality and women's leadership in the HIV response: The experiences of five programme countries. UN Women, 2015. <https://www.unwomen.org/en/digital-library/publications/2015/4/championing-gender-equality-in-the-hiv-response-the-experiences-of-five-programme-countries>

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Compendium of Gender Equality and HIV Indicators. MEASURE Evaluation, UNAIDS, UN Women, USAID, PEPFAR, 2014. <https://www.measureevaluation.org/resources/publications/ms-13-82>

UN Women Gender Equality and HIV/AIDS web-portal - <http://genderandaids.unwomen.org/en>

# ANNEX II: CHECKLIST AND MATERIALS

In order to support facilitators in preparing for the workshops, here is a complete list of the required facilities and materials in order to be able to conduct the activities fully.

## **General requirements:**

- Room which can be arranged for plenary, work in pairs, small groups and some movement activities – if necessary, the role play can be conducted in a hallway or outside space
- Facilities to screen the film (either online or on DVD)
- Sufficient space for all participants to be comfortable and view the film
- Three flipchart pads or areas of wall to represent each theme – Challenges, Opportunities, Policy
- Large sheets of paper (flipchart paper will work for this)
- Blu-tac or tape to fix work to the walls
- Post-it notes, coloured pens and flipchart markers
- Camera/phone to record discussion notes and activities

## **Specific requirements:**

- Activity A1: several copies of A1 cards
- Activity A2: one copy of screening worksheet A2 per participant
- Activity B3: Participants each bring an object which represents stigma and HIV to them. They should be notified of this before the training. The facilitator should also bring 1-2 objects as an example to get the activity started
- Activity C1: C1 Action Plan template
- Activity C2: webinar software such as Zoom, Microsoft Teams, Google Meet etc. and adequate internet access for all participants. Technical support in the form of a co-host is advisable in order to facilitate the administration of the webinar.

# ANNEX III:

## SAMPLE WORKSHOP

### AGENDAS

If possible, the workshop should be delivered over 1.5 or 2 days. However, should this not be feasible, here are some suggestions for shorter events – for example, for different stakeholders. The follow-up session C2 should be conducted for 1-day and 2-day trainings. The half day workshop could be delivered online if required. However, ideally this should be conducted with the intention of a follow-up face-to-face session.

#### **Half day or online** (3 hours)

- Activity A1: Identifying Key Issues
- Activity A2: Screening Worksheet
- Activity B1: Key Moments
- Activity B6: Linking Themes to Policies and Structures

#### **One day** (6 hours)

- Activity A1: Identifying Key Issues
- Activity A2: Screening Worksheet
- Activity B1: Key Moments
- Activity B2: Role Plays/Forum Theatre
- Activity B6: Linking Themes to Policies and Structures
- Activity C1: Action Plan

#### **Two days** (12 hours)

- Activity A1: Identifying Key Issues
- Activity A2: Screening Worksheet
- Activity B1: Key Moments
- Activity B2: Role Plays/Forum Theatre
- Activity B3: Narrative Theatre – Empowering Objects
- Activity B5: Posters as Visual Tools
- Activity B6: Linking Themes to Policies and Structures
- Activity C1: Action Plan

# ANNEX IV: MATERIAL A1

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## **GROUP 1**

What challenges do women living with HIV face?

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## **GROUP 2**

What opportunities do women living with HIV have?

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## **GROUP 3**

Which policy areas are the most relevant to women living with HIV?

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# ANNEX V: MATERIAL A2

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- What challenges does Pili face in the film?
- 

- What opportunities does Pili have in the film?
- 

- What policy measures could improve Pili's situation?
-

# ANNEX VI: MATERIAL C1 ACTION PLAN

- 
- Name of Participant

- 
- Name of participant's institution

- 
- Description of context for women living with HIV

- 
- Key challenges for women living with HIV

- 
- Key opportunities for women living with HIV

- 
- Policy environment and current issues/opportunities for intervention

- 
- Current policy responses

- 
- Opportunities for policy intervention

- 
- Measures to engage community voices and participation

- 
- Dissemination and communication activities

- 
- Action 1

- 
- Action 2

- 
- Action 3

- 
- Support required to implement Action Plan

- 
- Potential resistance to policy measures, and how to address it

- 
- Follow-up and Evaluation

# ANNEX VII: FACILITATOR TERMS OF REFERENCE

**Title:** Facilitator, 'Making the HIV response work for women through film: A Toolkit for Action'

UN Women, grounded in the vision of equality enshrined in the Charter of the United Nations, works for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security. Placing women's rights at the center of all its efforts, UN Women leads and coordinates United Nations system efforts to ensure that commitments on gender equality and gender mainstreaming translate into action throughout the world. It provides strong and coherent leadership in support of Member States' priorities and efforts, building effective partnerships with civil society and other relevant actors.

UN Women's efforts contribute to making the HIV response work for women at national and global levels. Our key priorities include (a) promoting gender responsive national frameworks and strategies; (b) strengthening the accountability of public institutions to deliver on gender equality commitments on HIV/AIDS; (c) securing a greater voice for women's organizations/networks of women living with HIV in decision-making and to hold governments accountable; and (d) advocating for greater accountability standards and transparency in the implementation of global commitments and in financing for women and gender equality in the AIDS response.

In order to apply this toolkit, UN Women is looking for experienced facilitators to run workshops linked to screenings of *Pili*. The facilitators should have experience working either in gender equality or HIV/AIDS, ideally both. They should be familiar with participatory methods and comfortable with running dynamic, lively sessions. A short training will be provided once facilitators have been selected, in order to introduce the toolkit and review the activities to be delivered.

## **FUNCTIONS**

Under the supervision of [xxxx], the Facilitator will be responsible for the following tasks:

- View the film *Pili* at least once before the training
- Participate in online training to review the toolkit methodology and activities
- Prepare adequately for the sessions in advance
- Familiarise themselves with the national and local policy context in terms of HIV, stigma and gender equality issues
- Deliver screenings and facilitate and guide workshops as set out in the toolkit
- Provide a short evaluation report of each session delivered and reflect on lessons learned in conducting the workshop
- Participate in a webinar to review the impact of the workshop in policy terms

## COMPETENCIES

### **Corporate competencies:**

- Demonstrate consistency in upholding and promoting the values of UN Women in actions and decisions, in line with the UN Code of Conduct
- Demonstrate ability to work with groups of diverse cultural backgrounds and perspectives
- Demonstrate informed and transparent decision making

### **Functional competencies:**

- Excellent communication skills, especially listening
- Strong writing skills
- Ability to guide and manage focused discussions, enabling articulation of differing views and eventually building consensus toward a defined outcome among participants
- Ability to respond to a changing situation in a constructive and inclusive manner, to work well under pressure, and to meet deadlines
- Strong interpersonal skills and ability to work effectively and collaboratively with a team
- Strong organizational and planning skills

## QUALIFICATIONS

### **Experience and Academic Requirements**

- A minimum of five years of professional experience as a trainer and/or facilitator in the fields of social development, HIV/AIDS and/or gender equality
- At least an undergraduate degree or equivalent in international development, public health, public policy, gender studies, social science, humanities, communications, teaching design or related field
- Demonstrated knowledge of key issues related to HIV/AIDS, gender equality and discrimination in the relevant context
- Familiarity with UN Women's work or prior experience with the UN considered an asset

### **Languages**

- Fluency in English and the required language in which the workshops will be conducted

## ENDNOTES

- 1 UN Women Training Centre (2019) "Feminist pedagogies in Training for Gender Equality", <https://trainingcentre.unwomen.org/portal/resource-centre/entry/158831/>
- 2 UN Women Training Centre (2019) "Quality in Training for Gender Equality", <https://trainingcentre.unwomen.org/portal/resource-centre/entry/158833/>
- 3 UN Women Training Centre Gender Equality Glossary <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36>;  
UNAIDS Terminology Guidelines [https://www.unaids.org/sites/default/files/media\\_asset/2015\\_terminology\\_guidelines\\_en.pdf](https://www.unaids.org/sites/default/files/media_asset/2015_terminology_guidelines_en.pdf)





