REPRODUCTIVE RIGHTS & HIV
FACILITATOR’S GUIDE

Steps for the future
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Reproductive Rights & HIV

“The full realization of all human rights and fundamental freedoms for all is an essential element in the global response to the HIV/AIDS pandemic”

2006 United Nations Political Declaration on HIV and AIDS

Reproductive Health

A state of complete physical, mental and social well being, not merely the absence of disease or infirmity in all matters relating to the reproductive system and to its functions and processes.

Reproductive Rights

Reproductive Health implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so — free of coercion and stigma.

All couples and individuals should have the right:

• to a pleasurable and enjoyable sexual life, the right to intimacy, to have children and to love,

• to decide freely and responsibly the number, spacing and timing of their children,

• to have the information and means to do so,

• to access sexual and reproductive health services without fear of being stigmatized or judged,

• to attain the highest standard of sexual and reproductive health.
Using film as a tool

When you just go there and stand in front of everybody and you just say: “Here I am, I am HIV+” no one will ever listen to you. The advantage of the films and this methodology is that we don’t just talk, but we let people talk. We are just there to guide them to talk about issues that they really want to talk about. We assist them to make their own decisions.

Moalosi Thabane (Facilitator)

Learning Cycle

A facilitated film screening is based on the action learning cycle. A film is screened and followed by a discussion. This process allows audiences to watch, reflect on, engage with and learn from the film and the issues it raises. Facilitators guide this process by creating a safe environment for audiences to actively engage with the films.

• Watching the Film

The film screening becomes a collective social experience, while audiences watch the film together.

• Reflection on the film

After the film screening, audiences reflect on the films and share their feelings and reactions. Central to this approach is the knowledge that every individual has ideas and holds values that are important to them. Sharing this knowledge and respecting those ideas, feelings and values assists audiences to learn from each other.

• Looking at the bigger picture

During the discussions, audiences link the issues addressed in the films to their own lives, ask questions, share personal stories and information.

• Action

This process allows audiences to explore ways to become agents of change.
Learning Cycle

- **WATCHING THE FILM**
  Audiences watch the film together

- **ACTION**
  Audiences develop the ability to make informed decisions and positive changes in their lives

- **LOOKING AT THE BIGGER PICTURE**
  Audiences link the issues addressed in the films to their own lives, ask questions, share personal stories and information

- **REFLECTION ON THE FILM**
  Audiences reflect on the films and share their feelings and reactions
The role of the facilitator

The role of the facilitator is to guide the learning process without dominating it.

The facilitator’s primary function is to guide the discussion. He/she needs to create an environment where the participants feel confident and able to voice their opinions and/or ask for more information.

The facilitator needs to build on the knowledge and experience of the audience and respect and acknowledge audience contributions.

He/she should provide information where required to address misconceptions and encourage audiences to come up with their own conclusions.

Qualities of a good facilitator

- **Attitudes:** Non-judgemental, respectful, gender-sensitive

- **Knowledge:** Reproductive and Human Rights, HIV/AIDS, PMTCT (Prevention of Mother to Child Transmission)

- **Skills:** Facilitation techniques, active listening, dealing with conflicts and emotions

Who is the audience?

Before a screening facilitators should gather information about their expected audience:

- **Who are the viewers:** what is their education level, primary language, age, interests and concerns?

- **How big is the group?** Will you need to break into smaller groups to allow better participation? Will people feel comfortable and confident in expressing their views? How can you maximise participation?

- **What kind of experience might they have had with the issues raised in the film?**

- **How might these issues affect their lives, directly or indirectly?**
Checklist for setting up a screening

- Book the venue in advance
- Familiarize yourself with the venue
- Make sure that the room is large enough to accommodate the expected audience group
- If there are windows without blinds or curtains, you will need to cover them with black plastic or cardboard
- Check the power points
- Test your screening equipment and sound beforehand to make sure that it is working properly (i.e. television / data projector, DVD player / computer, amplifier, speakers and screen)
- View the film before you screen it
- Arrive at the venue early to set up the equipment
- If you are using a video projector and screen, position the speakers on stands to provide clear sound across the venue
- Arrange the chairs so that everyone can see the screen and participate in the discussion
Introduction
Facilitators should introduce themselves and the film, giving the title, the lengths of the film, when and by whom it was made; and a brief outline of the story. This needs to be adapted to the specific audience.

Screening the film
The audience needs to be comfortable, able to see the screen and hear the sound clearly. The film should run right to the final credit. This allows the audience time to wind down and reflect before re-engaging with the group, and also gives them insight into how the story was constructed and captured. A short break after the film will provide an opportunity to allow for fresh air into the venue, a stretch or moving the chairs into a more informal arrangement (such as a circle) for the discussion.

Methods of reflection
For an effective discussion to take place, the facilitator needs to consider the size of the group and chose methods that are suitable for the specific audience.

- **Plenary discussion**: A plenary discussion allows members of the audience to share and listen to others. However, in a big group, this means that only a few people will get to speak.

- **Silent dialogue**: This can be used to encourage personal reactions to the film, which are not influenced by others. Viewers can express themselves by writing a few words or drawing a picture expressing their immediate feelings about the film on card/ posters to be put up for everybody to see.

- **Buzz groups or pairs**: Viewers share their reactions with their neighbors in "buzz groups". This gives everyone a chance to express his or her reaction and feelings.

- **Small groups**: The group may be large enough to divide into several smaller groups. This allows more people to participate in the discussion, and encourages those, who are intimidated by a big group. Each group should choose someone to report back to the plenary, and rotate this role if there is more then one group discussion.
Each of the films tells a personal story, which might evoke powerful emotions and responses. The films pose many questions, but do not give answers. Facilitators can use guiding questions but need to be flexible to recognize and follow audience’s own responses and questions to the films.

Guiding questions should be linked to the stages of the learning cycle.

To enable audiences to reflect on and express their own reactions and feelings about each film, the following questions could be used:

“How does this film make you feel?”

“Do you like this film? - Why and why not?”

Other questions can be used to invite audiences to engage with the film characters, their personal stories and the issues they are dealing with and link the films to their own lives.

“What issues is the film raising?”

“What do you think this film is about?”

“Can you relate to the story and people? Why and why not?”

“Does the film reflect what happens in our communities/families? Explain.”

The following questions can be used to encourage audiences to decide on personal actions and explore how to become agents of change. Guiding questions could include:

“What have you gained from the film and discussion?”

“How can you make a difference, personally and/or in your community?”
An Intersection

Target Audience
Adults and older youth

Directed by: Karin Slater
26:25 minutes, Botswana 2010

Key Issues
Reproductive Rights of couples living with HIV \ PMTCT (Prevention of Mother To Child Transmission) \ Involvement of men as partners and fathers \ Women’s rights to safe motherhood \ Positive Living \ Care & support

Film Outline
Kennedy and Basha are both openly living with HIV. After five years of marriage, Kennedy was yearning for a baby to “tie” their marriage together. Basha initially refused. She thought it would be too difficult being HIV positive and having a baby.

The film follows the story of how she changed her mind, and the serious doubts and fears both of them then shared.

Questions For Discussion

• How does this film make you feel?
• Why is Kennedy so involved in the birth of his child? How do you feel about this?
• Why do most men not accompany their wives to maternity sessions or to the birth?
• Can you relate to Kennedy’s desire to have a baby regardless of his status? Explain
• How do you feel about couples living with HIV wanting to have children?
• What needs to be done to reduce transmission of HIV to babies?
• What kind of support would you give a couple living with HIV, wanting to have a baby?
Paulina & Temus

Target Audience
Adults and older youth

Key Issues
Reproductive Rights of discordant couples \ Involvement of men as partners \ PMTCT (Prevention of Mother To Child Transmission) \ Stigmatization and discrimination \ Disclosure \ Positive Living \ Care & support \ Social & cultural beliefs

Directed by: Dumisani Phakathi & Simon Wilkie
14:48 minutes, Namibia 2010

Film Outline
Temus and Paulina are a married couple living in Oshakati, in northern Namibia. Temus had been living openly with HIV when he met and married Paulina, who is HIV negative. Their marriage was not easily accepted by Paulina’s family and their community, because of Temus’s HIV status.

The couple would like to have their own biological child and are considering various options. Sperm wash in South Africa is too expensive, while conceiving the natural way would be risky. Their main concern is not to pass the virus on to Paulina and the baby.

Questions For Discussion

• How do you feel about Paulina marrying Temus?

• At the beginning Paulina’s parents did not approve of her marriage to Temus. Is marriage and alliance between two families or just between the couple? Explain

• Why is it important for a couple to know their HIV status?

• In our country, who is more supportive when one partner is living with HIV? Males or females? Explain

• What challenges do discordant couples face in your community?

• What options do discordant couples have to avoid HIV transmission to the partner and the baby?

• What kind of support would you give to Paulina?
Facilitated screening report

Facilitated screening data
Date:
Venue:
Film(s) screened:
Language(s) used:
Facilitators (Names and Gender):

Estimated number of people:

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<th>Adults</th>
<th>Youth</th>
<th>Children under 12</th>
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Audience participation:

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<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
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<td>Female participation in the discussion</td>
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<td>Male participation in the discussion</td>
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• Briefly describe the main issues addressed
• Describe significant audience reactions
• How can you improve future screenings?
• Any other comments
Steps for the future

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