

GENERAL INTRODUCTION

The IBE and HIV and AIDS Education

The International bureau of education (IBE) set up a cross-cutting programme on HIV and AIDS in 2001 in response to the UNESCO Director-General's request for a scaled-up response to HIV and AIDS education. A Global Initiative on HIV and AIDS Prevention Education – EDUCAIDS - was launched by the Cosponsoring Organizations of UNAIDS in March 2004. The initiative intends to radically enhance national HIV and AIDS prevention and mitigation efforts by helping governments to implement comprehensive, nation-wide education programmes for young people.

Within this framework and in order to create sustainable and responsive school-based programmes that are relevant locally and globally, IBE set up an International clearinghouse on HIV and AIDS curricula responsible for collecting, evaluating and disseminating HIV and AIDS curricula and good practice materials for primary and secondary schools. IBE also developed capacity building activities to support curriculum specialists and developers of HIV and AIDS materials and school programmes.

IBE's goal is to make HIV and AIDS curricula good practice materials and development tools available to education professionals worldwide so that they may use this research-based information to develop and improve upon their own HIV and AIDS curricula and school-based programmes and by so doing, benefit from the experience and expertise available in other parts of the world.

In line with this goal, IBE developed a manual titled "*Manual for integrating HIV and AIDS education in school curricula*" intended to help curriculum developers, programme officers and textbook writers address more effectively the shortcomings in existing programmes.

The manual provides tools which could be used at each stage in the development and implementation of HIV and AIDS education curricula and programmes. These tools facilitate the assessment of existing practices and provide solutions adapted to different contexts in order to improve the effectiveness and efficiency of HIV and AIDS education in primary and secondary schools.

In addition to the manual, IBE offers a databank, focused on the collection, analysis and dissemination of curricula and related teaching and learning material for HIV and AIDS education at primary, secondary and teacher training levels worldwide. A number of resources are also included in the appendix of this manual and on the IBE's website.

<http://www.ibe.unesco.org/HIVAids.htm>

How was the manual developed?

A range of resources was used during the development of the different tools of the manual. The theoretical framework was developed on the basis of evaluations and studies on the most effective HIV and AIDS education programmes, existing curriculum development theory and practice, and other documents related to child and adolescent development. The main references related to these resources can be found in the bibliography.

Each tool was then developed and discussed with experts and practitioners in the field of health promotion, sexual and reproductive health and HIV and AIDS

education from all over the world, especially during two international workshops in July 2002 and June 2003, and during several curriculum specialists training workshops, mainly in Africa from 2004 to 2006.

The manual exists in French and English. It is important to note that it has been developed with priority needs of Sub-Saharan Africa in mind. It will naturally need to be adapted for other regions of the world.

Definition of the Concept of Curriculum

According to the history of education, the term ‘curriculum’ was originally related to the concept of a course of studies followed by a pupil in a teaching institution. The concept of “curriculum” was used in the English-speaking tradition as equivalent to the French concept *programme d’études*. In recent decades however, the concept of curriculum has evolved and grown in importance.

The term ‘curriculum’ is mostly used to refer to the existing contract between society, the State and educational professionals with regard to the educational experiences that learners should undergo during a certain phase of their lives. For the majority of authors and experts, the curriculum defines:

- Why to learn;
- What to learn;
- When to learn;
- Where to learn;
- How to learn;
- With whom to learn.

Using educational concepts, we can say that the curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, the point of view of methods to be used, the resources for learning and teaching (e.g. textbooks and new technologies), evaluation and teachers’ profiles.

Originally, the curriculum was considered as a product of a technical process. In other words as a document prepared by experts, depending on the state of the art of disciplinary, pedagogical and didactical knowledge.

However, increasingly, theorists of education recognize the political component of the curriculum—the fact that the curriculum is a field of ideological and political struggle which takes place in each society in order to give meaning to education. Thus, it is recognized that this meaning should not only originate from experts, following a professional criteria, but also through complex political, social and cultural processes.

The curriculum is therefore an intangible process that also has a material expression. The typical product of this process is one or several documents adopted at a given time by the political and educational authorities. In a wider sense, textbooks and teaching guides are also considered as curricular documents because they contribute to the production of meaning and guide the teaching and learning process in the educational institutions.

(Chapter adapted from a text by Braslavsky, C. 2003. *The Curriculum*. For more information on the concept of curriculum see also another resource developed by UNESCO Bangkok and IBE in 2005: *Leading and facilitating curriculum change; A resource pack for capacity building*.)

Why such a manual?

This HIV and AIDS curriculum manual was developed by IBE in response to the requests and needs from the field for tools to guide the process of effectively integrating HIV and AIDS education in schools.

An increasing number of governmental and non-governmental institutions at the local, national and international levels have been producing an increasing quantity and variety of material intended for HIV and AIDS education and the training of teachers at the primary and secondary levels.

Despite the large quantity of material available, a recent IBE-UNESCO study on the integration of HIV and AIDS education into official school curricula in 35 countries worldwide, highlighted the fact that, integration, in many cases is not comprehensive and does not provide the conditions needed for strong and effective implementation. Too often, HIV and AIDS issues are either not taught in a meaningful and relevant manner or not taught at all (See IBE-UNESCO. 2005. *The Quality Imperative; Assessment of curricular response in 35 countries for the EFA monitoring report 2005*).

Key issues addressed in this manual include:

- How best, can HIV and AIDS education, be integrated into existing curricula and school programmes?
- What practices are considered “good practices” with regards to HIV and AIDS education in schools?
- How can HIV and AIDS teaching and learning materials be effectively adapted or developed?
- What are the implications of integrating HIV and AIDS education programmes and curricula on:
 - Adaptation of the school manuals?
 - Pedagogy to be used?
 - Teacher training?
 - Assessing learning outcomes?
 - Managing schools (ie. organisation of schedules, collaboration between teachers, relationships with the community, etc)?

For whom are these tools intended?

The primary target audiences are curriculum developers and HIV and AIDS education programme officers in charge of integrating HIV and AIDS education within basic education curricula and developing related teaching and learning materials.

Teacher trainers are also an important target group. The intention is to help them (i.e. teacher trainers) prepare teachers to effectively deliver HIV and AIDS education in conformity with the curriculum.

Other education professionals, especially teachers, community educators and researchers, will also find within this manual, information relevant to their practice.

The Manual Consists of Ten tools

This manual consists of ten tools which can be either used individually or together.

As the development and implementation of curricula and school programmes is also a political, social and cultural process, the first three tools are designed to facilitate assessing the context in which HIV and AIDS education occurs:

Tool 1: Raising awareness and advocating for HIV and AIDS education in schools

Tool 2: Assessment of the current situation regarding the integration of HIV and AIDS education into the official curriculum

Tool 3: Context analysis: resources, obstacles and opportunities

The following seven tools cover more technical aspects of the process of developing and implementing curricula and school programmes. The tools provide information and recommendations aimed at addressing the implications of the integration of comprehensive and multidimensional HIV and AIDS education into official curricula. These tools also facilitate the development of the conditions necessary for an effective HIV and AIDS education.

Tool 4: Issues regarding integration of HIV and AIDS education into the official curriculum

Tool 5: Learning objectives, essential thematic areas, allocation of time, with an example of cross-curricular approach

Tool 6: Pedagogical approaches and teaching methods

Tool 7: Assessment of learning outcomes

Tool 8: Teacher training and support to school staff

Tool 9: HIV and AIDS education and management of schools

Tool 10: Appraisal criteria for HIV and AIDS and SRH teaching and learning materials

The global curriculum databank is a collection of examples of curricula programmes and school materials for HIV and AIDS education at the primary and secondary levels. It provides access to complementary resources which may be accessed on IBE's website at <http://www.ibe.unesco.org/HIVAids.htm>. Alternatively, a CD-ROM could be ordered from IBE.

How to use these tools?

Each tool consists of:

- Basic general information in an introductory section
- Recommendations based on research and assessment of existing programmes
- Worksheets for practical exercises intended to guide users in their considerations on improving HIV and AIDS education in schools

Practical activities can be conducted individually, in small groups or in large groups.

All the proposed tools are designed to (as much as possible) take into account dimensions specific to the context and situation of each country.

These tools are used during the seminars and workshops organised by IBE. The IBE is also a resource centre for users and provides recommendations on how to organise training sessions or workshops and on the best convenient way to use this manual.

IBE is inviting comments and recommendations from users in order to improve, update and develop improved versions of this manual.

Some essential concepts and themes may be repeated in some tools. This was done deliberately as it prevents the use of cross references between tools and also allows each tool to be used individually.