

TOOL 10 Appraisal Criteria for HIV & AIDS and SRH teaching and learning materials

Introduction

A growing 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 teaching, learning and teacher training at the primary and secondary levels. The need to document, analyze and disseminate curricular materials for HIV & AIDS education in the school context has been clearly identified.

Criteria are needed to guide the appraisal of HIV & AIDS teaching and learning resources used in schools for HIV & AIDS education and to help decide what should be taught and what are the most efficient ways to teach it.

IBE has therefore established such criteria with a group of national and international experts from other UN organizations (in particular UNICEF and WHO), curriculum developers from all over the world, bi-lateral development agencies and other UNESCO divisions and offices. IBE is regularly reviewing this tool following the comments and advice from several users and because knowledge on good practice and treatment have evolved.

The appraisal criteria are designed primarily for professionals working in the area of curriculum development, implementation and evaluation of HIV & AIDS education.

In addition, any other education specialists, especially teachers and researchers, can make use of the criteria when, for example, assessing which material is most appropriate for their needs and purposes. These criteria may be used to:

- Evaluate one's own material in order to improve it
- Select existing material
- Adapt existing material to one's own context, needs and resources
- Develop new material

IBE has developed three separate sets of criteria with which to appraise three distinct kinds of educational materials, namely:

- A. Material for teachers
- B. Material for learners
- C. Material for teacher training

An appraiser should first of all verify for whom the material that she or he intends to appraise is primarily designed. The document can then be evaluated using the appropriate set of criteria.

The appraisal is done by answering and rating questions listed in each criterion. The rating, together with any comments you may have made on the material will serve to guide you and other users on the potential use of the material.

Criteria tables are completed by a set of guidelines providing detailed information to help the appraiser.

There are three sets of appraisal criteria:

A. Criteria to appraise material for learners

- I. Material development and inclusion in the prescribed curriculum
- II. Time frame and assessment
- III. Goal, objectives and target group
- IV. Basic information for protecting and promoting health
- V. Me, my emotions and my relations with others
- VI. Relations between men and women
- VII. Promoting human rights, overcoming stigma and discrimination
- VIII. Community and culture
- IX. Learning activities
- X. Layout and packaging

B. Criteria to appraise material for teachers

- I. Material development and inclusion in the prescribed curriculum
- II. Time frame and assessment
- III. Goal, objectives and target group
- IV. Basic information for protecting and promoting health
- V. Me, my emotions and my relations with others
- VI. Relations between men and women
- VII. Promoting human rights, overcoming stigma and discrimination
- VIII. Community and culture
- IX. Teaching methods and strategies, teacher guidance
- X. Layout and packaging

C. Criteria to appraise material for teacher training

- I. Material development and inclusion in the prescribed curriculum
- II. Time frame and assessment
- III. Goal, objectives and target group
- IV. Basic information for protecting and promoting health
- V. Me, my emotions and my relations with others
- VI. Relations between men and women
- VII. Promoting human rights, overcoming stigma and discrimination
- VIII. Community and culture
- IX. Teaching methods and strategies, teacher guidance
- X. Layout and packaging