

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

Introduction

It is important to assess the extent to which HIV and AIDS education has been integrated into the official curriculum and in programmes. Trained teachers and good manuals and materials are necessary, but not enough to ensure access to quality HIV and AIDS education for all learners. It is also crucial that HIV and AIDS education is clearly and officially integrated into the prescribed curriculum to ensure that it is effectively taught in schools.

An analysis of the current situation is therefore essential to ensure an effective teaching and learning of HIV and AIDS. It is important to adopt (whenever possible and relevant) approaches with the “least resistance”, i.e. using existing curriculum and already available resources, rather than starting from scratch.

The purpose of this tool is hence to guide in quickly assessing the current curriculum situation and providing links to other tools in the manual designed to guide each step in improving HIV and AIDS education in schools.

This tool will help an individual to undertake a rapid diagnosis of the essential dimensions that should be carefully appraised in order to choose options that are realistic and adapted to the context and to ensure consistency with the existing curriculum structure or the process of reform that is already on-going.

The following elements should be considered:

1. What is the **current policy approach** for HIV and AIDS education in schools? (dimension 1 of worksheets).
2. Is HIV and AIDS education **integrated in the official curriculum**? (dimensions 2 and 4 of worksheets).
3. What is the current **curricular approach**? HIV and AIDS education should be integrated or reinforced logically within the existing curriculum or the ongoing curricula reforms. (dimension 3 of worksheets).
4. Is a sufficient amount of **time** explicitly allocated in the curriculum and in the programmes? (dimension 5 of worksheets).
5. Are the **core topics**, essential for HIV and AIDS education, comprehensively covered? (dimension 6 of worksheets)

Four main approaches for the inclusion of HIV and AIDS education in the curriculum:

- HIV and AIDS as a **new stand-alone subject**, clearly labelled and including all core aspects of HIV and AIDS education.
- HIV and AIDS, **integrated in one main existing carrier-subject** containing most of core aspects of HIV and AIDS education.
- HIV and AIDS as a **cross-curricular issue**, integrated in a few existing subjects clearly defined and containing most of core aspects of HIV and AIDS education, in a complementary and coordinated approach.
- HIV and AIDS **subject infused throughout the curriculum**, integrated in most/all subjects included in the curriculum, with, or without any specific mention of HIV and AIDS in subject areas.

Extra-curricular activities may complement HIV and AIDS education or in some cases, they may be the only HIV-related activities in schools. (Source: IBE, 2005)

6. Are the **pedagogical approaches** (interactive and participatory methods) adapted to covered topics? (dimension 7 of worksheets)
7. Are the **learning outcomes** on HIV and AIDS education sufficiently assessed? (dimension 8 of worksheets)
8. Are there enough **didactic manuals or materials**? (dimension 9 of worksheets)
9. Are **teachers trained** (worksheets 3 and 4)

The following worksheets (for a quick assessment) will provide a “reality check” of the current situation. It would then be possible to move forwards and make appropriate changes using the tools of the manual.

- The first worksheet is for primary education
- The second worksheet is for secondary education
- The third worksheet is for teacher education (primary schools)
- The fourth worksheet is for teacher education (secondary schools)

Worksheet 1 Quick assessment of current integration of HIV and AIDS education into the official curricula

A. Primary education

Dimensions	YES	NO	Next Steps
1. HIV and AIDS policy framework is clearly defined regarding the role of primary education in the response of the education sector to HIV and AIDS	<input type="checkbox"/>	<input type="checkbox"/>	Tool 3 provides a checklist to assess the scope and quality of the policy framework supporting HIV and AIDS education. It also allows an assessment of resources (available and to be mobilized), obstacles and opportunities
2. HIV and AIDS education is included in the official curriculum of primary education	<input type="checkbox"/>	<input type="checkbox"/>	Tool 4 provides information, set of guidelines and a worksheet on how HIV and AIDS education can be integrated in the official curriculum, with support in choosing the best context-specific curricular approach
3. Curricular approach is clearly defined (indicate which one (definitions are provided on page 1 of this tool) – this item may not apply to primary education			Tool 4 provides information, a set of guidelines and a worksheet on how HIV and AIDS education can be integrated in the curriculum. It also provides guidance in choosing the best curricular approach suitable for a specific country
- Stand-alone subject	<input type="checkbox"/>	<input type="checkbox"/>	
- Integrated in one main carrier subject	<input type="checkbox"/>	<input type="checkbox"/>	
- Cross curricular	<input type="checkbox"/>	<input type="checkbox"/>	
- Infused	<input type="checkbox"/>	<input type="checkbox"/>	
4. The goals and objectives of HIV and AIDS education are clearly defined in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and a worksheet for the integration of HIV and AIDS education into the official curriculum, including checking relevance and coherence of objectives
5. Specific time is allocated for each lesson/unit of HIV and AIDS education	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and a worksheet for the integration of HIV and AIDS education into the official curriculum, including information on minimal time to allocate for each theme and module
6. The core themes are addressed:	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and worksheets for the integration of HIV and AIDS education into an existing or new official curriculum including a discussion and definition of core minimal contents for HIV and AIDS education Tool 10 provides guidance to appraise the quality of the existing material or material being developed. Thematic curriculum resource packs for each topic are being prepared to provide examples of existing good material. Examples of good practice are available at: http://www.ibe.unesco.org/HIVAids.htm
- Basic knowledge for protecting and promoting health	<input type="checkbox"/>	<input type="checkbox"/>	
- Me, my emotions and my relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	
- Gender issues and promotion of equity	<input type="checkbox"/>	<input type="checkbox"/>	
- Promoting human rights and overcoming stigma and discrimination	<input type="checkbox"/>	<input type="checkbox"/>	

Dimensions	YES	NO	Next steps
7. Interactive and participatory pedagogical methods are used	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 6 provides information, a set of guidelines and worksheets concerning pedagogical approaches and teaching methods.</p> <p>Tool 10 provides guidance to appraise the quality of the existing material or material to be developed.</p> <p>Appraisals of examples of good practice are available at http://www.ibe.unesco.org/HIVAids.htm</p>
8. HIV and AIDS education is submitted to an exam or assessment	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 6 provides information, a set of guidelines and worksheets concerning pedagogical approaches and teaching methods, including for evaluation.</p> <p>Tool 7 provides counselling and information on appropriate methods to assess learner's progress in the field of life skills.</p>
9a. Manuals and/or other teaching and learning material already exist	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 10 provides guidance to appraise the quality of the existing material or material being developed.</p> <p>Thematic curriculum resource packs for each topic are being prepared to provide examples of existing good material.</p> <p>Appraisals of examples of good practice are available at http://www.ibe.unesco.org/HIVAids.htm</p>
9b. The existing material has been appraised and is of good quality	<input type="checkbox"/>	<input type="checkbox"/>	
9c. The material is widely available to teachers and learners	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments for primary education

Worksheet 2 Quick assessment of current integration of HIV and AIDS education into the official curricula

B. Secondary education

Dimensions	YES	NO	Next Steps
1. HIV and AIDS policy framework is clearly defined regarding the role of secondary education in the response of the education sector to HIV and AIDS	<input type="checkbox"/>	<input type="checkbox"/>	Tool 3 provides a checklist to assess the scope and quality of the policy framework supporting HIV and AIDS education. It also allows an assessment of resources (available and to be mobilized), obstacles and opportunities
2. HIV and AIDS education is included in the official curriculum of secondary education	<input type="checkbox"/>	<input type="checkbox"/>	Tool 4 provides information, set of guidelines and a worksheet on how HIV and AIDS education can be integrated in the official curriculum, with support in choosing the best context-specific curricular approach
3. Curricular approach is clearly defined (indicate which one (definitions are provided on page 1 of this tool)			Tool 4 provides information, a set of guidelines and a worksheet on how HIV and AIDS education can be integrated in the curriculum. It also provides guidance in choosing the best curricular approach suitable for a specific country
- Stand-alone subject	<input type="checkbox"/>	<input type="checkbox"/>	
- Integrated in one main carrier subject	<input type="checkbox"/>	<input type="checkbox"/>	
- Cross curricular	<input type="checkbox"/>	<input type="checkbox"/>	
- Infused	<input type="checkbox"/>	<input type="checkbox"/>	
4. The goals and objectives of HIV and AIDS education are clearly defined in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and a worksheet for the integration of HIV and AIDS education into the official curriculum, including checking relevance and coherence of objectives
5. Specific time is allocated for each lesson/unit of HIV and AIDS education	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and a worksheet for the integration of HIV and AIDS education into the official curriculum, including information on minimal time to allocate for each theme and module
6. The core themes are addressed:	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and worksheets for the integration of HIV and AIDS education into an existing or new official curriculum including a discussion and definition of core minimal contents for HIV and AIDS education
- Basic knowledge for protecting and promoting health	<input type="checkbox"/>	<input type="checkbox"/>	
- Me, my emotions and my relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	Tool 10 provides guidance to appraise the quality of the existing material or material being developed. Thematic curriculum resource packs for each topic are being prepared to provide examples of existing good material. Examples of good practice are available at: http://www.ibe.unesco.org/HIVAids.htm
- Gender issues and promotion of equity	<input type="checkbox"/>	<input type="checkbox"/>	
- Promoting human rights and overcoming stigma and discrimination	<input type="checkbox"/>	<input type="checkbox"/>	

Dimensions	YES	NO	Next steps
7. Interactive and participatory pedagogical methods are used	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 6 provides information, a set of guidelines and worksheets concerning pedagogical approaches and teaching methods.</p> <p>Tool 10 provides guidance to appraise the quality of the existing material or material being developed.</p> <p>Appraisals of examples of good practice are available at http://www.ibe.unesco.org/HIVAids.htm</p>
8. HIV and AIDS education is submitted to an exam or assessment	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 6 provides information, a set of guidelines and worksheets concerning pedagogical approaches and teaching methods, including for evaluation.</p> <p>Tool 7 provides counselling and information on appropriate methods to assess learner's progress in the field of life skills.</p>
9a. Manuals and/or other teaching and learning material already exist	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 10 provides guidance to appraise the quality of the existing material or material being developed.</p> <p>Thematic curriculum resource packs for each topic are being prepared to provide examples of existing good material.</p> <p>Appraisals of examples of good practice are available at http://www.ibe.unesco.org/HIVAids.htm</p>
9b. The existing material has been appraised and is of good quality	<input type="checkbox"/>	<input type="checkbox"/>	
9c. The material is widely available to teachers and learners	<input type="checkbox"/>	<input type="checkbox"/>	

Additional comments for secondary education

Worksheet 3 Quick assessment of current integration of HIV and AIDS education into the official curricula

C. Teacher Training – primary schools

Dimensions	YES	NO	Next Steps
1. HIV and AIDS policy framework is clearly defined regarding the role of teacher training in the response of the education sector to HIV and AIDS	<input type="checkbox"/>	<input type="checkbox"/>	Tool 3 provides a checklist to assess the scope and quality of the policy framework supporting HIV and AIDS education. It also allows an assessment of resources (available and to be mobilized), obstacles and opportunities
2. HIV and AIDS education is included in the official teacher training curriculum			Tool 4 provides information, set of guidelines and a worksheet on how HIV and AIDS education can be integrated in the official curriculum, with support in choosing the best context-specific curricular approach
pre-service training	<input type="checkbox"/>	<input type="checkbox"/>	
in-service training	<input type="checkbox"/>	<input type="checkbox"/>	
3. Curricular approach is clearly defined (indicate which one (definitions are provided on page 1 of this tool)			Tool 4 provides information, a set of guidelines and a worksheet on how HIV and AIDS education can be integrated in the curriculum. It also provides guidance in choosing the best curricular approach suitable for a specific country
- Stand-alone subject	<input type="checkbox"/>	<input type="checkbox"/>	
- Integrated in one main carrier subject	<input type="checkbox"/>	<input type="checkbox"/>	
- Cross curricular	<input type="checkbox"/>	<input type="checkbox"/>	
- Infused	<input type="checkbox"/>	<input type="checkbox"/>	
4. The goals and objectives of teacher training for HIV and AIDS education are clearly defined in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and a worksheet for the integration of HIV and AIDS education into the official curriculum, including checking relevance and coherence of objectives
5. Specific time is allocated for each lesson/unit for training teachers for HIV and AIDS education	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and a worksheet for the integration of HIV and AIDS education into the official curriculum, including information on minimal time to allocate for each theme and module
6. The core themes are addressed in teacher training:	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and worksheets for the integration of HIV and AIDS education into an existing or new official curriculum including a discussion and definition of core minimal contents for HIV and AIDS education Tool 10 provides guidance to appraise the quality of the existing material or material being developed. Thematic curriculum resource packs for each topic are being prepared to provide examples of existing good material. Examples of good practice are available at: http://www.ibe.unesco.org/HIVAids.htm
- Basic knowledge for protecting and promoting health	<input type="checkbox"/>	<input type="checkbox"/>	
- Me, my emotions and my relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	
- Gender issues and promotion of equity	<input type="checkbox"/>	<input type="checkbox"/>	
- Promoting human rights and overcoming stigma and discrimination	<input type="checkbox"/>	<input type="checkbox"/>	

Dimensions	YES	NO	Next steps
7. Interactive and participatory pedagogical methods are taught and used during teacher training	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 6 provides information, a set of guidelines and worksheets concerning pedagogical approaches and teaching methods.</p> <p>Tool 10 provides guidance to appraise the quality of the existing material or material to be developed.</p> <p>Appraisals of examples of good practice are available at http://www.ibe.unesco.org/HIVAids.htm</p>
8. Teacher training for HIV and AIDS education is submitted to an exam or assessment	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 6 provides information, a set of guidelines and worksheets concerning pedagogical approaches and teaching methods, including for evaluation.</p> <p>Tool 7 provides counselling and information on appropriate methods to assess learner's progress in the field of life skills.</p>
9a. Teachers in charge of HIV and AIDS education are systematically trained?			Tool not available yet
- pre-service training	<input type="checkbox"/>	<input type="checkbox"/>	
- in-service training	<input type="checkbox"/>	<input type="checkbox"/>	
9b. There is enough teacher trainers that are trained and proficient in HIV and AIDS education	<input type="checkbox"/>	<input type="checkbox"/>	Tool not available yet
10a. Manuals and/or other material for teacher training already exist	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 10 provides guidance to appraise the quality of the existing material or material being developed.</p> <p>Thematic curriculum resource packs for each topic are being prepared to provide examples of existing good material.</p> <p>Appraisals of examples of good practice are available at http://www.ibe.unesco.org/HIVAids.htm</p>
10b. The existing material has been appraised and is of good quality	<input type="checkbox"/>	<input type="checkbox"/>	
10c. The material is widely available to teachers trainers and teachers	<input type="checkbox"/>	<input type="checkbox"/>	

Additional comments for Teacher Training / Primary Schools

Worksheet 4 Quick assessment of current integration of HIV and AIDS education into the official curricula

D. Teacher Training – secondary schools

Dimensions	YES	NO	Next Steps
1. HIV and AIDS policy framework is clearly defined regarding the role of teacher training in the response of the education sector to HIV and AIDS	<input type="checkbox"/>	<input type="checkbox"/>	Tool 3 provides a checklist to assess the scope and quality of the policy framework supporting HIV and AIDS education. It also allows an assessment of resources (available and to be mobilized), obstacles and opportunities
2. HIV and AIDS education is included in the official teacher training curriculum			Tool 4 provides information, set of guidelines and a worksheet on how HIV and AIDS education can be integrated in the official curriculum, with support in choosing the best context-specific curricular approach
pre-service training	<input type="checkbox"/>	<input type="checkbox"/>	
in-service training	<input type="checkbox"/>	<input type="checkbox"/>	
3. Curricular approach is clearly defined (indicate which one (definitions are provided on page 1 of this tool)			Tool 4 provides information, a set of guidelines and a worksheet on how HIV and AIDS education can be integrated in the curriculum. It also provides guidance in choosing the best curricular approach suitable for a specific country
- Stand-alone subject	<input type="checkbox"/>	<input type="checkbox"/>	
- Integrated in one main carrier subject	<input type="checkbox"/>	<input type="checkbox"/>	
- Cross curricular	<input type="checkbox"/>	<input type="checkbox"/>	
- Infused	<input type="checkbox"/>	<input type="checkbox"/>	
4. The goals and objectives of teacher training for HIV and AIDS education are clearly defined in the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and a worksheet for the integration of HIV and AIDS education into the official curriculum, including checking relevance and coherence of objectives
5. Specific time is allocated for each lesson/unit for training teachers for HIV and AIDS education	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and a worksheet for the integration of HIV and AIDS education into the official curriculum, including information on minimal time to allocate for each theme and module
6. The core themes are addressed in teacher training:	<input type="checkbox"/>	<input type="checkbox"/>	Tool 5 provides information, a set of guidelines and worksheets for the integration of HIV and AIDS education into an existing or new official curriculum including a discussion and definition of core minimal contents for HIV and AIDS education Tool 10 provides guidance to appraise the quality of the existing material or material being developed. Thematic curriculum resource packs for each topic are being prepared to provide examples of existing good material. Evaluations of good practice are available at: http://www.ibe.unesco.org/HIVAids.htm
- Basic knowledge for protecting and promoting health	<input type="checkbox"/>	<input type="checkbox"/>	
- Me, my emotions and my relationships with others	<input type="checkbox"/>	<input type="checkbox"/>	
- Gender issues and promotion of equity	<input type="checkbox"/>	<input type="checkbox"/>	
- Promoting human rights and overcoming stigma and discrimination	<input type="checkbox"/>	<input type="checkbox"/>	

Dimensions	YES	NO	Next steps
7. Interactive and participatory pedagogical methods are taught and used during teacher training	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 6 provides information, a set of guidelines and worksheets concerning pedagogical approaches and teaching methods.</p> <p>Tool 10 provides guidance to appraise the quality of the existing material or material to be developed.</p> <p>Appraisals of examples of good practice are available at http://www.ibe.unesco.org/HIVAids.htm</p>
8. Teacher training for HIV and AIDS education is submitted to an exam or assessment	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 6 provides information, a set of guidelines and worksheets concerning pedagogical approaches and teaching methods, including for evaluation.</p> <p>Tool 7 provides counselling and information on appropriate methods to assess learner's progress in the field of life skills.</p>
9a. Teachers in charge of HIV and AIDS education are systematically trained?			Tool not available yet
- pre-service training	<input type="checkbox"/>	<input type="checkbox"/>	
- in-service training	<input type="checkbox"/>	<input type="checkbox"/>	
9b. There is enough teacher trainers that are trained and proficient in HIV and AIDS education	<input type="checkbox"/>	<input type="checkbox"/>	Tool not available yet
10a. Manuals and/or other material for teacher training already exist	<input type="checkbox"/>	<input type="checkbox"/>	<p>Tool 10 provides guidance to appraise the quality of the existing material or material being developed.</p> <p>Thematic curriculum resource packs for each topic are being prepared to provide examples of existing good material.</p> <p>Appraisals of examples of good practice are available at http://www.ibe.unesco.org/HIVAids.htm</p>
10b. The existing material has been appraised and is of good quality	<input type="checkbox"/>	<input type="checkbox"/>	
10c. The material is widely available to teachers trainers and teachers	<input type="checkbox"/>	<input type="checkbox"/>	

Additional comments for Teacher Training / Secondary Schools

RESOURCES TO GO FURTHER

1. FRESH toolkit : « Planning HIV/STI Interventions : Conducting a Situation Analysis », 2004, UNESCO

- Document available in: [English](#)

- Website: http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html

2. FRESH toolkit: “Evaluating HIV/STI interventions”, 2004, UNESCO

- Document available in: [English](#)

- Website: http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html

3. “Skills for Health: Skills based health education including life skills. An important component of a Child-friendly/Health-Promoting School”, Chapter 4, 2003, WHO

- Document available in: [English](#)

- Website: http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf