

## TOOL 3 Context Analysis – Resources, obstacles and opportunities

### Why is an analysis of the context important for curriculum development?

Originally, curriculum was considered the product of a technical process. In other words, it was a document prepared by experts, dependent on their level of disciplinary and pedagogical knowledge. However, we have expanded our thinking about curriculum and the major part of the educational community considers curriculum to have a political dimension as well as a technical or professional dimension (see general introduction of this manual).

Regarding the political dimension, curriculum relates to the connections between the goals of education and everyday life in learning institutions, schools, colleges and universities. Today, 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 (See General Introduction of this manual and Braslavsky. 2003. *The curriculum*).

The development of this contract should take into account a broad overview, which allows and requires at the same time:

- Comprehensive diagnosis (i.e. the present situation, problems to be solved, resources and weaknesses) **(where are we now?)**
- Concerted definition of principles to direct action and medium/long term objectives **(where we want to go?)**
- Development of strategies to achieve the objectives **(how to get there and through which steps?)**
- Assessment of available resources **(what do we have?)**
- Identification of all concerned Actors, initiatives taken for their mobilization and modalities for organising their participation **(with whom would we work?)**
- Definition of the immediate objectives and the commitments for action, taking into account the reality and diversity of the context **(what to do in the short term?)**
- Development of competencies and expertise to support the assessment of the process and the outcomes **(what difficulties, what regulation, what outcomes?)**

This **approach** avoids the use of ready-made models which may not be context-specific (Source, Benavente, A. 2006. *La construction d'une vision en tant qu'outil stratégique pour des changements éducatifs*. **See Appendix A**).

It is therefore important when considering a change in the prescribed curriculum, for example, the introduction of HIV and AIDS education, to address the political and institutional dimensions of curriculum changes, and assess the context in which the inclusion of HIV and AIDS education takes place. To do so one needs:

1. To assess the status of supportive *policy frameworks* for the inclusion of HIV and AIDS education in the curriculum (or lack thereof),
2. To identify the *main actors* who are influential in shaping decisions and assess the role they may play in the process, especially in terms of leadership,
3. To look at existing *partnerships* that may enhance and support such processes and identify potential partnerships that could strengthen the process.

The tool proposed here intends to assist users, mainly curriculum developers, to explore the main dimensions of the context that may play a role in the process of integrating HIV and AIDS education in the curriculum and delivering it effectively in schools.

It is of particular importance to identify the resources (existing and potential) and obstacles that curriculum change may encounter and how the obstacles can be overcome.

**Consequently, this tool presents 5 worksheets:**

- |                  |  |
|------------------|--|
| <b>Table 3.1</b> | To assess the political framework supporting the integration of HIV and AIDS education into school curricula                                   |
| <b>Table 3.2</b> | To identify key stakeholders and actors in the curricula reform and assess their role in HIV and AIDS education in schools                     |
| <b>Table 3.3</b> | To explore the existing and potential partnerships in order to promote the elaboration and implementation of HIV and AIDS curricula in schools |
| <b>Table 3.4</b> | To identify the existing and necessary resources in order to maximize all available resources  |
| <b>Table 3.5</b> | To overcome obstacles and transform them into opportunities of change  |

### 3.1 Assessing the Policy framework that sustains HIV and AIDS education

A comprehensive HIV and AIDS policy framework has been clearly identified as one of the most important conditions for effective inclusion of HIV and AIDS education in schools. However, the orientation and quality of the content of the framework are also important. Policy frameworks are only one aspect of the larger context. They can be a resource (when they're good) or an obstacle (when they're absent or weak).

National policy frameworks for the education sector define, with varying levels of detail, the specific goals, tasks and resources for developing and implementing HIV and AIDS education in schools.

Some countries do not yet have a formal policy framework, but have developed guidelines and adopted directives for their educational systems.

The table below will help users to review; the level of comprehensiveness of the policy framework in the education sector, its scope, specific areas covered, and ways to improve the policy framework in their respective countries.

**Table 3-1: Policy framework for supporting and sustaining HIV and AIDS education in schools**

<b>Areas of application of the existing policy documents</b>	<b>National HIV and AIDS Policy and/or Multisectoral Strategic plan</b>	<b>HIV and AIDS Education policy specific to the Education sector</b>	<b>Strategic Implementation Plan specific for the Education sector</b>
	<i>Describe main provisions below</i>	<i>Describe main provisions below</i>	<i>Describe main provisions below</i>
1. Monitoring process and assessment of HIV and AIDS education policies			
2. Assessment of, and taking into account, the impact of HIV and AIDS on the education system			
3. Prevention as a purpose for HIV and AIDS education			
4. Inclusion of HIV and AIDS education in the curriculum			

**Table 3-1: Policy framework for supporting and sustaining HIV and AIDS education in schools (continued)**

Areas of application of the existing policy documents	National HIV and AIDS Policy and/or Multisectoral Strategic plan <i>Describe main provisions below</i>	HIV and AIDS Education policy specific to the Education sector <i>Describe main provisions below</i>	Strategic Implementation Plan specific for the Education sector <i>Describe main provisions below</i>
5. Teacher training (in- and pre-service) for HIV and AIDS education			
6. Development, production and distribution of teaching material			
7. Support to teachers & the education community (counselling and care)			
8. Inclusion of community resources in school settings			
9. Measures linked to Human rights, stigma and discrimination, etc. are addressed in schools			
10. Measures linked to gender issues in school settings are addressed			

**Worksheet 3.1: Policy framework for supporting and sustaining HIV and AIDS education in schools (continued)**

	National HIV and AIDS Policy and/or Multisectoral Strategic plan	HIV and AIDS Education policy specific to the Education sector	Strategic Implementation Plan specific for the Education sector
<p><b><u>With regard to these ten application fields, identify:</u></b></p> <ul style="list-style-type: none"> <li>➤ <b><u>Strong points</u></b></li> <li>➤ <b><u>Points to improve. If possible, make concrete proposals for improvement.</u></b></li> </ul>			
Positive aspects of these documents			
Aspects that are missing or require improvement			
Concrete Proposals for Improvement			

### 3.2 Identifying stakeholders and their roles in shaping and delivering HIV and AIDS education in schools

A strong policy framework in favour of HIV and AIDS education is certainly an asset, but changes will not happen through documents and decrees alone. Individuals and groups, committed to change and willing to cooperate, are another necessity.

Ministries of Education have a key role to play in promoting HIV and AIDS education in schools. However, there are other actors who are also crucial to this process. They too can represent resources or obstacles to change.

“In fact, identification of Actors in the Education sector as well as potential and desirable Partners ensues from practice through:

- the reflection and analysis of the policies to identify all concerned Actors/Partners, or
- highlighting good practices, which brings to the fore, all the Actors engaged in effective processes, or
- critique of the weaknesses in the processes/practices which may reveal the absence of certain Actors (or those whose action presented an obstacle to change).

Their **role** is also varied and includes:

- financing,
- contributing to social mobilization,
- conducting technical studies,
- developing the general directions and defining strategies,
- preparing and carrying out implementation and assessments (i.e. statistics, indicators, learners' worksheets etc),
- Leading activities and direct participation in on-the-ground activities,
- exchanging services, knowledge and resources in educational activities (**See Appendix A**, Benavente A. 2006).

The next table helps to systematically identify which persons and/or institutions are involved or should be involved in HIV and AIDS education in schools.

**It is thus necessary to determine, who the Actors are, and what their roles are (or should be) regarding curriculum development and effective delivery of HIV and AIDS education?**

**Worksheet 3.2: Key actors involved in the process of curriculum reform for HIV and AIDS education**

<b>Actors</b> (Please modify the list to suit your context)	<b>Who are they and what is their role?</b> (please modify the list to suit your context)	<b>Are they a resource or an obstacle? Why?</b> (specify for each actor)	<b>How could you better mobilize actors necessary to effect change?</b>
<b>International &amp; regional level</b>  <i>UN agencies, Global NGOs, Multilateral &amp; Bilateral donors, Other donors, Etc.</i>			
<b>MOE &amp; Education sector (National Level)</b>  <i>Political leaders and specialists (curricula and programmes, teacher training, etc.)</i>			
<b>Education sector (Decentralized level)</b>  <i>Education sector leaders at the regional, district, provincial and other levels</i>			
<b>Other Ministries or Government bodies</b>  <i>Ministry of Finance, Social Affairs, etc</i>			

**Worksheet 3.2: Key actors involved in the process of curriculum reform for HIV and AIDS education (continued)**

<b>Actors</b> (Please modify the list to suit your context)	<b>Who are they and what is their role?</b> <i>(please modify the list to suit your context)</i>	<b>Are they a resource or an obstacle? Why?</b> <i>(specify for each actor)</i>	<b>How could you better mobilize actors necessary to effect change?</b>
<b>Other Political Actors</b>  <i>Parliamentarians, Political parties, etc</i>			
<b>Academic Institutions</b>  <i>Directors, Teachers, Pupils, other staff, etc.</i>			
<b>Members of the Community and Civil Society Organisations</b>  <i>Parents, Religious and Traditional leaders, Women's Groups, Teachers union, etc</i>			
<b>Media</b>  <i>Print and Electronic media (including Audio-visuals, etc)</i>			
<b>Public opinion</b>  (national and local)			
<b>Other actors who could play a key role</b>			

### 3.3 Examining partnerships

In many countries there is still a need for the strengthening and improvement of coordination and management of partnerships at all levels. Partnerships should be encouraged at the policy level. Additionally, a host of other partnerships should be created or cultivated.

It is important to establish institutional mechanisms for coordination and partnership, through which different actors will engage in the education sector's response to HIV and AIDS.

These mechanisms should facilitate dialogue, consultation and collaboration, and aim at fostering collective efforts, joint responsibility and mutual trust.

Education reform goals (especially the comprehensive integration of HIV and AIDS into the curriculum) are achievable, especially when dynamic groups collaborate.

“Analysis of **partnerships** in concrete situations shows that we must be creative and imaginative while ensuring clear participatory frameworks and constantly undertaking assessments. In order for the achievements of the partnership to be shared among all Actors and not become a source of conflicts, mutual respect and trust in the established partnership, rigour and transparency in the use of available resources and analysis of outcomes are necessary” (**See Appendix A**, Benavente, A. 2006).

**By completing the table below, one would be able to assess current partnerships and sectors and potential partnerships that require development.**

For further clarification, please consult the **Appendix C** (in French only). It contains a list of obstacles to curricula change that were listed during a recent seminar organised by IBE.

**Worksheet 3.3: Partnership (existing or potential) for HIV and AIDS curriculum development and implementation in schools**

Existing Partnerships	Roles/Objectives of the Partnerships	Benefits/Drawbacks of the Partnerships	Strategies for maximizing this partnership
International level			
Regional			
National			
Local			

**Worksheet 3.3: Partnership (existing or potential) for HIV and AIDS curriculum development and implementation in schools**  
(continued)

What partnerships are missing?	Roles/Objectives of the Partnerships	Benefits/Drawbacks of the Partnerships	Next steps to establish these partnerships
International level			
Regional			
National			
Local			

### 3.4. Maximizing existing and potential resources

Partnerships are not the only resources available to those working in the education sector. Use the chart below to identify other resources; you may be surprised by the vast number of possibilities

that have potential to assist in the creation and implementation of HIV and AIDS education.

#### Worksheet 3.4: What are the available resources?

Resources (In support of HIV and AIDS education)	If resources already exist; How well are they being employed? How can they be maximized	If the resources are absent or insufficient; How can they be mobilized? What role could they play?
Commitment and support from the Ministry of Education (MOE) for HIV and AIDS education		
Active and strong support from the MOE administration for HIV and AIDS education		
Commitment and support from other Ministries or governmental bodies outside MOE for HIV and AIDS education		

**Worksheet 3.4: What are the available resources? (Continued)**

Resources (In support of HIV and AIDS education)	If resources already exist; How well are they being employed? How can they be maximized	If the resources are absent or insufficient; How can they be mobilized? What role could they play?
Sufficient Technical Expertise (national and international) for the integration of HIV and AIDS education into school curricula		
Financial support (bi- and multilateral agencies)		
Teachers trained to teach on HIV and AIDS in schools		
Existing teaching and learning material sufficient in quality and quantity		

**Worksheet 3.4: What are the available resources? (Continued)**

Resources (In support of HIV and AIDS education)	If resources already exist; How well are they being employed? How can they be maximized	If the resources are absent or insufficient; How can they be mobilized? What role could they play?
Cooperation with other countries		
Curriculum reform underway or planned in order to integrate HIV and AIDS education		
Contribution and mobilization of the Media (TV, radio, newspapers) in support of HIV and AIDS education		
Public opinion in support of HIV and AIDS education in schools		
Others		

### 3.5 Overcoming obstacles and transforming them into opportunities for change

Though obstacles to reform are often numerous and resistance to change can be formidable, there are effective strategies for overcoming them.

First, it is essential to understand why obstacles exist. What or who is creating the obstacle? What are the hidden fears that contribute to perpetuating and reinforcing the obstacles?

Common obstacles could include the complications inherent in bureaucratic organizations, accountability concerns and the difficulties associated with monitoring and evaluation. Insufficient financial means, lack of expertise, poor coordination and resistance from various groups are some of the most common difficulties encountered. These obstacles exist. It is important not to ignore them but to look for solutions to overcome them.

**After having considered the abundant resources present and the many partners available to collaborate, the following table allows one to identify some of the obstacles one may encounter during the process of integrating HIV and AIDS education.**

One can/may consider possible solutions (by referring also to responses provided in the previous tables (table 3.3 & 3.4) on partnerships and other resources). One can attempt to formulate the next steps needed to overcome the obstacles, or better still, to transform them into opportunities for positive change.

For further clarification, please consult the **Appendix C** (in French only). It contains a list of obstacles to curricula change that were cited during a recent seminar organised by IBE.

#### Worksheet 3.5: Transforming obstacles into opportunities

<b>Obstacles</b> <i>(describe also their nature)</i>	<b>Negative impacts</b>	<b>Possible solutions</b>	<b>Next steps in order to transform these obstacles</b>
1.			
2.			

**Worksheet 3.5: Transforming obstacles into opportunities (Continued)**

<b>Obstacles</b> <i>(describe also their nature)</i>	<b>Negative impacts</b>	<b>Possible solutions</b>	<b>Next steps in order to transform these obstacles</b>
3.			
4.			
5.			
6.			
Etc			

## RESOURCES TO GO FURTHER

1. **“HIV & AIDS and education: a toolkit for ministries of education”**, 2003, UNESCO Bangkok.

- Document available in [English](#)

- Website: [http://www2.unescobkk.org/elib/publications/aids\\_toolkits/index.htm](http://www2.unescobkk.org/elib/publications/aids_toolkits/index.htm)

2. **“Impact of sex and HIV education programs on sexual behaviour of youth in developing and developed countries”**, 2005, Douglas Kirby

- Document available in: [English](#)

- Website:

<http://www.fhi.org/NR/rdoonlyres/ergbb5vka5vlp7caw2yev3q6bevlbe56gpuzwkbtnsi3dqiofl2722ng6rag7kgdkkdzrsihccwsvf/sexedworkingpaperfinal2.pdf>

3. **“Deadly inertia; a cross country study of educational responses to HIV/AIDS”**, 2005, Global campaign for education.

- Document available in: [English](#), [Spanish](#)

- Website: <http://www.campaignforeducation.org/resources/Nov2005/ENGLISHdeadlyinertia.pdf>

4. **FRESH toolkit: “Guidelines for School Health Education to Prevent the Spread of AIDS”**,

- Document available in [English](#)

- Website: [http://portal.unesco.org/education/en/ev.php-URL\\_ID=35500&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html)

5. **“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](http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf)