



United Nations
Educational, Scientific and
Cultural Organization



International Bureau of Education

International capacity-building seminar

**Poverty Alleviation, HIV and AIDS Education and Inclusive Education:
Priority issues for inclusive quality education
in Eastern and Western Sub-Saharan Africa**

Curriculum response to HIV and AIDS

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Objectives of this session

To provide information and start a discussion on:

What are the main characteristics of quality HIV and AIDS education

What are planning implications of quality HIV and AIDS education

What are some key steps involved in changing the curricula?

Discussion (1)

What are the most common important achievements shortcomings of HIV & AIDS school-based education?

→ In the way the curriculum is designed?
(prescribed curriculum)

→ In the conditions in which the curriculum is taught?
(implemented curriculum)

→ Tools 5 and 10 of IBE manual provide guidance and worksheets to assess and select existing curriculum and teaching & learning material

→ Tools 6-9 of IBE manual provide guidance and worksheets on implementing conditions

Discussion (2)

What are the most common shortcomings or weaknesses of HIV & AIDS school-based education?

→ In the way the curriculum is designed?
(prescribed curriculum)

→ In the conditions in which the curriculum is taught?
(implemented curriculum)

→ Tools 5 and 10 of IBE manual provide guidance and worksheets to assess and select existing curriculum and teaching & learning material

→ Tools 6-9 of IBE manual provide guidance and worksheets on implementing conditions

Most common shortcomings of HIV & AIDS education in schools (1)

1. HIV and AIDS education is added to already crowded curricula
2. Not enough time is specifically allocated to it
3. When part of the curriculum, it concentrates on technical or scientific aspects (knowledge-based)
4. It overlooks aspects of values, attitudes and behaviours
5. Sensitive issues are not addressed (sexuality, substance abuse, violence...)
6. Stigma and discrimination are not adequately challenged
7. Culture, local values and customs are not addressed, questioned
8. Gender issues are often missing

Most common shortcomings of HIV & AIDS education in schools (2)

9. Teaching and learning material are poor, not available
10. Teaching methods are not appropriate – (in particular for life skills education)
11. Teachers are not adequately prepared and supported
12. Learning outcomes are not assessed
13. ...

Other challenges

- Resistance from teachers, parents, communities, local leaders...
 - Lack of support and leadership at all levels of the education system (MOE, decentralized education authorities, school principals, colleagues...)
- **Important changes in curricula are needed to respond to HIV and AIDS**

Characteristics of effective HIV and AIDS education (1)

Quality HIV and AIDS education should:

- 1) Focus on lifeskills and provide opportunities to model skills (in the classroom or in real life situations)
 - Address pressure from peers, family, society
 - Discuss values and norms and reinforce those that can be protective
 - Build self-confidence of children and youth
 - *Provide enough teaching time / more flexible teaching time / extra-curricular activities*
 - *Start HIV and AIDS education early, before onset of sexual activities*

- 2) Provide clear and straightforward messages on sexuality and other sensitive issues, adapted to youth needs
 - *Educate teachers / select teachers who are willing to commit*
 - *Bring other educators in schools*
 - *Work with children and youth to develop programs and teaching / learning material*
 - *Develop / provide quality teaching and learning material*

- 3) Help learners to personalize risks, and avoid stigma and discrimination
 - *Invite people living with HIV and AIDS in the classrooms*
 - *Develop peer education programs*

Characteristics of effective HIV and AIDS education (2)

- 4) Explore where to ask for help and support and provide youth friendly services
 - *Build partnership with the community, health and social services*
 - *Educate teachers to show empathy and to identify students in need for help*

- 5) Address resistance from parents and community towards sexuality education in school
 - *Provide occasions for meeting and discussing with the community, parents, potential opponents, etc.*

- 6) Provide a safer and more supportive environment for children (child-friendly schools)
 - *Educate teachers (to respect the rights of children, to deal with stigma and discrimination, to manage conflicts and violence)*
 - *Improve school facilities (e.g. latrines)*

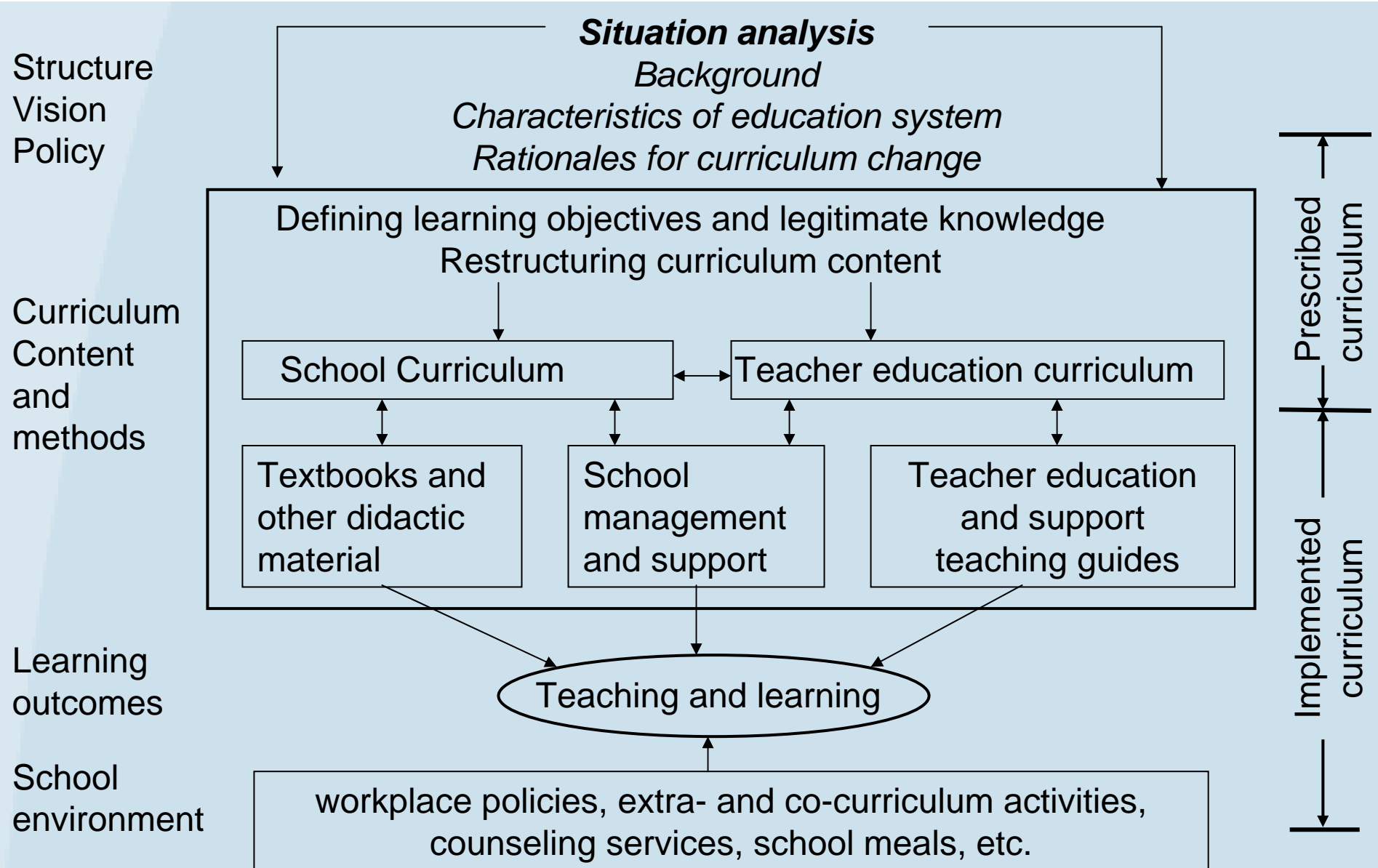
- 7) Provide a safer and more supportive environment for school staff at all levels
 - *Develop and enforce a workplace policy*
 - *Provide counseling, treatment and support for teachers and school staff*
 - *Organize peer groups (for pedagogic support or for other topics)*

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:

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

→ The curriculum is the product of a technical process and of complex political, social and cultural processes

Curriculum development process



Why such a manual?

Key issues addressed in the manual?

1. Best ways to integrate HIV and AIDS education into existing curricula and school programmes
2. Existing “good practices” with regards to HIV and AIDS education in schools
3. Adaptation and development of HIV and AIDS teaching and learning materials
4. Implications of integrating HIV and AIDS education programmes and curricula on teaching and learning processes

Target audience

1. Curriculum developers
2. HIV and AIDS education programme officers in charge of developing related teaching and learning materials.
3. Teacher trainers
4. Other education professionals

Manual for integrating HIV and AIDS education in school curricula (3)

- 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
- Tool 4:** Issues regarding integration of HIV and AIDS education into the official curriculum
- Tool 5:** Learning objectives, essential thematic areas, allocation of time
- 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

- **Tools 1-3** provide guidance and worksheets for contextual analysis
- **Tool 4** provides guidances and worksheets to assess and select curriculum approaches
- **Tools 5 and 10** provide guidance and worksheets to assess and select existing curriculum and teaching & learning material
- **Tools 6-9** provide guidance and worksheets on implementing conditions

Context analysis: resources, obstacles and opportunities

The introduction of a new topic in the curriculum requires a comprehensive diagnosis (i.e. the present situation, problems to be solved, resources and weaknesses, etc.)

- where are we now?
- where do we want to go?
- how to get there and through which steps?
- what are available resources and obstacles?
- with whom would we work?
- what to do in the short term?
- how do we assess the process of change (difficulties, regulation, outcomes)?

→ Tools 1-3 of IBE manual provide guidance and worksheets for contextual analysis

Core content: essential thematic areas

<p>Theme 1: Basic knowledge for protecting and promoting health</p> <p>Module 1: Sexual and Reproductive health Module 2: HIV and AIDS Module 3: Treatment and care Module 4: Myths and Misconceptions</p>	<p>Theme 3: Gender issues and promotion of equity</p> <p>Module 1: Gender and economic, cultural and social roles Module 2: Vulnerability Module 3: Local culture and norms</p>
<p>Theme 2: Me, my emotions and my relations with others</p> <p>Module 1: Respecting myself and others Module 2: Coping with difficult and risky situations Module 3: Coping with loss</p>	<p>Theme 4: Promoting Human rights, and overcoming stigma & discrimination</p> <p>Module 1: Rights to physical integrity Module 2: Impact of HIV & AIDS and care for people living with HIV (PLHIV) Module 3: Overcoming silence</p>

→ Tools 5 and 10 of IBE manual provide guidances and worksheets to assess and select existing curriculum and teaching & learning material

Main factors affecting integration of HIV and AIDS education into curricula:

- Stage of curricular reform
- Structure or framework of the curriculum
- Centralised or decentralised curriculum design

Five main approaches:

- a) as a new stand-alone subject
- b) integrated in one already existing main carrier subject
- c) as a cross-curricular issue (3-5 subjects)
- d) infused throughout the curriculum (all subjects)

Extra- or co- curricular activities may complement HIV and AIDS education or in some cases, they may be the only HIV-related activities in schools.

- Integrate HIV and AIDS education rather than add it into an already crowded curriculum
- Assess well advantages and drawbacks of the different options

Discussion (2)

What are, for each approach:

- the advantages ?
- the drawbacks ?
- the implications for implementation?
- the costs ?

→ Tool 4 of IBE manual provides guidances and worksheets to assess and select curriculum approaches

Changing the curriculum: Why is it so difficult?

The process is complex:

Levels of reality are numerous: individuals, groups, persons, organizations, institutions, national and international contexts

Stakeholders are multiple to go from policy to action and actual practices in the field

There are power, conflicts, struggle

Will, knowledge, power:

All three are necessary; « balance » between the three affects process of change and results at all levels of reality

We need each other:

No one can change the reality all alone and no one is ever completely defined by the context



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Discussion (3)

Who are the “others” ?

In other words: Who are the main stakeholders to involve in the development and delivery of HIV and AIDS education ?

Conclusion

An array of implications (human and financial resources, short/longer term solutions, etc.) must be considered in the process of integrating HIV and AIDS in the curriculum:

- Teacher (recruitment, education and support)
- Textbook (development and distribution)
- Peer education
- School staff well being (service provision, buildings and other facilities)
- Child-friendly schools (service provision, buildings and other facilities)
- Multi-sectoral approach
- Community involvement

- There are examples of good (and bad) practice to learn from, but not a « one size solution » that will fit all
- Much stronger leadership, commitment and courage are still needed, at all levels