

ASSESSMENT OF THE PRE- AND IN-SERVICE TEACHER TRAINING ON HEALTH AND FAMILY LIFE EDUCATION IN GUYANA

Final report

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Acronyms

AIDS: Acquired Immunodeficiency Syndrome

ARV: Antiretroviral

CPCE: Cyril Potter College of Education

HFLE: Health and Family Life Education

HIV: Human Immunodeficiency Virus

IBE: International Bureau of Education

MoE: Ministry of Education

NGO: Non Governmental Organization

PCD: Partnership for Child Development

SHN: School and Health Nutrition

VCT: Voluntary Counseling and Testing

Executive Summary

An analysis of HFLE teacher education at Pre and In service levels has been conducted in Guyana in order to identify the main gaps and to give recommendations to improve the actual situation.

This has been done based on international experience, on the analysis of previous reports, on the analysis of curriculum materials, on interviews of key people and on visits to Cyril Potter College of Education (CPCE).

The key findings are:

- Guyana has made serious efforts to respond to HIV&AIDS and SHN in teacher training by delivering a subject called Health and Family Life Education (HFLE). The curriculum, developed by the Ministry of Education, is based on a framework designed by the Caribbean Community (CARICOM).
- The political will and commitment are present at national level; the fact that a focal point for HIV&AIDS has been nominated at ministerial level is a key element. This situation will ease the changes that need to be done.
- HIV&AIDS and SHN are included in the Health and Family Life Education topic, which is already taught at pre- and in- service teacher training.
- The time allocated to the topic at both pre and in service levels needs to be revised in order to bring a more comprehensive response.
- The contents of HFLE should be revised and enhanced on HIV&AIDS and SHN in order to cover all the dimensions of the topics and to address the biological, social, cultural and psychological components.
- More examples of interactive and participative activities should be provided in the manuals for teachers and trainers.
- The topic should be formally assessed at the end of the lessons. A prior assessment could also be done.
- Trainers and teachers should have more follow up and support. A counselor could be appointed for CPCE and for schools.
- The teacher training curriculum should be reformed and a cross-curricular approach should be adopted at pre-service level. This would be more coherent with the future practice of teachers who would have to teach HFLE in different subjects.

Background and justification of consultancy

As outlined in UNESCO's global strategy for responding to HIV&AIDS (2007), one key objective of the organization is to enhance the capacity of Member States to implement comprehensive and scaled-up responses to HIV&AIDS, particularly in the education sector, that are informed by available evidence, based on widespread consultation with key stakeholders, undertaken through strategic alliances and partnerships at all levels and evaluated for impact. UNESCO's contribution to the global response to HIV&AIDS is manifest in its leading the UNAIDS Global Initiative on Education and HIV&AIDS (EDUCAIDS) which acknowledges the importance of comprehensive education sector engagement as part of the national response to HIV&AIDS.

Regional level :

Since 2002 the UNESCO Kingston Cluster Office for the Caribbean has given the highest priority to building the capacity of the education sector of the region to respond effectively to the AIDS epidemic. Moreover, UNESCO, alongside other partners in the Caribbean, has continuously advocated at the regional and national level for a strengthened and accelerated education sector response to HIV&AIDS. The existing framework is the following: *A study of the Pan Caribbean Partnership against HIV&AIDS (PANCAP)*, *Common goals, shared responses* (UNAIDS-WHO-CARICOM, 2004); *Leading the way in the Education sector: Advocating for a comprehensive approach to HIV&AIDS in the Caribbean* (UNESCO and Education Development Centre, 2005), *A guide to HIV and AIDS Policy Development for the Education sector* (CARICOM-EDC-UNESCO); *An HIV&AIDS Workplace Policy for the Education sector in the Caribbean* (ILO-UNESCO, 2006). In January 2006, the Fourth Caribbean Regional Consultation on the Education Sector's Response to HIV&AIDS epidemic was hosted by UNESCO at Strawberry Hill, Jamaica, with participation from the CARICOM, Caribbean regional representatives of United Nations agencies and other development partners. This meeting endorsed the *Proposal for action: Accelerating the Education Sector Response to HIV&AIDS in the Caribbean Region* (2005), a basis for joint action going forward. In 2006 CARICOM's special meeting of the Council on Human and Social Development (COHSOD) on education and HIV&AIDS was convened in Trinidad & Tobago with the participation of the Ministers of Education of CARICOM. Two documents were developed and endorsed: "The Port-of-Spain Declaration" which signifies the commitment of Ministers of

Education to provide strong leadership in the education sector response to HIV&AIDS in the Caribbean; and “The Port-of Spain Action framework” which codified a consensus among participants around a core set of actions to strengthen national HIV&AIDS responses by the education sector. Coming just one week after the UN Special Session on HIV&AIDS, the COHSOD meeting drew on the recommendations of that Special Session for moving toward Universal Access to HIV&AIDS prevention, care and treatment. At the centre of the CARICOM framework is the development of a regional strategy as well as national strategic plans which emphasise education for all and lifelong learning experiences. The Port of Spain Declaration noted with alarm that the Region was facing an unprecedented human catastrophe with a total of 300,000 persons living with HIV, 30,000 of whom became infected in 2005. The disease is the highest cause of death in persons 15-44 years in the Caribbean and the prevalence rate for women 15-34 years is at least twice as high that of men of similar age. The Declaration agreed to strengthen the programmes for Health and Family Life Education (HFLE); to utilize the newer information technologies to improve the sharing of information; and to promote popular and public education through edutainment programmes that reach various stakeholders through various cultural forms. It also calls for the adoption of education in the workplace and engaging the Caribbean Publishing Network (CAPNET) to ensure the provision of quality and culturally sensitive instructional material. In addition, the Declaration stressed the need for advocacy on the part of Ministers of Education, resource mobilisation, the development of international partnerships; and the greater involvement of people living with HIV and AIDS in the planning and implementation of the of the educational and HIV and AIDS strategy.

National level:

HIV incidence among infants is important. In 2002, it was estimated that some 420 infants were affected, representing 21 infants per 1000 much higher than in other English-speaking Caribbean countries (Sealy-Burke, 2006). According to UNAIDS, the overall prevalence of HIV in Guyana was around 2.5 percent (range: 1.0%–4.9%), (World Bank, 2007).). Between 1987 and the end of 2006, a cumulative total of 7,831 AIDS cases have been officially reported to the Ministry of Health. In 1987, there were 1.3cases/100,000 population, but this increased to 56.2 cases per 100,000 population by 2003. Cases have been reported in all ten administrative regions of the country. The

majority of the cases are among persons 20-44 age group. AIDS is currently the leading cause of death among the 20-49 age group. Overall, about 28% of the cases are female, but in the age group under 24, females account for the majority of cases. The national response to HIV&AIDS in Guyana was first medically oriented with the National Programme set up in 1989 being part of the Ministry of Health. This programme was followed by two National HIV&AIDS strategic plans, for 2002-06 and 2007-11. The 2007-2011 plan has the following objectives in four main areas: strengthen national capacity to implement a multisectoral response (policy formation; partnerships/multisectoral response); clinical and diagnostic management and access to care, treatment and support (access to ART, VCT...); reduce risk and vulnerability to HIV infection (orphans and vulnerable children, women...), strengthen the surveillance system and monitoring and evaluation mechanisms to provide timely information for project management.

Another type of response to ensure HIV&AIDS education is the Health and Family Life Education. It was launched in the beginning of 1990 by CARICOM in response not only to HIV&AIDS but to health and social issues such as pregnancy, violence, substance abuse and nutrition among adolescents. This programme, which was endorsed by the Ministers of Education and Health of CARICOM, have been extended to all CARICOM states in primary and secondary schools. In Guyana, HFLE is taught from grade 1 to 9 and is infused in the curriculum into different subjects including math, English, or social studies. In 2008, the Ministry of Education supported by UNICEF conducted an evaluation of the implementation of the HFLE curriculum in schools where teachers were trained in its delivery. Recommendations highlight the facts that the current HFLE training curriculum should be revised to provide opportunity for teachers to develop interactive teaching methodologies that include open discussion, role plays, and team work; and that a special attention should be given to providing guidance on how to infuse the HFLE curriculum with all subjects curricula and include HFLE in their journals, schemes of work and notes of lessons (MoE, UNICEF; 2008).

Between 1988 and 2000, the Government of Guyana was the main source of financial support for HIV&AIDS programs. Since then, external funding has surpassed domestic sources of funding by approximately 50 percent. The Government Of Guyana has recognised the need of a multi-sectoral approach of addressing the HIV&AIDS epidemic in Guyana. Funding was successfully sought to support sector Ministries developing and

implementing programmes for HIV&AIDS. The Ministry of Education, with support from UNESCO, the World Bank and the Partnership for Child Development, has developed an education sector policy and strategic plan on School Health and Nutrition (SHN) and HIV&AIDS. A draft was realized: *Guyana Education Sector School Health, Nutrition and HIV& AIDS Strategic plan (2008-2012)*. It identifies four objectives: to strengthen institutional capacity to manage SHN and HIV at the central and decentralized levels of the education system; to mitigate the impact of HIV and AIDS on the education system; to improve the delivery quality of HIV education health and nutrition and expand access to services; to improve school safety, hygiene and sanitation. One recommended framework to guide the response is the school health initiative for Focusing Resources for Effective School health (FRESH). On May 2007, the UNESCO Kingston Cluster Office for the Caribbean, the World Bank and the Partnership for Child Development, Imperial College, undertook a joint mission to Guyana. This fact-finding, stock-taking mission was intended to identify, in collaboration with relevant local partners, specific country needs in the education sector's HIV&AIDS response but also more broadly in the framework of school health. In particular, the final aim is to accelerate the education sector response to school health, nutrition (SHN) and HIV&AIDS at country level through improved harmonization and alignment of IDP initiatives. More precisely, key priorities areas were identified as needing particular attention: information and research (no sufficient basic research and data collection on the impact of HIV&AIDS on the education sector at the national and regional levels); management and coordination (need for capacity building of the MoE for evidence-based policy and strategy); continuous professional development of teachers (need for more training provided for teachers on how to protect themselves); stigma, discrimination, human rights, including attention to cultural difference. A report, titled, *The Rapid Situation Analysis of the Education Sector's Response to HIV&AIDS in the context of School Health and Nutrition in Guyana* was produced and presented to the Government for feedback in November 2007. The authors carried out interviews with agencies that are part of the education and health sectors. They estimated the impact of HIV&AIDS on the education using the Ed-SIDA mathematical model. Several key findings of the situation analysis were identified. A workshop took place at the end of the mission with senior members of the MoE, including the Minister of education, the Hon. Dr. Desrey Fox, development partners, other ministry representatives and all interviewed stakeholders. Recommendations

were included in the report from a number of key stakeholders (education, health, other sectors, and civil society) as priorities for action and inclusion in the development of the forthcoming Education Sector Strategic Plan. While most recommendations made were related to policy, two key recommendations were made with respect to operational issues: strengthening of the provision of HFLE should continue apace and preservice training of new teachers at the Cyril Potter College of Education and its centers; Ongoing sensitization of Guyanese teachers should occur to educate them more about School Health, Nutrition and HIV issues and also to encourage greater uptake of health services such as Voluntary Counseling and Testing (VCT) and provision of Anti-retroviral (ARV).

As a direct result of these two key recommendations, the World Bank is supporting this Terms of Reference for the services of one consultant to conduct an analysis of Guyana's Pre- and In-Service Teacher Education in the area of HIV&AIDS and School Health and Nutrition. In line with this, the World Bank financed project for HIV&AIDS in Guyana financed this consultancy as part of its prioritization of the multi-sectoral response to addressing HIV&AIDS. This has included actively engaging the participation of non-health line ministries and defining focal points within the ministries to help coordinate the response and coordination of activities among sector partners. The participation of the Ministry of Education has been key in this multi-sectoral response as it reaches out to youth and builds capacity among a cadre of teachers for continued education on HIV&AIDS.

The specific objectives of the consultancy are:

1. To assess the effectiveness of Guyana's current and planned interventions in the field of teacher education, both pre-service and in-service, vis-à-vis HIV&AIDS highlighting strengths and critical gaps through: (i) considering the response of all the teacher training sub-sectors, (ii) examining whether responses are appropriate to the situation, (iii) identifying gaps in the response and consider why they exist, and (iv) analyzing why some initiatives are working well and why others may be failing;
2. To assess the effectiveness and impact of the HFLE programme at both pre-service and in-service levels with particular reference to the teaching methodology
3. To consider the feasibility of implementing a comprehensive initiative in the field of teacher education, encompassing both pre-service and in-service levels.

4. To develop a series of recommendations for improving curriculum on HIV&AIDS and school health and nutrition for (i) pre-service teacher education, and (ii) module development for in-service teachers that would fit with the new program for Continuous Professional Development of Trained Teachers supported through the Government's Education For All – Fast Track Initiative Program (EFA-FTI).
5. Provide evidence-based guidance to education sector policymakers and those responsible for its implementation in the field of teacher education, including regional and international best practices.

Methodology

- Interviews

Key stakeholders and actors of the education sector, relevant for HFLE have been met and interviewed. The goal was to understand more specifically the needs and expectations regarding pre- and in-service teacher training on HFLE. Attention has been particularly put on CPCE, as it had been identified as a key component for an adapted response following discussions with HIV&AIDS focal point at Ministry of Education, Sharlene Johnson.

- Analysis and review of previous reports written by key partners

The reports produced by UNESCO, the World Bank, Partnership for Child Development and UNICEF have been reviewed to assess the initial situation and to provide adapted answers. They gave a global overview of the education system for teacher training in Guyana and have been very helpful.

The reports “Rapid Situation Analysis of the Education Sector’s Response to HIV&AIDS in the Context of School and Health Nutrition in Guyana”, “Strengthening the Education Response to HIV&AIDS in the Caribbean” produced by PCD, UNESCO and the World Bank, underlined, among other points, the fact that the training of new teachers at CPCE should be strengthened and that the sensitization of teachers should be increased on HIV&AIDS and SHN issues. The reports also gave a very useful general picture of the education system in Guyana, with a focus on HIV&AIDS and SHN.

The draft report “Evaluation of the implementation of health and family life education in schools in which teachers were trained to deliver the curriculum” produced by UNICEF gave precious information on the actual implementation of

HFLE curriculum in schools. The report highlighted the fact that HFLE is not delivered consistently and is often taught as an academic subject.

- Assessment and analysis of curriculum materials

The curriculum materials produced by MOE in collaboration with UNICEF have been analysed in order to give recommendations on the changes that should be done to deliver a comprehensive HIV&AIDS and SHN education. The analysis has been done with the quality criteria developed by IBE in the Manual for HIV&AIDS education. The assessment of curriculum materials is detailed in part II of the report.

PART I: International experience and guidance

1. Key elements for a comprehensive HIV&AIDS, School Health and Nutrition (SHN) education

Based on its international experience and on the international best practices that have been identified, collected and analyzed, IBE has identified essential key elements that should be present at the national level to deliver a comprehensive HIV&AIDS and SHN education.

The following paragraphs provide directions for the integration of HIV&AIDS and SHN education in schools.

A comprehensive HIV&AIDS and SHN education requires several essential elements:

- a. commitment from the political leaders must be present
- b. key contents and themes must be addressed
- c. sufficient amount of time allocated to the theme
- d. interactive and participative methodology based on life skills must be used
- e. supportive environment must be provided to teachers
- f. monitoring and evaluation must be provided on a regular basis

a. Commitment from the political leaders and key stakeholders

In order to have an effective teacher training, there should be strong political support and involvement coming from key stakeholders. The political will is essential to the success of a comprehensive HIV&AIDS, SHN education. It is crucial to have an official policy on these issues for the education sector. Advocacy should be done on a regular basis to increase leaders' awareness of the importance of including these topics in the official school curricula. The support coming from the political stakeholders is key for the success of comprehensive HIV&AIDS and SHN education as it represents the first step of the whole process. Stakeholders need to commit themselves to building a strong national programme for the education sector as part of the multi-sectoral response to HIV&AIDS and SHN education in schools and for teacher training. It is also important to include teachers' unions, NGO's, parents' associations, community leaders and learners in the process at local, regional and national levels. As these questions involve the whole community, it is important to consult the main actors. The response should also be inserted into the regional framework and include the recommendations and texts that

have been produced at regional level (i.e. CARICOM). The regional level increases the legitimacy and impact of the policy at national level.

It is a very positive and strong element that HIV&AIDS focal points have been designated for each Ministry, especially for the Ministry of Education. This shows that there is a political will to implement these topics in schools.

b. The key themes that should be addressed are the following:

1. Basic knowledge for protecting and promoting health.

Basic knowledge on sexual and reproductive health, the body and its changes at different stages of adolescence, HIV&AIDS, school health and nutrition should be provided to teachers. The themes of care and treatment must also be addressed in order to bring a comprehensive answer to the question. The improved access to ARV treatment has changed the nature of the epidemic. This new reality calls for changes in the perspective of HIV&AIDS education and prevention. It is crucial to take into consideration the global dimension of health, including physical, mental, social and spiritual changes that take place during puberty and adolescence. The myths, misconceptions and rumors surrounding health in general and, more specifically HIV&AIDS must also be dealt with in order to fight the propagation of wrong information.

2. Me, my emotions and my relations with others

It is essential to examine the realities of living in a world with HIV&AIDS. The relational and affective aspects of HIV&AIDS must be explored. In a wider perspective, relations with oneself and towards others must be explored, beginning with the importance of a healthy self-image and positive choices for oneself. Self-respect and accountability are key notions at this period of life. The importance of being aware of one's own vulnerability, in particular towards HIV&AIDS should also be addressed, as well as peer pressure.

3. Gender issues and promotion of equity

Gender inequity, biological factors, socio economic inequity, gender-based violence and general power discrepancies in relationships increase the vulnerability, the risk of infection and the negative impact of HIV on girls and women. A critical understanding of society, power in relationships, the rights of men and women and the ability to challenge the inequities between genders and

to build respectful relations between men and women at an early age should be explored.

4. Promoting human rights and overcoming stigma and discrimination

Stigma and discrimination contribute to the silence and fear associated with HIV&AIDS. It is crucial to address these issues as they are contributing to the spread of HIV. The silence around all these issues should be challenged. It is also essential to be aware of one's own rights, and to be able to have them respected.

These core themes need to be adapted to the target group regarding age, literacy, socio-cultural context and probable status regarding sexual experience.

In general, all the themes need to be deepened. Basic knowledge is present but some points should be more detailed. Myths, misconceptions and rumors are not really addressed. Anti retroviral treatment is not addressed and should be included as it is a key component of the topic. The relational aspects are explored but should be more detailed, for example concerning love feelings and friendship. Gender issues are not addressed sufficiently and gender stereotypes are not challenged. Discrimination is not explored.

More opportunities should be given to understand key challenges and questions.

A more detailed analysis of curriculum materials is provided in part II section 3

c. A sufficient amount of time should be allocated to HIV&AIDS and school health and nutrition:

An important shortcoming is that inadequate time or no specific time is allocated to these subjects. In order to achieve the objectives, enough time has to be dedicated in the official curriculum. Ideally, these subjects should be timetabled and fully integrated in the official programme. It has been stated that a classic lesson of 45-55 minutes is often too short for interactive and participative activities and it is often easier to teach over 2 lessons. More time is needed for the life skills approach than for classic academic approach. The estimated time to teach the 4 themes in an optimal way has been calculated by IBE using the total minimum time required to complete selected model lessons and looking into the time currently spent on HIV&AIDS and SHN in some countries.

The recommended total time represents 64 lessons per year, i.e. approximately 2 periods per week. It is important to say that this amount of time represents the ideal

situation and that it cannot be reached at the first stage of the reform. Many countries do not allocate adequate time for these topics, even when HIV&AIDS and SHN are considered to be a priority.

Time allocation is a delicate question and requires a real and deep reflection inside the education sector. Nevertheless, it is crucial to understand that an important amount of time needs to be dedicated to HIV&AIDS and SHN education if we want to have a long term impact on behaviors and attitudes.

In a long term perspective, this involves that the curriculum will have to be reformed to include these topics in a formal and systematic way.

d. Interactive and participative methodology based on life skills must be used

Life skills education is composed of a range of pedagogies based on the application and resolution of problems in real life and contextualized situations. It is closely linked with learners' everyday life within their own community. Knowledge, attitudes and skills are essential to be able to adopt or change behaviors. It is crucial to adopt approaches that encourage active participation, critical thinking and learning through experience. To teach with a life skills approach, a variety of different pedagogies and strategies should be used at different times. It is important to remember that developing life skills and changing behaviors require time and repeated practice.

Some basic conditions are necessary for life skills education to be effective:

- there must be time for repeated practice
- learners participate actively
- the teacher provides resources and support to learners
- learning is placed in the context or situation in which knowledge should be applied
- learning is problem-solved based
- learning is social and there is feedback and interaction between learners and between learners and teachers
- materials and activities are based on real life situations in which they will be used

The main activities based on a life skills approach are discussion, debate, brainstorming, role play, game, story telling, situation analysis, etc.

e. A supportive environment must be provided to teachers

In order to deliver a comprehensive HIV&AIDS and SHN education, it is crucial that teachers work in supportive environments. This involves several conditions:

- promote a fair dialogue with teachers and between teachers about their practice and take into consideration their ideas and expertise
- provide extensive and in-depth professional development
- develop a safe and trusting environment
- sensitize all teachers to HIV&AIDS and SHN by giving them key basic information because they are all concerned. However it can be easier and more cost efficient to train more completely only the teachers that will be directly involved in the teaching
- train teachers to give learners the space and tools to practice various skills, to resolve real life and situations, etc.
- prepare teachers to understand the mental, physical, social, emotional and spiritual changes experienced by young people at pre-puberty and adolescence
- train teachers so that they feel comfortable with sensitive issues
- implement the workplace policy on HIV&AIDS that has been elaborated for schools so that teachers can work in a favorable environment.

f. Monitoring and evaluation must be provided on a regular basis

It is often said that life skills are difficult to assess. The evaluation is often not performed for HIV&AIDS and SHN education. This remains a crucial point for the success of a comprehensive education, because it has been observed that a subject that is not submitted to evaluation is often left aside. A continuous assessment is necessary. Ideally, it would be good to have an assessment at the beginning of the course in order to evaluate what learners already know on the topics. An assessment should also be done at the end of the course in order to evaluate what learners remember from the lessons.

Developing an assessment framework – Examples

Learning objective/ outcome	Assessment question	Criterion	Possible assessment tools
Knowledge: Learners will learn how HIV is and is not transmitted.	Can learners correctly identify means by which HIV is and is not transmitted?	When presented with a list of ways that HIV is and is not transmitted, learners will place items on the list into their correct category.	Set of pictures to sort, showing ways HIV is and is not transmitted. List of descriptions of possible means of transmission; learners circle those that describe ways HIV is spread.
Attitude: Learners will demonstrate care and concern toward persons affected by HIV.	Do learners feel empathy and concern for people living with HIV and AIDS?	When presented with a description of a situation involving a person with HIV and AIDS, learners will express emotions that indicate caring.	Description of the daily life of a person living with HIV and AIDS; learners circle words, from a page of “feelings” Words that describe their reaction to the description.
Skill: Learners will be able to negotiate less risky alternatives to sexual intercourse.	If learners are pressured to have unsafe sex, can they assertively negotiate safer behaviour?	When faced with pressure to have unsafe sex, learners will suggest at least one safer alternative, will demonstrate confidence in proposing that alternative and will not give in to pressure.	Role-play scenario in which first learner pressures second learner to have sex, and third learner demonstrates the ability to negotiate. Written scenario involving pressure to have unsafe sex; learners write a sample dialog in response.
Behaviour: Learners use condoms each time they have sexual intercourse.	Do learners use condoms consistently if they are sexually active?	When asked to report on sexual behaviour, learners report using a condom each time they have sexual intercourse.	Self-report checklist on sexual behaviour, including questions on condom use in a given time period (for example, the past six months).

2. Integration of HIV&AIDS and SHN education into the official curriculum

There are 4 main approaches for the inclusion of HIV&AIDS and SHN education in the curriculum:

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

Available literature shows that the terms used to describe the different approaches vary between countries. In some countries, several approaches are used concurrently: for example, the topic is integrated into a main carrier subject and also infused throughout the curriculum.

There is no general agreement about the best way of including the topics in the curriculum. Nevertheless, the curricular approach of infusing HIV&AIDS and SHN education throughout the curriculum, across a wide range of existing subjects has generally been found to lead to fragmentation, lack of cohesion and visibility and an increased probability that no teacher will be responsible for teaching the part of the subject that has been assigned to him or her. And it is also true that, very often, no specific allocation of time and no formal assessment of learning outcomes are defined.

Regarding teacher training, the infusion approach (i.e. integration of the topics in all subjects) could be very costly and practically not feasible. All the teachers would have to be trained to teach HIV&AIDS and SHN education. Many teachers are not adequately trained and not enthusiastic enough about covering sensitive topics.

Experience shows that behavioral skills development and internalization of values and attitudes require practice through learner centered interactive activities in an atmosphere ensuring tolerance and confidence. Enough time is required and teachers have to be trained in pedagogical approaches as well as in technical content. To cover all

the different dimensions related to HIV&AIDS and SHN, it is often better to adopt the cross-curricular approach and to integrate the topic in a few (4-5) existing subjects. This approach is particularly relevant for secondary and teacher training levels. For the primary level, as there is usually only one teacher for the class, it is not necessary to identify as formally which subject will integrate HIV&AIDS and SHN.

For the success of the cross-curricular approach, it is essential to have a specific time allocation in the official curriculum. This step will be feasible for teacher training as subjects have already been identified to integrate these topics in Guyana.

For further information, here is a chosen selection of relevant key resources:

- "Manual for integrating HIV and AIDS education in school curricula", IBE, 2006
- "EDUCAIDS, Towards a comprehensive education sector response. A framework for action", UNESCO
- "FRESH Toolkit", http://portal.unesco.org/education/en/ev.php-URL_ID=35500&URL_DO=DO_TOPIC&URL_SECTION=201.html
- "Standards for curriculum-based reproductive health and HIV programs, Judy Senderowitz and Douglas Kirby, Family Health International, 2006
- "Impact of sex and HIV education programs on sexual behaviour of youth in developing and developed countries", Doug Kirby, Family Health International, 2005
- "School-age children, their nutrition and health", The Partnership for Child Development, 2002
- "Life skills education with a focus on HIV&AIDS, 2003, UNICEF
- "Assessment strategies for skills-based health education with a focus on HIV prevention and related issues", 2003, UNICEF, Fountain & Gillespie

PART II: situation in Guyana

1. Analysis of the Pre Service Training Situation

In Guyana, HIV&AIDS and SHN education are taught in a course called Health and Family Life Education (HFLE).

Pre service teacher training on HFLE is delivered at CPCE in the Education course. It is a mandatory 2 credits course offered to all students during one semester, i.e. 30 hours. No formal examination is administered at the end of the course and this course is based on a life skills approach. HFLE is taught as a stand-alone subject at CPCE. However, scenarios are the pedagogical method used most frequently by the tutor to illustrate how HFLE should be infused into various subject areas in the classrooms.

Several documents exist for training teachers for HFLE, but these documents are only being used in the in-service HFLE training and not by the college. This can add confusion for trainee teachers since when they exit the college and enter the school setting, they would still have difficulties in preparing and administering infused HFLE lessons. CPCE indicated that the current HFLE tutor is now reviewing the two existing training documents used for training pre-service trainers so as to develop one single manual for use at the college. However, this process should be a collaborative effort between the in-service and pre-service trainers so that one standard document could be prepared for training at both levels. HFLE at CPCE is also taught in the Social Studies Department for 2 hours.

Although it is a very positive and strong point that HFLE is already taught at CPCE, the response given at CPCE needs to be strengthened in order to address the topic in a comprehensive and sustainable way.

The main gaps are:

- The amount of hours. The amount of hours dedicated to HFLE shows that there is a real will to teach this topic. But the total amount of hours is still not enough and should be increased to provide future teachers with a complete set of knowledge, skills and methods.
- The stand alone subject approach. HFLE is now taught as a stand alone subject at CPCE. The secondary curriculum is designed to teach HFLE as a cross curricular topic, integrated in 4 to 5 subjects. It would be better to adapt the approach at CPCE so that future teachers are trained in a context adapted to their future reality.

- The scenarios as the most used teaching method. More interactive and participative activities should be taught at CPCE, discussion, debate, brainstorming, role play, game, story telling, situation analysis, etc.
- The absence of assessment and evaluation of the learning outcomes. The assessment should be fully integrated in the lessons and be part of the teaching process.

2. Analysis of the In Service Training Situation

In service HFLE training for primary, secondary and nursery school teachers is conducted over a 3-day period. The tutors conducting these training sessions are retired teachers trained by MOE on HFLE and life skills based methodology. HFLE material has been developed specifically for these training sessions. One key concern is that presently, there is no follow up after teachers are trained and this poses a problem since teachers only have one training session in which they are expected to comprehend HFLE and the methodology. Even though teachers have been trained, most of them still do not deliver HFLE on a regular basis in classrooms due to various reasons quoted in the Evaluation report conducted in June of 2008. The weak point apparently comes from the implementation of the infusion methodology. There should be more detailed guidance on teaching methods and more examples of interactive exercises based on life skills approach.

Although it is a very positive and strong point that HFLE is taught at in-service level, the response given still needs to be strengthened in order to address the topic in a comprehensive and sustainable way.

The main gaps are:

- The amount of hours for the training. 3 days are not enough for the teachers to grab the whole complexity of the topic and the teaching methods, especially for teachers who did not receive any training in their initial studies.
- The absence of assessment. The lack of assessment is a weakness frequently observed. This step is very important and should not be underestimated in the training. There is more commitment from teachers and learners if the topic is assessed at the end of the lessons and it gives more weight to the area. It also provides skills and ideas to the trainees for their future practice in the classrooms.
- Not enough concrete examples of lessons. It is crucial to provide enough practical examples of interactive and participative exercises to teachers, especially if they are not

familiar with the life skills approach. This will make them comfortable with the subject and increase the implementation of HIV&AIDS and SHN in the classrooms.

- The absence of follow up and support to teachers when they go back to their classrooms.

3. Analysis of Curriculum Materials

The materials have been analyzed mainly with the assessment criteria developed by IBE. See appendices for complete and detailed analyses.

Health and Family Life Education. Activity guide. Grades one and two:

- Main strengths:

The objectives focus on changes to adopt protective behaviors for health and well being. Several activities are based on life skills and develop different skills like self-awareness, problem-solving, critical thinking and interpersonal relationships. Gender issues are explored at level 2.

- Main aspects to improve:

HIV&AIDS education is not included in the materials. Some notions can already be included and taught even at an early age, for example basic hygiene rules, the illness, how to behave when someone is ill etc. There is no clear time allocation for the lessons although it is mentioned that they should be timetabled. It is crucial to allocate a specific amount of time to each lesson if we want it to be taught in classrooms. Without time allocation, there is a high risk that the subject will be left aside. The only suggested teaching technique is scenario and other teaching methods should be introduced.

Health and Family Life Education. Curriculum Guide/Infusion Guide Grade 4.

- Main strengths:

Important themes like stigma, discrimination and human rights are addressed in the materials. Sexual and reproductive health and general information on SHN are provided in the documents.

- Main aspects to improve:

HIV&AIDS education is not integrated in the document. The guidance for teachers is not detailed enough and there should be more examples of activities. The time allocation is not defined and the subject is not timetabled. The assessment is not included in the material. The risk is that the topics will not be taught if there is no time allocation nor

assessment means. Some key themes like the emotions, the relationships with others and gender issues are not addressed in the material.

Health and Family Life Education. Curriculum Guide/Infusion Guide Grade 5.

- Main strengths:

The materials promote the creation of a safe environment to deliver life skills education and an active participation is encouraged. An emphasis is put on the importance of coping with emotions and promoting good practices for healthy attitudes and behaviors. Substance use and abuse are addressed in the materials as well as sexual and reproductive health.

- Main aspects to improve:

HIV&AIDS education is not included in the curriculum. The time allocation should be defined so that teachers can effectively deliver. Some key themes like the emotions, the relationships with others and gender issues are not addressed in the material.

Health and Family Life Education. Curriculum Guide/Infusion Guide Grade 9.

- Main strengths:

HIV&AIDS is included in one unit, as well as sexual and reproductive health. The manual gives ideas of evaluation to assess learning outcomes. Several key topics are addressed in the manual, like stigma and discrimination for example. Teaching methods are detailed and learning objectives are divided into life skills, knowledge, understanding and attitude.

- Main aspects to improve:

There is no specific time allocation and no formal assessment of learning outcomes. There is a risk that the subject will be left aside and not taught. The information should be more precise and comprehensive, especially on HIV&AIDS. Vulnerability and the factors or situations making people vulnerable should be explored.

Health and Family Life Education. Teacher Training Manual. Self and Interpersonal Relationships Theme Unit. Sexuality and Sexual Health Theme Unit.

- Main strengths:

For each session, the objectives, the activities and the time needed to implement the session are detailed. The material insists on the importance of respect, listening to students. It also underlines the fact that it is crucial to have non judgmental attitudes

and to promote positive values and behaviours. A complete session covers the theme of teaching methods and teacher guidance, focusing on participatory activities.

- Main aspects to improve:

HIV&AIDS education should be developed to be more comprehensive. Some key issues are missing, for example, protection, treatment, emotions, myths and misconceptions. Generally, the themes are not developed enough and they could be more detailed. The material is not sufficiently gender and culturally sensitive.

Life Skills, Health and Family Life and Citizenship Education. Curriculum Guide, Level 3, Draft.

- Main strengths:

The material addresses the theme of human rights and develops topics about gender and respecting culture. The material can provide an interesting starting point to develop strategies and methods to develop a complete curriculum. Additional references are provided to allow access to more information. An interesting focus is put on the global development of the students as a person and the participation and reflection of students are promoted.

- Main aspects to improve:

HIV&AIDS is not included in the document. There is no specific time allocation to deliver HFLE in the classrooms. The lessons related to emotions and relationships could be more deeply developed. Gender equity could be more developed and stereotypes could be more challenged.

Merundoi/HFLE Support Module 3

- Main strengths:

The goals of the material are clear and relevant. The activities provided are attractive and interactive, supporting reflection and dialogue. It invites students to think about their own behaviours, feelings and emotions and how they should change to become responsible adults. The episodes are concrete and adapted to Guyana's reality and culture.

- Main aspects to improve:

Some subjects are not enough detailed, like HIV&AIDS education. The module is not sufficiently gender sensitive and does not challenge gender inequities or stereotypes. No

assessment is included in the document; it would be useful to add something on evaluation.

School Based Training Programme for Health and Family Life Education & Compilation of Resources Materials for Teachers of Health and Family Life Education

- Main strengths:

The training programme presents a clear and realistic programme and gives information on number of sessions, allocated time, homework, type of activities, etc. The goals are clear and relevant and the document provides interactive activities that teachers will use in the classrooms. The material addresses main life skills.

- Main aspects to improve:

Some themes, like HIV&AIDS or gender inequities are not addressed in detail and should be deepened. The general structure of the document is not always clear and makes it difficult to use (some pages are missing or are not in the correct order).

Globally, the main gaps are:

- time allocation, not mentioned, not specific or not timetabled
- the activities use classic methodology and should be more interactive and participative
- HIV&AIDS is not enough present in the documents
- no systematic assessment
- some topics should be deepened

Part III: Recommendations

1. General recommendations for in- and pre- service teacher training

Guyana has a very good starting point to have a comprehensive HFLE for teacher education.

Priority actions:

A national workshop with representatives of the education sector from all regions should be organized jointly with main international/regional development and education partners in order to improve HIV&AIDS and SHN in Guyana, including teachers, trainers, teacher unions, and head of schools. This would be very useful to progress in the reform and scaling up of HFLE in the whole country. This would also contribute to increase the awareness and the commitment both at political and at school levels. A national workshop would be a first step to implement initiatives in the field of teacher education. It will be very important to include people living with HIV to the workshop because they are the first affected by discrimination and they can share their experiences with other people. Usually the whole process involves between 2 and 4 workshops at national level until the actual changes in the classrooms.

Although there is a real commitment from official political leaders in Guyana, the sensitization should be continued. It will make the future changes much easier to implement concretely. Political leaders must be associated with the workshops and reflections at one point. It can be useful to bring them in the schools, teacher training centers, etc. It will increase their will to have things moving more quickly and to give funds for the changes.

On a long term basis, the curriculum will have to be reformed in order to timetable HFLE at all levels, using a cross curricular approach, considering the actual situation of HFLE in Guyana. The main change would have to happen at CPCE level, which is the key point for the whole success and actual delivery of the topic. HFLE should be integrated in 4-5 subjects and specific time should be clearly allocated in the official curriculum. If HFLE is timetabled as a cross curricular topic in the official curriculum, it will be much easier for teachers in their daily practice. The global coherence of the all HFLE system will be enhanced. It is also crucial to have coherence between all levels, especially for secondary and training. The curriculum at training level should be reformed in parallel with the other levels.

It is very difficult for teachers, even with training, to teach a topic if it is not timetabled. It is even more difficult when the topic is not examined. There is a trend to put the topic aside. The teachers have a lot to do and they usually put the focus on the topics that will be examined. As teachers say that they are comfortable with the subject and with the method, it seems that one part of the problem comes from the fact that HFLE is not timetabled in the official programme. If the topic is not timetabled, the risk is that only very motivated teachers will deliver HFLE in the classroom.

There is a need for examples of interactive activities that should be available for teachers and trainers. IBE has developed interactive resource material containing activities on HIV&AIDS life skills based education. These activities have been identified as best practices to be applied in formal and non formal contexts. The selected activities have been gathered from all around the world and have been evaluated. This tool aims at providing practical activities that can be used on a daily basis in classrooms and to help teachers and teacher trainers to prepare their lessons. (CD Roms will be sent to the Ministry of Education).

There is also an important need for a counselor in schools. There could be clusters for schools with one counselor working for several schools. Teachers have a lot of responsibilities and are already overloaded. They really need to work in a supportive environment. The counselor is part of that strategy. Teachers need to have a professional to whom they can refer when they have a difficult situation with a student.

There is an important need for harmonization of existing HFLE documents. At the present time, there are too many different documents and this makes it difficult for daily practice at various levels.

Secondary actions

A website could be created in the MOE with a link to HFLE materials and updates. This would make things easier for teachers in the regions. A forum could also be created where people could ask questions and trainers could give answers.

HFLE should be promoted to the whole society; outside school should not be left aside (parents, churches, community leaders, etc.). The MOE will have to consider multiple strategies for implementing this, considering the already over-burdened teaching staff.

It could be very useful to organize exchanges with other experts from CARICOM. It would allow the dissemination of good practices and inspire other Ministries of Education for concrete steps and examples.

Funds will have to be raised to organize the national workshops, including for international, regional and national experts.

2. For Pre service training

Priority actions:

HFLE is now being taught as part of the third year programme at CPCE. However, for this methodology to be effective, it would be better to have this programme taught in the first year. This would allow the students to acquire the basic knowledge and methodology during the 1st year and thereafter, over the next 2 years they would work on mastering the methodology across all subject areas which is identified as the most difficult aspect for teachers to comprehend.

Currently, HFLE is taught as a stand alone subject at CPCE, but it should be taught as a cross curricular subject. IBE recommends that after the initial 30 hours of training, CPCE should ensure that HFLE is practiced across selected subject areas. This would allow future teachers to become familiar with the methodology during their studies. Methodological aspects regarding infused approach must be improved. If pre-service teachers are not taught the expected methodology at CPCE, they would have difficulties in their transition to the school setting. We recommend using the methodology that future teachers will use in their future practice in the classrooms. Pre-service teacher training will have to be changed for an infused approach. It will then be coherent with secondary level where it is taught as an infused subject.

Presently, scenarios are the most used method to teach HFLE at CPCE. However, other methods should be used by trainers so that future teachers will be able to use these in their daily practice. Other methods include, for example:

- class discussion; the class examines a problem or topic of interest to have a better understanding of the issue, to reach the best solution, to develop new ideas, etc
- role play; role plays consist in an informal dramatization in which people act out a specific given situation. It is then analysed and discussed by the group
- games; these are activities played among learners which can be used for teaching knowledge

- debate; a particular problem or issue is presented to the class, learners chose a position regarding the issue and defend it
- case studies; case studies are real life situations that describe in detail what happened to a person, a family, etc. and that are analysed and commented in the classroom

The importance of mutual respect during these interactive activities is critical. Learners and teachers must show respect and non judgmental attitudes towards each other even in case of disagreement. Every teaching method will develop life skills and open other perspectives. Therefore it is important to use several different activities.

The focus should be placed on the methodology and the interactive methods that can be used in the classroom rather than on content alone. One key recommendation would be that examples of sample infused lessons be prepared and provided to teachers for guidance when preparing their lesson plans. It is important to provide students concrete examples of exercises.

The existing documents should be used more systematically in the classroom. It would help students for their future practice.

There is a strong need to have one reference person at CPCE on HFLE. This person would act as the HFLE contact to whom teachers and students could refer if they have questions on the topic. This person should also provide updates on the topic, for example the latest findings on HIV, on teaching methods etc. This reference person should be able to give direction on methods and content. This person could address teachers' questions and monitor and evaluate the programme at CPCE.

There is also an important need for a counselor to be stationed at CPCE who should be able to deal with specific issues at CPCE and to ensure that teachers and students work in a supportive environment. Teachers have a lot of responsibilities and are already overloaded. They really need to work in a supportive environment. The counselor is part of that global strategy. Teachers need to have a professional to whom they can refer when they have a difficult situation with a student. Teachers cannot undertake responsibility for everything in the school environment. They do not have all the answers and they do not have the skills to deal with some specific issues. The counselor will be able to help address some of the support needs of learners and teachers. Peer

counseling could be explored as a good alternative or complementary option. This is also a need for students themselves.

Secondary actions

In a long term perspective, CPCE should move from the one stand alone subject approach to the cross curricular approach, implying the identification of a clear and specific time in the curriculum and the integration of the topic in 4 to 5 subjects. The infusion method is not always clear for all teachers and trainers. It is then difficult to teach in the classrooms if the basic methodology is not clearly understood during the training. If HFLE is timetabled as a cross curricular topic in the official curriculum, it will be much easier for teachers in their daily practice. This will also require the teaching of several teaching methods.

It would be interesting for CPCE students to follow the 3 days training actually given to in-service teachers.

3. For In service training

We recommend that all teachers in charge of HFLE should follow an annual training on HIV&AIDS, SHN, related issues and on life skills based methodology. This is essential to have updated information. Furthermore, the in service training on methodology is also useful for other topics, not only for HFLE.

Nevertheless, other teachers should ideally also follow one or 2 days of training on HFLE to be sensitized on the issue. It is important that all teachers have at least basic information on HFLE, including especially HIV&AIDS. They are all likely to be exposed to questions from learners, parents or other colleagues. It is also an important process to make them realize that the topic is important and deserves a real place in schools. They could also benefit from the training on methodology and apply the current pedagogic approaches to their own topics. This would be positive for the whole school.

For example a special day dedicated to HFLE could be organized once a year in the schools. So, teachers and students could benefit from an update and exchange on these specific issues.

Priority actions

The 3 days of training given now are too short to cover the subject in a comprehensive way in terms of content and methods. The training should ideally be extended to 5 days,

but this would involve increased costs. Another option would be to send the trainers in the classrooms to monitor the teaching and to adjust if necessary. This solution would be less costly than extending the training period. It would also allow a better follow up. The teachers need to be supported further after the training.

The teachers should be monitored in schools. It is difficult for teachers to implement the HFLE curriculum and methods if there is no follow up. After the in-service training, teachers should go back to schools with tutors for follow up.

It would be good to have a reference person on HFLE in schools. There could be clusters for schools with one reference person working for several schools. This person would be in charge of the follow up and updates on the contents and the methodology. The trainers could play that role.

Part IV Concluding remarks and feasibility

As stated in the report, Guyana has done a lot of work to integrate HIV&AIDS and SHN in teacher training for pre and in service levels. Some further steps will be needed to reach a comprehensive response. In terms of feasibility, here are the next steps that should be undertaken first:

1. Organise one national workshop involving main actors and stakeholders from all regions (or representatives) of the education sector: teachers, trainers, students, heads of schools, curriculum specialists, HIV&AIDS focal point of Ministry of Education, people living with HIV and main partners identified at regional and international levels. A national workshop will enable to prioritize the next steps in collaboration with the government of Guyana.
2. Harmonize the curriculum materials and revise them to include all topics and assessment.
3. Include more participative and interactive activities than scenarios
4. Reform the curriculum in order to timetable HFLE at pre-service level at CPCE. It would be more realistic to adopt a cross-curricular approach, considering the actual structure in Guyana.
5. Provide a more supportive environment to teachers by appointing counselors in schools, especially at CPCE. A pool of mentors could be used as references for teachers at pre and in service levels should be organized. These mentors would be specialized in HIV&AIDS and SHN and they could assist teachers in their daily practice by answering questions on specific issues or on methodology. This pool could be composed of trainers at CPCE for example.
6. Organize the next consultancy. This consultancy should include the following points:
 - Based on materials' assessment done by IBE and by other consultants, the next consultancy should review and improve existing documents.
 - Include key topics suggested in part 1, section b of this report.
 - A specific attention should be given to guidance and explanations for trainers.
 - Interactive activities should be integrated in all materials.
 - Integrate assessment in the materials.
 - Elaborate new modules in consultation with CPCE, trainers, trainees and teachers.
 - A region should be selected to develop a first series of materials and to be pilot tested.

APPENDICES

APPRAISED MATERIALS

APPRAISAL : SYNTHESIS

Title : Health and Family life Education. Activity Guide. Grade One and Two.

Type of document : Curriculum

Year of publication: /

Author/publisher : MOE Guyana, UNICEF

Number of pages : 126

Date of appraisal : January 2009

Abstract

Health and Family Life Education, Activity Guide, Grade One is a document edited by the Ministry of Education of Guyana. It has been developed to assist teachers as they start the process of delivering life skills based education. The questions which accompany each scenario are intended to offer guidance in developing the skill. The guide contains 14 topics divided into 3 Units. The different topics are, Unit 1 : (1) Civic Responsibility; (2) Who I am?/Myself; (3) Environmental Health; (4) Right to a Name and Nationality; (5) Stages of Growth; (6) Unit 2 : Time, its importance; (7) Family Values; (8) Good and Bad Habits; (9) Garbage Disposal; (10) Sexual Abuse; (11) The Right to Equality; (12) Unit 3 : Money; (13) Expressing Feelings; and (14) Diseases.

Health and Family Life Education, Activity Guide, Grade Two is a document edited by the Ministry of Education of Guyana in 2004. It has been developed to assist teachers as they start the process of delivering life skills based education. The questions which accompany each scenario are intended to offer guidance in developing the skill. The guide tackles 15 life skills topics : (1) Use and Abuse of Language; (2) Self-Esteem; (3) Environment Health; (4) Right to a Name; (5) Stages of Growth; (6) Punishment and Discipline; (7) My Family; (8) Our Bodies/Ourselves; (9) Respecting Cultural and Religious Values; (10) Gender Relationships and Understanding each other; (11) Conflict Resolution/Problem Solving; (12) Relationships at Home; (13) Appropriate Eating Habits; (14) Making Rules; and (15) Sexual Abuse.

Notes

These documents are part of a set of manuals designed to provide teachers with an integrated and consistent approach to the application of values education, and to develop a

Life Skills, Health and Family Life Education, Guidance and Citizenship curriculum using the five themes of: Education, Family, Health, Human Rights and Human Sexuality.

Strengths

1) These materials (grade 1 and 2) were realized by the Ministry of Education of Guyana in collaboration with the CARICOM multi-Agency Health and Family Life Education program. These materials are part of the official curriculum but are not integrated in a defined HIV and AIDS education policy framework. The Ministry of Education emphasizes the promotion and delivery of Life Skills based Health and Family Life Education from Grades 1 to 9 in schools. In the guides, it is noted that three infant field officers were selected to take part in the elaboration of these guides. They were assigned specific topics from the curriculum guide for each of which 4 scenarios were developed.

2) Each lesson deals with one topic and several life skills to develop. Learners have to explore one scenario and ask some questions related to the scenario described. The questions which accompany each scenario are intended to offer guidance in developing the skill. Teachers may think of other questions which are more appropriate. Teachers can decide to focus on one unit or alternatively the focus may be on one or two themes. The material invites students to think about their own behaviour, feelings and emotions and to change if necessary, so they can become healthy, responsible and tolerant adult.

3) The goals of the material are relevant. The module is designed to provide a wide range of relevant life skills within the framework of the HFLE curriculum. One of the objectives of these materials is to enable learners to adopt protective behaviours for their health and well-being, show respect and concern for others. Several activities in grade 1 and 2 address topics such as : “we are different, I must accept who I am, I express my feelings without being rude...”.

4) The activity guide grade 2 contains several activities dedicated to the following key themes: exploring self-awareness, problem-solving, critical thinking and interpersonal relationships. These topics are important because children need to know themselves, how to deal with their emotions and to communicate and behave respectfully with the others. Through the learning of life skills, learners will be able to use their knowledge in everyday

life situations, to adjust their attitudes, to adopt values and to translate all those into respectful behaviours.

5) The activity guide grade 2 explores gender issues. This topic is essential. Indeed, it is crucial to challenge gender stereotypes, remedy gender inequities and to explain social, cultural, political and economic factors that can explain discrimination against girls and women.

Weaknesses / aspects to be improved

1) HIV and AIDS education is not included into the materials (grade 1 and 2)

Suggestions for improvement

→ Advocacy and action are important steps to provide education and prevention for an effective response to the HIV epidemic. A learner should be able to acquire and make use of core knowledge related to HIV & AIDS and sexual and reproductive health in order to protect his/her health and well-being and to know where to seek counselling and support services if needed. The material should not only address the physical and scientific facts. HIV and AIDS education should also deal in a non judgmental way, with psycho-social aspects of the pandemic, the help and support that people affected or infected may need and the impact HIV and AIDS may have on everyday life. It has been shown that school programs addressing sexual health and sexuality do not encourage early sexual initiation nor increase sexual activity. Comprehensive and clear information has been proven crucial to helping learners to adopt protective behaviours.

2) The materials do not examine the realities of living in a world with HIV and AIDS.

Suggestions for improvement

→ It would be interesting and useful to explore the relational and affective aspects of HIV & AIDS: relations with oneself and towards others. One of the major difficulty in prevention and education is related to attitudes that lead to thoughts such as "HIV affects others but not us". With that section it would be essential to integrate HIV and AIDS education to enable learners to negotiate positive relationships in order to protect one effectively and to show support for people affected and/or infected by HIV and AIDS.

3) In the background, it is noted that the curriculum will be delivered as time-tabled subject in grade 1 and 2. Nevertheless, there is no time allocation designed for each unit or

lesson. The logical sequence of the topics does not appear very well and it is sometimes difficult to follow and to understand the different sequences.

Suggestions for improvement

→ If we really want to achieve desired learning outcomes (concerning life skills education in general and SHN and HIV & AIDS education more precisely), enough time has to be dedicated to the topic. Time allocated has to be specific and realistic.

4) The objectives are not always clear and too broad. The materials aim at developing life skills based education. Nevertheless, the guides do not explain precisely how to teach these themes and how to proceed in order to integrate life skills based education into the current curriculum.

Suggestions for improvement

→ The description of the objectives should give a concrete idea of the intended impact of the material in terms of behaviour, attitudes and knowledge. Goals and objectives should be in line with the needs and the characteristics of the learners. It is also very important to have specific objectives, for example by linking an objective to a frequency or stating the level of acceptable performance.

5) Methods used in the materials are not precise and various enough. Teachers can only use one technique for life skills education: scenarios.

Suggestions for improvement

→ It should be useful to integrate diversity in the techniques used for activities: brainstorming, role play, games and simulations, case studies ... (see for example, *Health and family life Education. Teacher Training manual*, UNICEF, CARICOM, 2006). In the introduction authors explain that teachers may decide to focus on one unit or on themes. It would be interesting to adopt an outcomes-based curriculum (it specifies outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling). The main idea is to confront learners with a variety of situations in which to demonstrate their learning. It is essential for the dynamic of the class to have diversity in the activities. In order to deepen understanding, personalise risk and practice self-protective skills, learners should be given sufficient time and space to learn from active observation, role play, group work, individual research, and practice of problem-solving in real life situations and interactions. Another important aspect is to provide feedback and to establish interaction between learners and between learners and educators

6) These materials do not include means to assess learners before and after completing the programme. No specific assessment of learning outcomes for the acquisition of life skills is conducted.

Suggestions for improvement

→It is essential to give feedback to learners so that both teachers and learners can improve the efficacy of their work and report on learners' progress to parents, caregivers and school management.

7) The materials are not precise enough concerning the target group (age, literacy, socio-cultural context, sexual experience).

Suggestions for improvement

→The target group should be clearly defined in the introductory section of the publication. If the material is made for a broad group of learners, it should be stated which part is designed for which target subset. It is also important to consider the socio-cultural context and the status regarding the probable sexual experience because the same issues will not be addressed and same words used.

8) The activity guide grade 1 does not address gender issue.

Suggestions for improvement

→We have to highlight the fact that biological factor, discrimination, socio-economic inequity, gender based violence and certain cultural norms increase the risk of HIV infection for women and girls and make the impact of HIV and AIDS worse in their life are not integrated in the manual. There is no relation between the different roles and tasks attributed to men and women and the impact of these relations on their capacity to protect oneself from HIV and to live with HIV or AIDS. The activities should add elements exposing girls and women to higher risks of contracting HIV.

Transferability issues and more suggestions for adapting the manual

The materials don't provide tools to identify and explore cultural issues relating to life skills, they are not related to community environment or to a social and cultural context. Therefore, transferability and adaptation are easy to realize.

These activity guides should be more linked to the Guyana context and offer more references to local community and culture.

TOOL 10: APPRAISAL CRITERIA FOR HIV & AIDS and SRH EDUCATION

A. MATERIAL FOR LEARNERS

* N.B. please read guidelines before completing the form.

Country/ies of implementation	Guyana		
Title of material	Health and Family Life Education		
Author/publisher, year of publication	Author/publisher: MOE/Guyana Year of publication: not specified		
Author of appraisal	Name: IBE	Institution: IBE	Contact:
Date of Appraisal			
Type of material	<input checked="" type="checkbox"/> Formal education <input type="checkbox"/> Non-formal education <input type="checkbox"/> Both		
Target group	Age: Class / grade / level :		
Material part of set	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, please list other material part of the set:		
Implementation mode *	<input type="checkbox"/> As stand-alone subject <input type="checkbox"/> In one main carrier subject <input type="checkbox"/> As cross-curricular issue		
HIV & AIDS taught:	<input type="checkbox"/> Infused through the curriculum <input type="checkbox"/> As extra-curricular subject <input checked="" type="checkbox"/> Not specified		
Size & pages	Size: Number of pages:		

* For more information on the implementation mode, please refer to the introduction of TOOL 2.

Abstract

Health and Family Life Education, Activity Guide, Grade One is a document edited by the Ministry of Education of Guyana. It is made to assist teachers as they start the process of delivering life skills based education. The questions which accompany each scenario are intended to offer guidance in developing the skill. The guide contains 14 topics divided into 3 Units. The different topics are, Unit 1 : (1) Civic Responsibility; (2) Who I am?/Myself; (3) Environmental Health; (4) Right to a Name and Nationality; (5) Stages of Growth; (6) Unit 2 : Time, its importance; (7) Family Values; (8) Good and Bad Habits; (9) Garbage Disposal; (10) Sexual Abuse; (11) The Right to Equality; (12) Unit 3 : Money; (13) Expressing Feelings; and (14) Diseases.

Health and Family Life Education, Activity Guide, Grade Two is a document edited by the Ministry of Education of Guyana in 2004. It is made to assist teachers as they start the process of delivering life skills based education. The questions which accompany each scenario are intended to offer guidance in developing the skill. The guide tackles 15 life skills topics : (1) Use and Abuse of Language; (2) Self-Esteem; (3)

OVERALL EVALUATION- SYNTHESIS

a) Strengths (in relation to criteria with higher ratings)

These materials (grade 1 and 2) were realized by the Ministry of Education of Guyana in collaboration with the CARICOM multi-Agency Health and Family Life Education program. These materials are part of the official curriculum but are not integrated in a defined HIV and AIDS education policy framework. The Ministry of Education emphasizes the promotion and delivery of Life Skills based Health and Family Life Education from Grades 1 to 9 in schools. In the guides, it is noted that three infant field officers were selected to take part in the elaboration of these guides. They were assigned specific topics from the curriculum guide for each of which 4 scenarios were developed. Each lesson deals with one topic and several life skills to develop. Learners have to explore one scenario and ask some questions related to the scenario described. The questions which accompany each scenario are intended to offer guidance in developing the skill. Teachers may think of other questions which are more appropriate. Teachers can decide to focus on one unit or alternatively the focus may be on one or two themes. The material invites students to think about their own behaviour, feeling

b) Weaknesses (in relation to criteria with lower ratings)

HIV and AIDS education is not included into the materials (grade 1 and 2). The materials do not examine the realities of living in a world with HIV and AIDS. In the background, it's noted that the curriculum will be delivered as time-tabled subject in grade 1 and 2. Nevertheless, there is no time allocation designed or precised for each unit or lesson. The logical sequence of the topics doesn't appear very well and it is sometimes difficult to follow and to understand the different sequences. The objectives are not clear. The materials aim at developing life skills based education. Nevertheless, the guides don't explain precisely how to teach these themes and how to proceed in order to integrate life skills based education into the current curriculum. Methods used in the materials are not precise enough. Teachers can only use one technique for life skills education: scenarios. These materials do not include means to assess learners before and after completing the programme. No specific or relevant assessment of learning outcomes, notably the acquisition of life skills is conducted. The materials are not precise enough concerning the target group (age, literacy, socio-cultural

c) Internal consistency

d) Transferability and/or usefulness for developing/improving one's own material

These activity guides should be more linked to the Guyana context and offers more references to local community and culture.

e) Special features/ additional comments

These documents are part of a set of manuals designed to provide teachers with an integrated and consistent approach to the application of values education, and to develop a Life Skills, Health and Family Life Education, Guidance and Citizenship curriculum using the five themes of: Education, Family, Health, Human Right and Human Sexuality.

TOOL 10: A. MATERIAL FOR LEARNERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion I	Material development and inclusion in the prescribed curriculum	mean score : ____	Rating
NB: This information is not always available in the document itself. But this is an important criterion to assess the quality of material	1. Material is part of a defined HIV and AIDS education policy framework		0
	2. Material has official endorsement (Ministry of education)		5
	3. The programme is part of the official curriculum		
	a. HIV and AIDS education is specifically assigned to one or several disciplines		0
	b. Time for HIV and AIDS education is specifically assigned by the prescribed curriculum		0
	4. Material was developed based on research, evaluating:		
	a. Needs and concerns of learners		5
	b. Needs and concerns of teachers and school staff		#
	c. Needs and concerns of parents and the community		#
	5. Material was developed based on analysis of existing resources & constraints:		
	a. financial resources		#
	b. number of available trained teachers		#
	c. available teaching and learning material		#
	6. Material was pilot tested		
	7. Material was developed involving:		
	a. A multi sectorial team		
	b. Learners		
	c. School staff		
	d. Parents and other representatives of the community		
	8. Material was developed based on theoretical framework for behaviour change		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

These materials were realized by the Ministry of Education of Guyana in collaboration with the CARICOM multi-Agency Health and family Life Education program. These materials (grade 1 and 2) are part of the official curriculum but are not integrated in a defined HIV and AIDS education policy framework. The Ministry of Education emphasizes the promotion and delivery of Life Skills based Health and family Life Education from Grades 1-9 in schools. In the guides, it's noted that a three infant field officers were selected to take part in the elaboration of these guides. They were assigned specific topics from the curriculum guide for each of which 4 scenarios were developed.

TOOL 10: A. MATERIAL FOR LEARNERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion II	Time frame and assessment	mean score : ____	Rating
	1. Time frame:		
	a. Number of programme units/lessons defined for certain (school) period is realistic		0
	b. Time allocated for each unit/lesson is realistic		0
	2. The topics are covered in a logical sequence		2
	3. The material includes means to assess learners before the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		0
	c. attitudes/values		0
	d. behaviours		0
	4. The material includes means to assess learners after completing the programme on:		0
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		0
	c. attitudes/values		0
	d. behaviours		0
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

In the background, it's noted that the curriculum will be delivered as time-tabled subject in grade 1 and 2. Nevertheless, there is no time allocation designed or precised for each unit or lesson. The logical sequence of the topics don't appear very well and it is sometimes difficult to follow and to understand the different sequences. These materials do not include means to assess learners before and after completing the programme. No specific or relevant assessment of learning outcomes, notably the acquisition of life skills is conducted.

TOOL 10: A. MATERIAL FOR LEARNERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion III	Goal, Objectives and Target group	mean score : ____	Rating
	1. The material outlines:		
	a. clear goals, that are linked to HIV and AIDS education		0
	b. precise and limited target group		0
	2. The objectives mentioned in the material are "SMART"		
	a. specific		2
	b. measurable		0
	c. achievable		
	d. relevant		
	e. time-bound		
	3. Content is generally appropriate in view of:		
	a. age of target group		3
	b. literacy level of target group		3
	c. socio-cultural context		3
	d. probable status regarding sexual experience (mainly virgin or possibly sexually experienced)		3
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

<p>The objectives are not clear. The materials aim at developing life skills based education. Nevertheless, the guides don't explain precisely how to teach these themes and how to proceed in order to integrate life skills based education into the current curriculum. The materials are not precise concerning the target group (age, literacy, socio-cultural context, sexual experience).</p>

TOOL 10: A. MATERIAL FOR LEARNERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion IV	Basic information for protecting and promoting health	mean score : ____	Rating
	1. Overall, the information provided is :		
	a. Clear		2
	b. Accurate		2
	c. Up to date		2
	2. Overall clear and comprehensive information is provided on :		
	a. Sexual and reproductive health (contraception, pregnancy, etc.)		0
	b. What HIV and AIDS are		0
	c. Ways of transmission of HIV		0
	d. Ways of protection from HIV		0
	3. Overall clear and comprehensive information is provided on :		0
	a. What are the different drugs		0
	b. What are the main effects of drugs		0
	c. Why do children and young people take drugs		0
	d. What are the main physical, psychical and social consequences of drug use		0
	e. What are the possible warning signs that a learner is taking drugs and what to do?		0
	4. Overall precise and up-to-date information on treatment is provided :		
	a. What is ARV treatment and what are the results?		0
	b. When and why can a treatment be taken?		0
	c. What are the main side effects of treatment?		0
	d. What consequences can treatment have on daily life?		0
	e. What care and support do people under treatment need?		0
	5. Overall information on psycho-social aspects:		
	a. Care and support to people affected by HIV or AIDS		0
	b. Impact of HIV and AIDS on health, on relations with others and on daily life		0
	6. Overall precise and up-to-date information on Voluntary Counselling and Testing (VCT) is provided:		
	a. What is VCT?		0
	b. Why and when to make a test?		0
	c. Where can a test be done?		0
	7. Myths and misconceptions on SRH, HIV and AIDS are addressed		
	a. on HIV transmission		0
	b. on protection and prevention		0
	c. on treatment		0
	d. on the appearance of someone who is HIV positive		0
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

HIV and AIDS education is not included into the materials (grade 1 and 2). Nevertheless, advocacy and action are important steps to provide education and prevention for an effective response to the HIV epidemic. A learner should be able to acquire and make use of core knowledge related to HIV & AIDS and sexual and reproductive health in order to protect his/her health and wellbeing and to know where to seek counselling and support services if needed.

TOOL 10: A. MATERIAL FOR LEARNERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing
Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable	

TOOL 10: A. MATERIAL FOR LEARNERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable	
Criterion V	Me, my emotions and my relations with others mean score : _____	Rating
	1. Me and myself: the material helps to understand and practice	
	a. Self confidence and self esteem	4
	b. How to improve ones own self confidence and self esteem in various situations?	4
	c. How to manage emotions and stress?	4
	2. Me, my emotions and love. The material addresses the issue of love feeling	
	a. What does it mean to be in love?	0
	b. How do you feel when you are in love?	0
	c. How can you show that you are in love?	0
	d. How to deal with pressure when you are in love ? (from others, from your partner, from the family, etc.)	0
	e. How to respect the person that you love, your partner?	0
	3. The material helps to overcome personal fears:	
	a. How to react when someone I know is infected or affected?	0
	b. How to cope with loss and death?	0
	4. The material addresses vulnerability factors and helps avoiding risks:	
	a. How do alcohol and drugs increase vulnerability? Change the decisions and affect judgement?	0
	b. Are various strategies to avoid unwanted sexual intercourse explored?	0
	c. Are the three components of the "Abstinence - Behavior faithful - Condom use" approach explained?	
	d. Depending on age and likely status of sexual experience: is condom use clearly explained?	0
	5. Peer pressure is addressed:	2
	a. How to resist peer pressure?	2
	b. How to avoid putting pressure on others? (How to respect others?)	2
	c. Which different ways can be used for refusing, delaying or saying "no" ?	
	6. Help, support and counselling	0
	a. Where can I find help, support and/or counselling?	0
	b. When should I ask for help and support or counselling?	0
	c. How can I help and support the others?	
	Total score	
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)		
<p>One of the objective of these materials is to enable learners to adopt protective behaviours for their health and wellbeing, show respect and concern for others.several activities in grade 1 and 2 adreses topics such as : we are different, I must accpet who I am, I express my feelings without being rude... The main negative point is the fact that the materials do not examine the realities of living in a world with HIV and AIDS. It should be interseting and useful to explore the relational and affective aspects of HIV & AIDS : relations with oneself and towards others. One of the major difficulty in prevention and education is related to attitudes that lead to thoughts such as "HIV affects others but not us". With that section it would be essential to integrate HIV and AIDS education to enable learners to negociate positive relationships in order to protect oneself effectively and to show support for people affected and/or infected by HIV and AIDS.</p>		

TOOL 10: A. MATERIAL FOR LEARNERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion VI	Relations between men and women (gender issues)	mean score : ____	Rating
	1. The content addresses gender issues, promotes gender equity and challenges gender stereotypes :		
	a. Understanding and respect between genders is promoted		3
	b. Gender identity (masculinity, femininity, traditional roles in society, etc.) is explored		3
	c. Power relationships are explored and challenged		3
	d. Gender discrimination towards girls is addressed and challenged		3
	e. Gender-based cultural practice is explored and challenged		3
	2. The material exposes and explains the factors making girls and women more vulnerable to HIV and AIDS		
	a. Biological factors		0
	b. Social factors		0
	c. Economical and political factors		0
	3. The overall presentation is adapted to gender issues:		
	a. Images and pictures encourage respect and equity between men and women		3
	b. Situations and examples encourage respect and equity between men and women		3
	c. Language encourages respect and equity between men and women		3
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)
<p>The activity guide grade 1 does not address gender issue. On the contrary, the activity guide, grade two contains few activities dedicated to that theme exploring self-awareness, problem-solving, critical thinking, interpersonal relationship. We have to highlight that biological factors, discrimination, socio-economic inequity, gender based violence and certain cultural norms that increase the risk of HIV infection for women and girls and makes the impact of HIV and AIDS worse in their life are not integrated in the manual. There is no relation between the different roles and tasks attributed to men and women and the impact of these relations on then capacity to protect oneself from HIV and to live with HIV or AIDS. The activities should add elements exposing girls and women to higher risks of contracting HIV.</p>

TOOL 10: A. MATERIAL FOR LEARNERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion VII	Promoting human rights and overcoming stigma and discrimination	mean score : ____	Rating
	1. Human rights:		
	a. The material provides key elements on universal human rights		0
	b. The material addresses children's rights		2
	c. The right to physical integrity is explained		3
	2. Coercion and abuse:		
	a. The issues of coercion, sexual harassment and abuse are addressed and challenged		3
	b. Strategies to fight sexual abuse and coercion are given		3
	c. The possible steps to take in case of sexual abuse or coercion are explained		3
	3. Stigma and discrimination:		
	a. The material explains that HIV and AIDS can affect everyone		0
	b. The material explains how and why stigma and discrimination can have negative effects		0
	c. The material explains strategies to combat prejudices		0
	d. The material explains the importance of empathy and ways to show empathy are explored		0
	e. The material gives opportunities to test and experiment on how to avoid stigmatizing and discriminating		0
	f. The material explores how to respond to stigmatization, discrimination and prejudice		0
	4. Language used is non-discriminatory and non-judgemental towards:		
	a. People affected or infected by the virus		n/a
	b. Orphans and vulnerable children		n/a
	c. Sex workers		n/a
	d. Homosexuals		n/a
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

Some activities only focus on physical integrity or sexual abuse. But in general, the materials do not deal with human rights or children's rights. Concerning stigma and discrimination, the manual does not provide elements to modify behaviours or to fight against stigma and discrimination.

TOOL 10: A. MATERIAL FOR LEARNERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion VIII	Community and culture	mean score : ____	Rating
	1. Material is adapted to community environment:		
	a. Examples are appropriate in view of cultural and community context		
	b. Images used are appropriate to cultural and community context		
	c. Language is appropriate to cultural and community context		
	2. Material provides tools to identify and:		
	a. Explore cultural issues relating to SRH and rights, HIV & AIDS		
	b. Explore local norms regarding family, marriage, and sexuality		
	c. Reinforce positive community practices and beliefs regarding SRH, HIV & AIDS		
	d. Challenge negative community practices and beliefs regarding SRH, HIV & AIDS		
	3. Ways to overcome silence and stigma are explored regarding:		
	a. SRH, sexuality		
	b. HIV and AIDS		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

TOOL 10: A. MATERIAL FOR LEARNERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IX	Learning activities	mean score : ____	Rating
	1. Does the material employ methods that:		
	a. Actively involve the participants?		2
	b. Personalize the information?		2
	c. Promote group activities?		2
	d. Involve the parents and the community?		2
	e. Encourage decision making and critical thinking?		2
	2. Does the material contain clear and suitable guidelines for learners to carry out :		
	a. Classroom discussion/debates/brainstorming/case studies		2
	b. Group work/co-operative project		2
	c. Games		2
	d. Role play		2
	e. Creative work (posters, songs, story-telling, poetry, theatre plays)		2
	f. Interviews/fieldwork/homework involving parents or the community		2
	g. Peer teaching		2
	3. Are the activities and exercises:		
	a. Suitable and sufficient considering the objectives of the unit/lesson ?		2
	b. Suitable considering the age group and literacy level of the learners?		2
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

Methods used in the materials are not precise enough. Teachers can only use one technique for life skills education: scenarios. It should be useful to integrate diversity in the techniques used for activities: brainstorming, role play, games and simulations, case studies ... (as explained in Health and family life Education. Teacher Training manual, UNICEF, CARICOM, 2006). In the introduction authors explain that teachers may decide to focus on one unit or on themes. It should be interesting to adopt an outcomes-based curriculum (it specifies outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling). The main idea is to confront learners with a variety of situations in which to demonstrate their learning. It is essential for the dynamic of the class to have diversity in the activities. Other aspect very important is to provide feedback and establish interaction between learners and between learners and educators.

TOOL 10: A. MATERIAL FOR LEARNERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion X	Layout and packaging	mean score : ____	Rating
	1. Presentation and graphical quality :		
	a. The material is attractive		2
	b. The font is readable		2
	c. Efficient use is made of printed/printable space		1
	d. Material contains sufficient & relevant pictures, graphs etc. to enhance content		1
	2. Packaging :		
	a. Size & weight of material are reasonable		5
	b. The material is durable if meant to be used by several generations of learners		5
	c. The material can be reproduced relatively economically		5
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	
<p>The material is not very attractive.</p>	

APPRAISAL: SYNTHESIS

Title : Life Skills, Health & Family Life and Citizenship Education. Curriculum Guide, Grade 7, Draft.

Type of documents : Material for teacher

Year of publication: January 2003

Author/publisher : Ministry of Education/Guyana, UNICEF

Number of pages : 20 pages

Date of appraisal : January 2009

“Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Grade 3, Draft” is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2002. The goal of this document is to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are discussed. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum planning. The document has 3 Units, each one divided into parts about education, family, health, human rights and human sexuality. Unit 1, Settling In, is about (i) Transition to Secondary School; (ii) Family, Who am I, Uniquely me, How do I see myself ten years from now; (iii) Appropriate Eating Habits; (iv) Definition of Human Rights, Right to Nationality; and (v) Sexual Abuse. Unit 2, Adjusting to Change, tackles the topics like (i) Time and Money Management; (ii) Family Roles and Responsibilities; (iii) Environmental Health, Food Myths value; (iv) Respecting Cultural and Religious Values; and (v) Incest/Harassment. Finally, Unit 3, Preparing to Move On, is about (i) Friendship; (ii) Self-Esteem, Recognising absence of Self-Esteem, Building Self-Esteem, Self-Esteem can affect Relationships; (iii) Good and Bad Habits (iv) Role and Purpose of Education; and (v) HIV&AIDS.

Note

This document is part of a set of manuals to provide teachers with an integrated and consistent approach to the application of values education, and to develop a Life Skills, Health and Family Life Education, Guidance and Citizenship curriculum using the five themes of: Education, Family, Health, Human Right and Human Sexuality. This document should be used with its Infusion Guide, Grade 7 which is unfortunately not available.

Strengths

1) The aim of this Life Skills, Health & Family Life Education, Citizenship Curriculum Guide is to provide teachers with an integrated and consistent approach to the application of values education. The document has an official endorsement and has been developed by the Ministry of Education in collaboration with the Ministry of Health, Joint HRE Programme and UNICEF.

2) The content of the material addresses the Human Rights theme. Human Right is a specific theme in the HFLE curriculum in Guyana and is developed in each unit of the document in a very relevant manner. Unit 1 addresses the topic “Definition of Human Rights, Right to Nationality”, Unit 2 focuses on “Respecting Cultural and Religious Values” and Unit 3 emphasizes on the “Role and Purpose of Education”. The Convention on the Rights of the Child is clearly quoted and included in those units to be studied and analysed. It promotes Guyanese identities, human dignity, the protection of their Human Rights and the rights of others, the respect for different cultural and religious values which are protected by Human Rights, individual rights for everyone, tolerance, and the importance of education as a right. Other themes, like the family, also include human rights and refer to “Human Rights Education for Citizenship” or suggest social studies about “My Right”.

3) The document offers an interesting starting point to provide strategies and methods to develop complete curriculum. Each unit suggests learning objectives, teaching

methods, materials and evaluation which are very helpful for teachers and lessons preparation. Indeed, each theme presents relevant learning objectives tabs (life skills: able to, knowledge: aware that, understanding: understand that, attitude: demonstrate) which enumerate goals briefly as key words.

4) It focuses on the total development of the students as a person and promotes their participation and reflection in the classroom with interactive and various activities. The document promotes several teaching-learning methods to integrate the skills, like classroom discussion, debate, case studies, games, group work, role play or creative work. The document provides interesting information to understand and practice self confidence and self esteem specifically in Unit 3, within the Family theme which addresses this topic in 3 parts: Recognizing absence of Self Esteem, Building Self Esteem, and Self Esteem can affect Relationship. It promotes individuality and difference, the fact that everyone has strengths and weakness, that self esteem is not constant, and that self esteem is important for our relationships with other. It also provides a definition of self esteem and suggests how to build it based on five essential elements: sense of security, sense of identity or self concept, sense of belonging, sense of purpose/aim and sense of personal competence.

4) HIV&AIDS is included specifically as a topic within the Human Sexuality theme. It aims to make learners able to identify behaviours that put one at risk of contracting HIV&AIDS, to share the factual information about HIV&AIDS, to identify ways to reduce the risk of contracting HIV and to practice skills to avoid sexual risk-taking. It explains the difference between HIV and AIDS and that the epidemic is serious but preventable. It focuses therefore on the responsibilities of everyone actions and behaviours and the importance to resist peer pressure. Finally, the topic is included in different discipline like science, social studies, language and creative writing.

5) This document is certainly the clearest and the most relevant among the series we evaluated.

Weakness / aspects to be improved

1) The material recalls that teachers are expected to delivery HFLE curriculum a minimum of one hour per week but does not provide specific allocated time for each lesson. It neither includes means to assess learners before the programme but only contains ideas of evaluation after completing the programme.

Suggestions for improvement

→ It would be interesting to develop an outcomes-based curriculum (to specify outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling). Teachers have to check if pupils can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. The process should be more elaborated for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects...) It is very important to give feedback to learners and other teachers about learner's progress, in order to be able to improve the efficacy of their work. In order to prepare the development of each lesson or unit and the assessment, teachers should follow this framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded.

2) The content of the materials does not address gender issues even if some themes like Human Rights could easily include this problematic.

Suggestions for improvement

→ A learner has to acquire knowledge and understanding on the differences between man and woman, what is gender equity and what are the negative impacts of inequities between men and women on communities. It is important to promote clearly equity between boys and girls and challenging stereotypes or gender-based cultural practice. It is essential for children to acquire and integrate early respect and equity between men

and women. A learner should also understand why achieving gender equity is crucial in the response to HIV and AIDS and how to behave in a manner which demonstrates an understanding of the importance of the equity. Teachers may, for example, suggest activities where learners have to know the difference between gender roles culturally determined and natural difference between men and women.

3) This module is very general and has to be used with other more precise documents about the specific issues (for example for HIV and AIDS). Indeed, it does not explain, develop or inform but it just suggests ways to debate and think about those issues. It only provides key words that the teacher has to develop. It is based on the assumption that teacher and student already have basic knowledge on those issues, but nevertheless it would have been useful to recall the most important and basic points.

Suggestions for improvement

→ Some important and basic points about specific issues have to be recalled in a more precise way when some topics or life skills introduce them. They could be added at the end of the module, in annex for example, or in references, to be sure that all teachers and learners have access to essential information and don't need do search them by themselves. For example, in each HIV and AIDS lessons, HIV transmission and protection, treatment, discrimination, VCT and myths should be briefly recalled or/and accessible.

4) Even though HIV&AIDS is addressed, some important areas of the subject are not developed.

Suggestions for improvement

→ The document focuses on the fact that unprotected sex is the most common way HIV is spread and that abstinence is the best way to protect oneself from contracting HIV&AIDS. Nevertheless it would have been useful to addresses also ways of transmission of HIV and ways of protection from HIV in general, by including and explaining "Abstinence-Behaviour faithful-Condom use" approach in particular. The

document should also provide information on ARV treatment and its social, physical and psychological impact on the person living with HIV and her/his entourage. The document emphasizes that HIV is 100% preventable, that individuals are accountable for their own actions and promotes responsibility for one's actions and behaviours. It is important to notice that some persons are not responsible for being infected (like children born with HIV or in a rape case for example) and even though, it is important to recall that each person has to be treated with empathy and does not deserve to feel guilty for the infection they contracted. The material should also provide the tools to support the learning to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyse common community practices and beliefs. This will help to challenge beliefs and practices that have a negative impact, and strengthen those that have a positive impact on sexual and reproductive health and the prevention of HIV. A balance should be found between what crucial skills and knowledge for young people living in a world with HIV are and what is acceptable to the community

5) The integration of life skills education into the curriculum is too vague.

Suggestions for improvement

→ It would be useful to add more details on the integration of life skills education into the four core subjects .It should be useful to explain why using one activity can lead to a certain result and using another one can lead to a different one. The teacher s plan adequate time to carry out the activity completely and have a clear understanding of the objectives of the activity before beginning.

Internal consistency

The texts are very short and consist in an enumeration of different points in tabs. This might be confusing in particular when the document is not linked to an infusion guide. It should be useful to define at the beginning of the manuals the following concepts: "Life

skills, Health & family life, and citizenship” and to explain why the authors choose to develop certain skills and knowledge.

Transferability issues and more suggestions for adapting the manual

Some of the topics addressed in the document are specifically adapted to Guyana culture and societies (right to nationality, respecting cultural and religious values in particular). Therefore the material will need to be adapted if it has to be used in another context because it is currently designed specifically for learners in Guyana. But in general transferability and adaptation should be easy to realize.

TOOL 10: APPRAISAL CRITERIA FOR HIV & AIDS and SRH EDUCATION

B. MATERIAL FOR TEACHERS

* N.B. please read guidelines before completing the form.

Country/ies of implementation	Guyana
Title of material	Life Skills, Health & Family Life and Citizenship Education. Curriculum Guide, Grade 7, Draft.
Author/publisher, year of publication	Author/publisher: MOE Guyana / UNICEF Year of publication: January 2003
Author of appraisal	IBE
Date of Appraisal	January 2009
Type of material	<input checked="" type="checkbox"/> Formal education <input type="checkbox"/> Non-formal education <input type="checkbox"/> Both
Target group	Age: Class / grade / level : Grade 7
Material part of set	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, please list other material part of the set:
Implementation mode *	<input type="checkbox"/> As stand-alone subject <input type="checkbox"/> In one main carrier subject <input type="checkbox"/> As cross-curricular issue
HIV & AIDS taught:	<input checked="" type="checkbox"/> Infused through the curriculum <input type="checkbox"/> As extra-curricular subject <input type="checkbox"/> Not specified
Size & pages	Size: A4 Number of pages: 20

* For more information on the implementation mode, please refer to the introduction of TOOL 2.

Abstract

"Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Grade 3, Draft" is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2002. The goal of this document is to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are discussed. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum planning. The document has 3 Units, each one divided into parts about education, family, health, human rights and human sexuality. Unit 1, Settling In, is about (i) Transition to Secondary School; (ii) Family, Who am I, Uniquely me, How do I see myself ten years from now; (iii) Appropriate Eating Habits; (iv) Definition of Human Rights, Right to Nationality; and (v) Sexual Abuse. Unit 2, Adjusting to Change, tackles the topics like (i) Time and Money Management; (ii) Family Roles and Responsibilities; (iii) Environmental Health, Food My

OVERALL EVALUATION- SYNTHESIS

a) Strengths (in relation to criteria with higher ratings)

b) Weaknesses (in relation to criteria with lower ratings)

c) Internal consistency

d) Transferability and/or usefulness for developing/improving one's own material

e) Special features/ additional comments

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion I	Material development and inclusion in the prescribed curriculum	mean score : _____	Rating
NB: This information is not always available in the document itself. But this is an important criterion to assess the quality of material	1. Material is part of a defined HIV and AIDS education policy framework		0
	2. Material has official endorsement (Ministry of education)		5
	3. The programme is part of the official curriculum		
	a. HIV and AIDS education is specifically assigned to one or several disciplines		5
	b. Time for HIV and AIDS education is specifically assigned by the prescribed curriculum		5
	4. Material was developed based on research, evaluating:		
	a. Needs and concerns of learners		
	b. Needs and concerns of teachers and school staff		
	c. Needs and concerns of parents and the community		
	5. Material was developed based on analysis of existing resources & constraints:		
	a. financial resources		n
	b. number of available trained teachers		n
	c. available teaching and learning material		n
	6. Material was pilot tested		
	7. Material was developed involving:		
	a. A multi sectorial team		
	b. learners		
	c. School staff		5
	d. Parents and other representatives of the community		3
	8. Material was developed based on theoretical framework for behaviour change		3
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion II	Time frame and assessment	mean score : _____	Rating
	1. Time frame:		
	a. Number of programme units/lessons defined for certain (school) period is realistic		4
	b. Time allocated for each unit/lesson is realistic		1
	2. The topics are covered in a logical sequence		2
	3. The material includes means to assess learners before the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		0
	c. attitudes/values		0
	d. behaviours		0
	4. The material includes means to assess learners after completing the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		5
	b. skills		4
	c. attitudes/values		4
	d. behaviours		4
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

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TOOL 10: B. MATERIAL FOR TEACHERS		
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Criterion III	Goals, Objectives and Target group	mean score : ____	Rating
	1. The material outlines:		
	a. clear goals, that are linked to HIV and AIDS education		4
	b. precise and limited target group		5
	2. The objectives mentioned in the material are "SMART"		
	a. specific		4
	b. measurable		3
	c. achievable		5
	d. relevant		5
	e. time-bound		0
	3. Content is generally appropriate in view of:		
	a. age of target group		5
	b. literacy level of target group		
	c. socio-cultural context		5
	d. probable status regarding sexual experience (mainly virgin or possibly sexually experienced)		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

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TOOL 10: B. MATERIAL FOR TEACHERS

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Criterion IV	Basic information for protecting and promoting health	mean score : _____	Rating
	1. Overall, the information provided is :		
	a. Clear		3
	b. Accurate		
	c. Up to date		3
	2. Overall clear and comprehensive information is provided on :		
	a. Sexual and reproductive health (contraception, pregnancy, etc.)		0
	b. What HIV and AIDS are		3
	c. Ways of transmission of HIV		3
	d. Ways of protection from HIV		2
	3. Overall clear and comprehensive information is provided on :		
	a. What are the different drugs		0
	b. What are the main effects of drugs		0
	c. Why do children and young people take drugs		0
	d. What are the main physical, psychical and social consequences of drug use		0
	e. What are the possible warning signs that a learner is taking drugs and what to do?		0
	3. Overall precise and up-to-date information on treatment is provided :		
	a. What is ARV treatment and what are the results?		0
	b. When and why can a treatment be taken?		0
	c. What are the main side effects of treatment?		0
	d. What consequences can treatment have on daily life?		0
	e. What care and support do people under treatment need?		0
	4. Overall information on psycho-social aspects:		
	a. Care and support to people affected by HIV or AIDS		0
	b. Impact of HIV and AIDS on health, on relations with others and on daily life		0
	5. Overall precise and up-to-date information on Voluntary Counselling and Testing (VCT) is provided:		
	a. What is VCT?		0
	b. Why and when to make a test?		0
	c. Where can a test be done?		0
	6. Myths and misconceptions on SRH, HIV and AIDS are addressed		
	a. on HIV transmission		0
	b. on protection and prevention		0
	c. on treatment		0
	d. on the appearance of someone who is HIV positive		0
		Total score	
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			

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TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing
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TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable			
Criterion V	Me, my emotions and my relations with others	mean score : _____	Rating	
	1. Me and myself: the material helps to understand and practice			
	a. Self confidence and self esteem		5	
	b. How to improve ones own self confidence and self esteem in various situations?		5	
	c. How to manage emotions and stress?		2	
	2. Me, my emotions and love. The material addresses the issue of love feeling			
	a. What does it mean to be in love?		0	
	b. How do you feel when you are in love?		0	
	c. How can you show that you are in love?		0	
	d. How to deal with pressure when you are in love ? (from others, from your partner, from the family, etc.)		0	
	e. How to respect the person that you love, your partner?		0	
	3. The material helps to overcome personal fears:			
	a. How to react when someone I know is infected or affected?		0	
	b. How to cope with loss and death?		0	
	4. The material addresses vulnerability factors and helps avoiding risks:			
	a. How do alcohol and drugs increase vulnerability? Change the decisions and affect judgement?		0	
	b. Are various strategies to avoid unwanted sexual intercourse explored?		4	
	c. Are the three components of the "Abstinence - Behavior faithful - Condom use" approach explained?		1	
	d. Depending on age and likely status of sexual experience: is condom use clearly explained?		0	
	5. Peer pressure is addressed:			
	a. How to resist peer pressure?		3	
	b. How to avoid putting pressure on others? (How to respect others?)		2	
	c. Which different ways can be used for refusing, delaying or saying "no" ?		2	
	6. Help, support and counselling			
	a. Where can I find help, support and/or counselling?		4	
	b. When should I ask for help and support or counselling?		4	
	c. How can I help and support the others?		3	
	Total score			
	STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

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Criterion VI	Relations between men and women (gender issues)	mean score : ____	Rating
	1. The content addresses gender issues, promotes gender equity and challenges gender stereotypes :		
	a. Understanding and respect between genders is promoted		0
	b. Gender identity (masculinity, femininity, traditional roles in society, etc.) is explored		0
	c. Power relationships are explored and challenged		0
	d. Gender discrimination towards girls is addressed and challenged		0
	e. Gender-based cultural practice is explored and challenged		0
	2. The material exposes and explains the factors making girls and women more vulnerable to HIV and AIDS		
	a. Biological factors		0
	b. Social factors		0
	c. Economical and political factors		0
	3. The overall presentation is adapted to gender issues:		
	a. Images and pictures encourage respect and equity between men and women		n.a
	b. Situations and examples encourage respect and equity between men and women		n.a
	c. Language encourages respect and equity between men and women		n.a
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

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Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VII	Promoting human rights and overcoming stigma and discrimination	mean score : _____	Rating
	1. Human rights:		
	a. The material provides key elements on universal human rights		5
	b. The material addresses children's rights		5
	c. The right to physical integrity is explained		4
	2. Coercion and abuse:		
	a. The issues of coercion, sexual harassment and abuse are addressed and challenged		5
	b. Strategies to fight sexual abuse and coercion are given		4
	c. The possible steps to take in case of sexual abuse or coercion are explained		4
	3. Stigma and discrimination:		
	a. The material explains that HIV and AIDS can affect everyone		0
	b. The material explains how and why stigma and discrimination can have negative effects		0
	c. The material explains strategies to combat prejudices		0
	d. The material explains the importance of empathy and ways to show empathy are explored		4
	e. The material gives opportunities to test and experiment on how to avoid stigmatizing and discriminating		0
	f. The material explores how to respond to stigmatization, discrimination and prejudice		0
	4. Language used is non-discriminatory and non-judgemental towards:		
	a. People affected or infected by the virus		
	b. Orphans and vulnerable children		
	c. Sex workers		
	d. Homosexuals		
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

TOOL 10: B. MATERIAL FOR TEACHERS		
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Criterion VIII	Community and culture	mean score : ____	Rating
	1. Material is adapted to community environment:		
	a. Examples are appropriate in view of cultural and community context		5
	b. Images used are appropriate to cultural and community context		
	c. Language is appropriate to cultural and community context		
	2. Material provides tools to identify and:		
	a. Explore cultural issues relating to SRH and rights, HIV & AIDS		3
	b. Explore local norms regarding family, marriage, and sexuality		
	c. Reinforce positive community practices and beliefs regarding SRH, HIV & AIDS		
	d. Challenge negative community practices and beliefs regarding SRH, HIV & AIDS		
	3. Ways to overcome silence and stigma are explored regarding:		
	a. SRH, sexuality		
	b. HIV and AIDS		
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

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Criterion IX	Teaching methods & strategies and teacher guidance (mean score:) _____	Rating
	1. Several teaching-learning methods are proposed and clearly explained in the material:	
	a. Icebreaker/building trust exercises	3
	b. Classroom discussion/debates/brainstorming/case studies	3
	c. Group work/co-operative project	3
	d. Games	3
	e. Role play	3
	f. Creative work (posters, songs, story-telling, poetry, theatre plays)	3
	g. Interviews/fieldwork/homework involving parents or the community	
	2. Detailed & clear instructions are provided to teachers for each lesson / unit on :	
	a. Learning goal and objectives	4
	b. Time required to complete the lesson/unit	0
	c. Which activities should be used (questions, role play, group work, etc.)	5
	d. How to facilitate specific activities, e.g. role play, field work	4
	e. Definition of key words and (sources of) background information & support	0
	f. List of necessary materials (scissors, paper, etc.)	5
	3. The material provides clear guidance on how to facilitate learning about:	
	a. HIV & AIDS: prevention, VCT, care and treatment	0
	b. Sexual and reproductive health	3
	c. Emotions and feelings	4
	d. Respect for oneself and for the others	4
	e. Human rights, stigma & discrimination	4
	f. Relations between men and women	0
	g. Social & cultural issues relating to HIV & AIDS, and SRH	2
	4. Are the activities and exercises:	
	a. Suitable and sufficient considering the objectives of the unit/lesson?	3
	b. Suitable considering the age group and literacy level of the target group?	3
	5. Are supporting materials for learners provided, e.g. worksheets, puzzles?	
	6. Is formal training required to use the material?	
	Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

TOOL 10: B. MATERIAL FOR TEACHERS		
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Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion X	Layout and packaging	mean score : _____	Rating
	1. Presentation and graphical quality :		
	a. The material is attractive		3
	b. The font is readable		5
	c. Efficient use is made of printed/printable space		3
	d. Material contains sufficient & relevant pictures, graphs etc. to enhance content		
	2. Packaging :		
	a. Size & weight of material are reasonable		5
	b. The material is durable if meant to be used by several generations of learners		
	c. The material can be reproduced relatively economically		5
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	

APPRAISAL: SYNTHESIS

Title : Life Skills, Health & Family Life and Citizenship Education. Curriculum Guide, Level 3, Draft.

Type of documents : Material for teacher

Year of publication: 2002

Author/publisher : Ministry of Education/Guyana, UNICEF

Number of pages : 36 pages

Date of appraisal : January 2009

“Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Level 3, Draft” is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2002. It is a draft document to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are discussed. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum planning. The document has 3 Units, each one divided into parts about education, family, health, human rights and human sexuality. Unit 1, All About Me, is about (i) Friendship; (ii) Myself/Who am I; (iii) Leisure and Hobbies; (iv) Right to a Name; and (v) Gender Relationships. Unit 2, The Family, tackles the topics like (vi) Problem Solving; (vii) Relationships at home with family members; (viii) Relationships outside of the family; (ix) Appropriate Eating Habits; (x) The Elderly; and (xi) Role Models. Finally, Unit 3, All About Me, is about (xii) Decent and indecent Language; (xiii) Religious values of the Family; (xiv) Food and Value and Myths; (xv) Human Rights; (xvi) Respecting Cultures; and (xvii) Stages of Growth.

Note

This document is part of a set of manuals to provide teachers with an integrated and consistent approach to the application of values education, and to develop a Life Skills, Health and Family Life Education, Guidance and Citizenship curriculum using the five themes of: Education, Family, Health, Human Right and Human Sexuality.

Strengths

1) The aim of this Life Skills, health & Family Life Education, Citizenship Curriculum Guide is to provide teachers with an integrated and consistent approach to the application of values education. The document has an official endorsement and has been developed by the Ministry of Education in collaboration with the Ministry of Health, Joint HRE Programme and UNICEF.

2) The content of the material addresses the human rights theme and develops topics about gender relationships or respecting culture which are often not enough developed in some other HFLE curriculum document. Human Right is a specific theme in the HFLE curriculum in Guyana and it is developed in each unit of the document. Unit 1 addresses the topic “right to a name” for everyone, Unit 2 is about “the Elderly” and Unit 3 promotes the respect of different culture. The Universal Declaration of Human Right is also quoted in reference at the end of the document.

3) The document can provide an interesting starting point to develop strategies and methods to develop complete curriculum. Each unit provides learning objectives, teaching methods, materials and evaluation which are very helpful for teachers and lessons preparation. Indeed, each theme presents relevant learning objectives tabs (life skills: able to..., knowledge: awareness that..., understanding: understand that..., attitude: demonstrate...) which enumerate goals briefly. References are provided to allow access to more information.

4) It focuses on the global development of the student as a person and promotes the participation and reflection in the classroom with interactive and various activities. The document provides interesting information to understand and practice self confidence and self esteem in the topics: “Myself, Who am I”, “Right to a Name” or “Relationships outside of the family”. It promotes the abilities to exhibit self awareness, communicate effectively about oneself, respect individuality, culture, differences, social, emotional and physical characteristics of each person.

Weakness / aspects to be improved

1) The Human Sexuality part refers to gender relationship, role models and stages of growth. Maybe because of the age of the learners, it does not refer to sexual and reproductive health, neither to HIV and AIDS education. Indeed, HIV and AIDS education is not included at all in this document.

Suggestions for improvement

→ Children and young people represent the window of opportunity. It is worth doing everything to prevent new infections. Children and young people who go to school are in contact with friends who are not in school, thus information and skills can be exchanged between peers and generations among families and communities. It is important that HIV & AIDS education starts at an early age in primary school and be sustained throughout secondary school because it is easier to adopt new values and behaviours than to change them once they are acquired. If we teach children very early to know and respect their feelings and their body, as well as the others, they will be more likely to adopt protective behaviours. By receiving quality HIV & AIDS and reproductive health education which are gender-sensitive, young people are more likely to adopt low risk sexual practices.

The material should provide the tools to support the learning, to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyse common community practices and beliefs. This will help to challenge beliefs and practices that have a negative impact, and strengthen those that have a

positive impact on sexual and reproductive health and the prevention of HIV. A balance should be found between what crucial skills and knowledge for young people living in a world with HIV are and what is acceptable to the community.

2) The material just recalls that teachers are expected to delivery HFLE curriculum a minimum of one hour per week but does not provide specific allocated time for each lesson. It neither includes means to assess learners before the programme but only contains ideas of evaluation after completing the programme.

Suggestions for improvement

→ It would be interesting to develop an outcomes-based curriculum (to specify outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling). Teachers have to check if learners can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. The process should be more elaborated for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects). It is very important to give feedback to learners and other teachers about learner's progress, so that they can improve the efficacy of their work. In order to prepare the development of each lesson or unit and the assessment, teachers should follow this framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded.

3) Objectives, content, theme, method and evaluation are not always coherent. For example, a part about the theme of Education which develops the topic “problem solving” suggests methods and strategies to integrate this life skill by collecting pictures of food/snack, or by preparing their favorite food/snack. Those methods and strategies are clearly related to another topic (food, value and myths). The target group is clear

(pupils from Level 3) but “Human Sexuality” is maybe a too explicit theme for children of this age.

Suggestions for improvement

→ It would be useful to improve logical coherence between topic, objectives and strategies to facilitate the readability and the understanding of the documents. It could be important to explain, maybe in a short introduction before each topic, the link between the Unit, the theme and the topic because it is not evident sometimes (Human Rights – Elderly, Human Sexuality – Role Models). Finally, it would be useful to add more details on the integration of life skills education into the four core subjects and to explain how teachers have to proceed to integrate life skills into mathematics for example.

4) The part about the topic “Me, my emotions and my relationships with others” is quite relevant but developed in a too limited way.

Suggestions for improvement

→ It would have been useful to complete this part by introducing abilities concerning wishes, emotions and how to manage them. It is also very important to introduce parts on how to avoid risks of child abuse, drugs, peer pressure, HIV transmission and to let pupil know which structure can help them if they are confronted to one of this problem. Those are essential points that should be developed when focusing those life skills.

5) The document addresses the gender relationships which is a good point. It clearly states that there are differences between women and men, and that they both deserve respect, but does not formally promote gender equity or challenges stereotypes.

Suggestions for improvement

→ It is important to promote clearly equity between boys and girls and to challenge stereotypes or gender-based cultural practice. It is essential for children to acquire and integrate early respect and equity between men and women. Teachers may, for example, suggest activities where learners have to know the difference between gender roles culturally determined and natural difference between men and women.

6) Notions of respect and tolerance are clearly promoted and are important points to remember in each time Human Rights theme is addressed in the document.

Suggestions for improvement

→ Nevertheless, it would have been useful to be more precise on basic points, in particular on the fact that each person has rights and duties due to the simple fact that she/he is a human being. Teachers and learners should understand human rights and learn to respect his/her and others' rights. It is important to develop human right theme because it serves undoubtedly as a firm foundation to the learning process in general.

7) This module is sometimes too general and has to be used with other more precise documents about the specific issues (in this case, in particular HIV and AIDS). Indeed, it does not explain, develop or inform but rather suggests ways to debate and think about those issues. It is based on the assumption that teacher and student already have basic knowledge on those issues (which is probably the case at this age) but nevertheless it would have been useful to recall the most important and basic points.

Suggestions for improvement

→ Some important and basic points about specific issues have to be recalled in a more precise way when some topics or life skills introduce them. They could be added at the end of the module, in annex for example, or in references, to be sure that all teachers and learners have access to essential information and do not need to search them by themselves. For example, in each HIV and AIDS lessons, HIV transmission and protection, treatment, discrimination, VCT and myths should be briefly recalled or/and accessible.

Internal consistency

The texts are very short and consist in an enumeration of different points in tabs. This might be confused in particular when the document is not joined to a curriculum guide. It could be useful to define at the beginning of the manuals the following concepts: "Life

skills, Health & family life, and citizenship” and to explain why the authors choose to develop certain skills and knowledge.

Transferability issues and more suggestions for adapting the manual

The document promotes respect for different cultures but should also provide the tools to support the learning to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyze common community practices and beliefs. It does not provide tools to identify and explore cultural issues related to life skills. It is not specifically related to community environment or to a social and cultural context. Therefore, transferability and adaptation are easy to realize. In general, contents and presentation of the document really need to be improved.

TOOL 10: APPRAISAL CRITERIA FOR HIV & AIDS and SRH EDUCATION

B. MATERIAL FOR TEACHERS

* N.B. please read guidelines before completing the form.

Country/ies of implementation	Guyana
Title of material	Life Skills, Health & Family Life and Citizenship Education. Curriculum Guide, Level 3, Draft.
Author/publisher, year of publication	Author/publisher: MOE Guyana / UNICEF Year of publication: october 2002
Author of appraisal	IBE
Date of Appraisal	January 2009
Type of material	<input checked="" type="checkbox"/> Formal education <input type="checkbox"/> Non-formal education <input type="checkbox"/> Both
Target group	Age: Class / grade / level : level 3
Material part of set	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, please list other material part of the set:
Implementation mode *	<input type="checkbox"/> As stand-alone subject <input type="checkbox"/> In one main carrier subject <input type="checkbox"/> As cross-curricular issue
HIV & AIDS taught:	<input checked="" type="checkbox"/> Infused through the curriculum <input type="checkbox"/> As extra-curricular subject <input type="checkbox"/> Not specified
Size & pages	Size: A4 Number of pages: 36

* For more information on the implementation mode, please refer to the introduction of TOOL 2.

Abstract

Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Level 3, Draft is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2002. It is a draft document to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum planning. The document has 3 Units, each one divided into parts about education, family, health, human rights and human sexuality. Unit 1, All About Me, is about (i) Friendship; (ii) Myself/Who am I; (iii) Leisure and Hobbies; (vi) Right to a Name; and (v) Gender Relationships. Unit 2, The Family, tackles the topics like (vi) Problem Solving; (vii) Relationships at home with family members; (viii) Relationships outside of the family; (ix) Appropriate Eating Habits; (x) The Elderly; and (xi) Role Models. Finally, Unit 3, All About Me, is about

OVERALL EVALUATION- SYNTHESIS

a) Strengths (in relation to criteria with higher ratings)

The aim of this Life Skills, health & Family Life Education, Citizenship Curriculum Guide is to provide teachers with an integrated and consistent approach to the application of values education. The document has an official endorsement and has been developed by the Ministry of Education in collaboration with the Ministry of Health, Joint HRE Programme and UNICEF. The content of the material addresses the human rights theme and develops topics about gender relationships or respecting culture which are often not enough developed in some other HFLE curriculum document. The document can provide an interesting starting point to develop strategies and methods to develop complete curriculum. Each unit provides learning objectives, teaching methods, materials and evaluation which are very helpful for teachers and lessons preparation. Indeed, each theme presents relevant learning objectives tabs (life skills: able to..., knowledge: awareness that..., understanding: understand that..., attitude: demonstrate...) which enumerate goals briefly. References are provided to allow access to more information. It focuses on the global development of the student as a person and promotes the participation and reflection in the classroom with interactive and various activities. The document provides inter

b) Weaknesses (in relation to criteria with lower ratings)

The Human Sexuality part refers to gender relationship, role models and stages of growth. Maybe because of the age of the learners, it does not refer to sexual and reproductive health, neither to HIV and AIDS education. Indeed, HIV and AIDS education is not included at all in this document. The material just recalls that teachers are expected to delivery HFLE curriculum a minimum of one hour per week but does not provide specific allocated time for each lesson. It neither includes means to assess learners before the programme but only contains ideas of evaluation after completing the programme. Objectives, content, theme, method and evaluation are not always coherent. The target group is clear (pupils from Level 3) but "Human Sexuality" is maybe a too explicit theme for children of this age. The part about the topic "Me, my emotions and my relationships with others" is quite relevant but developed in a too limited way. The document addresses the gender relationships which is a good point. It clearly states that there are differences between women and men, and that they both deserve respect, but does not formally promote gender equity or challenges stereotypes. Notions

c) Internal consistency

The texts are very short and consist in an enumeration of different points in tabs. This might be confused in particular when the document is not joined to a curriculum guide. It could be useful to define at the beginning of the manuals the following concepts: "Life skills, Health & family life, and citizenship" and to explain why the authors choose to develop certain skills and knowledge.

d) Transferability and/or usefulness for developing/improving one's own material

The document promotes respect for different cultures but should also provide the tools to support the learning to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyze common community practices and beliefs. It does not provide tools to identify and explore cultural issues related to life skills. It is not specifically related to community environment or to a social and cultural context. Therefore, transferability and adaptation are easy to realize. In general, contents and presentation of the document really need to be improved.

e) Special features/ additional comments

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion I	Material development and inclusion in the prescribed curriculum	mean score : _____	Rating
NB: This information is not always available in the document itself. But this is an important criterion to assess the quality of material	1. Material is part of a defined HIV and AIDS education policy framework		0
	2. Material has official endorsement (Ministry of education)		5
	3. The programme is part of the official curriculum		
	a. HIV and AIDS education is specifically assigned to one or several disciplines		0
	b. Time for HIV and AIDS education is specifically assigned by the prescribed curriculum		0
	4. Material was developed based on research, evaluating:		
	a. Needs and concerns of learners		
	b. Needs and concerns of teachers and school staff		
	c. Needs and concerns of parents and the community		
	5. Material was developed based on analysis of existing resources & constraints:		
	a. financial resources		n
	b. number of available trained teachers		
	c. available teaching and learning material		
	6. Material was pilot tested		
	7. Material was developed involving:		
	a. A multi sectorial team		
	b. learners		3
	c. School staff		5
	d. Parents and other representatives of the community		3
	8. Material was developed based on theoretical framework for behaviour change		3
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

This document is a first draft of the Life Skills, Health & Family Life and Citizenship Curriculum and Infusion Guide for Level 3 to support the teaching and learning of this area of the curriculum. The Ministry of Education in collaboration with the Ministry of Health, joint HRE programme and UNICEF has reviewed curriculum materials to develop a Life Skills, health and Family Life and Citizenship curriculum using the five themes of Education, Family, Health, Human Rights and Human Sexuality. The Human Sexuality part refers to gender relationship, role models and stages of growth. Maybe because of the age of the pupils it doesn't refer to sexual and reproductive health, neither to HIV and AIDS education. Even though, as different life skills were identified, the teachers can choose in which subjects (in the four core subjects : language arts, mathematics, social studies, science) to deliver the skill. Nevertheless, it should be useful to add more details on the integration of life skills education into the four core subjects.

TOOL 10: B. MATERIAL FOR TEACHERS

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Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion II	Time frame and assessment	mean score : _____	Rating
	1. Time frame:		
	a. Number of programme units/lessons defined for certain (school) period is realistic		4
	b. Time allocated for each unit/lesson is realistic		1
	2. The topics are covered in a logical sequence		2
	3. The material includes means to assess learners before the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		0
	c. attitudes/values		0
	d. behaviours		0
	4. The material includes means to assess learners after completing the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		4
	c. attitudes/values		3
	d. behaviours		3
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

There is no time allocation defined. The material does not include means to assess learners before the programme but contains ideas of evaluation after completing the programme. Teachers have to check if pupils can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. The process should be more elaborated for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects..) It's very important to give feedback to learners and other teachers about learner's progress to be able to improve the efficacy of their work. In order to prepare the development of each lesosn or unit and the assessment, teachers should follow this framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded.

TOOL 10: B. MATERIAL FOR TEACHERS

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Criterion III	Goals, Objectives and Target group	mean score : ____	Rating
	1. The material outlines:		
	a. clear goals, that are linked to HIV and AIDS education		0
	b. precise and limited target group		4
	2. The objectives mentioned in the material are "SMART"		
	a. specific		3
	b. measurable		0
	c. achievable		
	d. relevant		
	e. time-bound		
	3. Content is generally appropriate in view of:		
	a. age of target group		2
	b. literacy level of target group		
	c. socio-cultural context		
	d. probable status regarding sexual experience (mainly virgin or possibly sexually experienced)		2
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

Each theme presents relevant learning objectives tabs (life skills: able to..., knowledge: awareness that..., understanding: understand that..., attitude: demonstrate...) which enumerate goals briefly. Objectives, content, theme, method and evaluation are not always coherent. For example, a part about the theme of Education which develop the topic "problem solving" suggests methods strategies to integrate this life skill by collecting pictures of food/snack, or by preparing their favorite food/snack, which are clearly related to another topic (food, value and myths). Unfortunately, HIV and AIDS education is not include at all in this document. The target group is clear (pupils from Level 3) but "Human Sexuality" is maybe a too explicit theme for children of this age.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IV	Basic information for protecting and promoting health	mean score : _____	Rating
	1. Overall, the information provided is :		
	a. Clear		2
	b. Accurate		2
	c. Up to date		2
	2. Overall clear and comprehensive information is provided on :		
	a. Sexual and reproductive health (contraception, pregnancy, etc.)		0
	b. What HIV and AIDS are		0
	c. Ways of transmission of HIV		0
	d. Ways of protection from HIV		0
	3. Overall clear and comprehensive information is provided on :		0
	a. What are the different drugs		0
	b. What are the main effects of drugs		0
	c. Why do children and young people take drugs		0
	d. What are the main physical, psychical and social consequences of drug use		0
	e. What are the possible warning signs that a learner is taking drugs and what to do?		0
	3. Overall precise and up-to-date information on treatment is provided :		
	a. What is ARV treatment and what are the results?		0
	b. When and why can a treatment be taken?		0
	c. What are the main side effects of treatment?		0
	d. What consequences can treatment have on daily life?		0
	e. What care and support do people under treatment need?		0
	4. Overall information on psycho-social aspects:		
	a. Care and support to people affected by HIV or AIDS		0
	b. Impact of HIV and AIDS on health, on relations with others and on daily life		0
	5. Overall precise and up-to-date information on Voluntary Counselling and Testing (VCT) is provided:		
	a. What is VCT?		n.a
	b. Why and when to make a test?		n.a
	c. Where can a test be done?		n.a
	6. Myths and misconceptions on SRH, HIV and AIDS are addressed		
	a. on HIV transmission		0
	b. on protection and prevention		0
	c. on treatment		0
	d. on the appearance of someone who is HIV positive		0
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The document doesn't deal with HIV and AIDS education. Children and young people represent the window of opportunity. It is worth doing everything to prevent new infections. Children and young people who go to school are in contact with friends who are not in school, thus information and skills can be exchanged between peers and generations among families and communities. It is important that HIV & AIDS education starts at an early age in primary school and be sustained throughout secondary school because it is easier to adopt new values and behaviours than to change them once they are acquired. If we teach children very early to know and respect their feelings and their body, as well as that of others, they will be more likely to adopt protective behaviours. By receiving quality HIV & AIDS and reproductive health education which are gender-sensitive, young people are more likely to adopt low risk sexual practices.

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing
Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable	

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable		
Criterion V	Me, my emotions and my relations with others	mean score : _____	Rating
	1. Me and myself: the material helps to understand and practice		
	a. Self confidence and self esteem		4
	b. How to improve ones own self confidence and self esteem in various situations?		2
	c. How to manage emotions and stress?		2
	2. Me, my emotions and love. The material addresses the issue of love feeling		
	a. What does it mean to be in love?		n.a
	b. How do you feel when you are in love?		n.a
	c. How can you show that you are in love?		n.a
	d. How to deal with pressure when you are in love ? (from others, from your partner, from the family, etc.)		n.a
	e. How to respect the person that you love, your partner?		n.a
	3. The material helps to overcome personal fears:		
	a. How to react when someone I know is infected or affected?		0
	b. How to cope with loss and death?		0
	4. The material addresses vulnerability factors and helps avoiding risks:		
	a. How do alcohol and drugs increase vulnerability? Change the decisions and affect judgement?		0
	b. Are various strategies to avoid unwanted sexual intercourse explored?		0
	c. Are the three components of the "Abstinence - Behavior faithful - Condom use" approach explained?		0
	d. Depending on age and likely status of sexual experience: is condom use clearly explained?		0
	5. Peer pressure is addressed:		
	a. How to resist peer pressure?		2
	b. How to avoid putting pressure on others? (How to respect others?)		2
	c. Which different ways can be used for refusing, delaying or saying "no" ?		0
	6. Help, support and counselling		
	a. Where can I find help, support and/or counselling?		0
b. When should I ask for help and support or counselling?		0	
c. How can I help and support the others?		3	
Total score			
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>The document provides interesting information to understand and practice self confidence and self esteem in the topics: "Myself, Who am I", "Right to a Name" or "Relationship outside of the family". It promotes the abilities to exhibit self awareness, communicate effectively about oneself, respect individuality, culture, differences, social, emotional and physical characteristics of each person. It would have been useful to complete this part by introducing abilities concerning wishes, emotions and how to manage them. It's also very important to introduce part to avoiding risks of child abuse, drugs, peer pressure, HIV transmission and to let pupil know which structure can help them if they are confronted to one of this problem. Those are essential point that should be developed when focusing those life skills.</p>			

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Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VI	Relations between men and women (gender issues)	mean score : ____	Rating
	1. The content addresses gender issues, promotes gender equity and challenges gender stereotypes :		
	a. Understanding and respect between genders is promoted		4
	b. Gender identity (masculinity, femininity, traditional roles in society, etc.) is explored		4
	c. Power relationships are explored and challenged		0
	d. Gender discrimination towards girls is addressed and challenged		1
	e. Gender-based cultural practice is explored and challenged		2
	2. The material exposes and explains the factors making girls and women more vulnerable to HIV and AIDS		
	a. Biological factors		0
	b. Social factors		0
	c. Economical and political factors		0
	3. The overall presentation is adapted to gender issues:		
	a. Images and pictures encourage respect and equity between men and women		n.a
	b. Situations and examples encourage respect and equity between men and women		n.a
	c. Language encourages respect and equity between men and women		n.a
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The document includes a “Gender relationships” topic which insists on the fact that there are similarities and differences between males and females, that everyone has feelings, of themselves as a boy or a girl and of the uniqueness of each individual. It promotes tolerance for same and different gender, respect for both boys and girl and the recognition of the different gender. It would have been important to promote clearly equity between boys and girls and challenging stereotypes or gender-based cultural practice. It’s essential for children to acquire and integrate early respect and equity between men and women.

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Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VII	Promoting human rights and overcoming stigma and discrimination	mean score : _____	Rating
	1. Human rights:		
	a. The material provides key elements on universal human rights		3
	b. The material addresses children's rights		3
	c. The right to physical integrity is explained		0
	2. Coercion and abuse:		
	a. The issues of coercion, sexual harassment and abuse are addressed and challenged		0
	b. Strategies to fight sexual abuse and coercion are given		0
	c. The possible steps to take in case of sexual abuse or coercion are explained		0
	3. Stigma and discrimination:		
	a. The material explains that HIV and AIDS can affect everyone		0
	b. The material explains how and why stigma and discrimination can have negative effects		0
	c. The material explains strategies to combat prejudices		0
	d. The material explains the importance of empathy and ways to show empathy are explored		3
	e. The material gives opportunities to test and experiment on how to avoid stigmatizing and discriminating		0
	f. The material explores how to respond to stigmatization, discrimination and prejudice		0
	4. Language used is non-discriminatory and non-judgemental towards:		
	a. People affected or infected by the virus		n.a
	b. Orphans and vulnerable children		n.a
	c. Sex workers		n.a
	d. Homosexuals		n.a
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

Human Right is a specific theme in the HFLE curriculum in Guyana and it is developed each unit of the document. Unit 1 addresses the topic "right to a name" for everyone, Unit 2 is about "the Elderly" and Unit 3 promotes the respect of different culture. The Universal Declaration of Human Right is also quoted in the reference at the end of the document. Notions of respect and tolerance are the important point to retain of those units but should have been more precise on the fact that each person has rights and duties due to the simple fact that she/he is a human being. Teachers and learners should understand human rights and learn to respect his/her and others' rights. It is important to develop human right theme because it serves undoubtedly as a firm foundation to the learning process in general.

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Criterion VIII	Community and culture	mean score : ____	Rating
	1. Material is adapted to community environment:		
	a. Examples are appropriate in view of cultural and community context		2
	b. Images used are appropriate to cultural and community context		2
	c. Language is appropriate to cultural and community context		2
	2. Material provides tools to identify and:		
	a. Explore cultural issues relating to SRH and rights, HIV & AIDS		0
	b. Explore local norms regarding family, marriage, and sexuality		0
	c. Reinforce positive community practices and beliefs regarding SRH, HIV & AIDS		0
	d. Challenge negative community practices and beliefs regarding SRH, HIV & AIDS		0
	3. Ways to overcome silence and stigma are explored regarding:		
	a. SRH, sexuality		0
	b. HIV and AIDS		0
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The document promotes respect for different cultures but should also provide the tools to support the learning to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyze common community practices and beliefs. It doesn't provide tools to identify and explore cultural issues relating to life skills. It is not specifically related to community environment or to a social and cultural context. Therefore, transferability and adaptation are easy to realize.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IX	Teaching methods & strategies and teacher guidance (mean score:) _____	Rating
	1. Several teaching-learning methods are proposed and clearly explained in the material:	
	a. Icebreaker/building trust exercises	3
	b. Classroom discussion/debates/brainstorming/case studies	3
	c. Group work/co-operative project	3
	d. Games	3
	e. Role play	3
	f. Creative work (posters, songs, story-telling, poetry, theatre plays)	3
	g. Interviews/fieldwork/homework involving parents or the community	2
	2. Detailed & clear instructions are provided to teachers for each lesson / unit on :	
	a. Learning goal and objectives	4
	b. Time required to complete the lesson/unit	0
	c. Which activities should be used (questions, role play, group work, etc.)	5
	d. How to facilitate specific activities, e.g. role play, field work	3
	e. Definition of key words and (sources of) background information & support	0
	f. List of necessary materials (scissors, paper, etc.)	5
	3. The material provides clear guidance on how to facilitate learning about:	
	a. HIV & AIDS: prevention, VCT, care and treatment	0
	b. Sexual and reproductive health	0
	c. Emotions and feelings	2
	d. Respect for oneself and for the others	4
	e. Human rights, stigma & discrimination	2
	f. Relations between men and women	3
	g. Social & cultural issues relating to HIV & AIDS, and SRH	0
	4. Are the activities and exercises:	
	a. Suitable and sufficient considering the objectives of the unit/lesson?	3
	b. Suitable considering the age group and literacy level of the target group?	3
	5. Are supporting materials for learners provided, e.g. worksheets, puzzles?	
	6. Is formal training required to use the material?	
	Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The material suggests a wide range of teaching methods and strategies which is very relevant. It also includes the material that teacher will need to conduct the lesson effectively. It promotes discussion and reflection but the range of pedagogical activities proposed are not developed or explained in detail. It should be useful to explain why using one activity can lead to a certain result and using another one can lead to a different one. The teacher must plan adequate time to carry out the activity completely and have a clear understanding of the objectives of the activity before beginning. Lessons are not detailed and instructions are too brief to be sure that any teacher is able to prepare a lesson with a relevant content.

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Criterion X	Layout and packaging	mean score : _____	Rating
	1. Presentation and graphical quality :		
	a. The material is attractive		3
	b. The font is readable		5
	c. Efficient use is made of printed/printable space		3
	d. Material contains sufficient & relevant pictures, graphs etc. to enhance content		
	2. Packaging :		
	a. Size & weight of material are reasonable		5
	b. The material is durable if meant to be used by several generations of learners		
	c. The material can be reproduced relatively economically		5
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The material presentation is very simple. The paper is in a standard quality so the material can be quite durable. The texts are very short and consist in an enumeration of different points in tabs. This might be confused in particular when the document is not join to a curriculum guide. In general, contents and presentation of the document really need to be improve.

APPRAISAL : SYNTHESIS

Title : Health and Family life Education. Teacher Training Manual. Self and Interpersonal Relationships Theme Unit. Sexuality and Sexual health Theme Unit.

Type of document : Teacher training materials

Year of publication: 2006

Author/publisher : UNICEF, CARICOM

Number of pages : 126

Date of appraisal : January 2009

Abstract

This document was published by the Education Development Centre in collaboration with UNICEF, CARICOM and Health and Family Life Education (HFLE) coordinators and teachers from four CARICOM countries (St. Lucia, Grenada, Barbados and Antigua). The purpose of this manual is to provide regional coordinators from CARICOM countries with materials and resources to conduct in country teacher-training on two unit themes in the HFLE Common Curriculum: self and interpersonal relationships and sexuality and sexual health. These two units aim to achieve measurable gains in student's knowledge, health-promoting attitudes and skills and reductions in risk behaviours related to HIV, STI, unintended pregnancy and violence. The contents of this manual include the following elements : seven sessions designed to increase teacher's knowledge and skills for implementing life skills education, and, specifically, the HFLE curriculum lessons, in their classrooms; background resources and information for trainers on HFLE, life skills education and teaching methods used to teach life skills, including materials on behavioural theories supporting life skills education, strategies, for establishing a respectful classroom atmosphere when teaching life skills; and alternative assessment methods. This manual does not focus on HIV & AIDS : this topic is not integrated into the manual.

Strengths

1) This manual was developed by UNICEF and the CARICOM. Coordinators and teachers from four CARICOM countries were involved in the preparation and the coordination of the manual.

2) The goals of the material are clear. The manual is designed to constitute an introduction to training Health and Family Life Education and life skills education and to provide teachers with the knowledge and skills to implement these core themes in their classrooms. The objectives are limited because the manual is more an overview than a very detailed material about specific themes.

3) This manual deals with sessions for teachers designed to increase teachers' knowledge and skills for implementing life skills education and specifically the HFLE curriculum lessons in their classrooms. In each session, the objectives, the activities and the time needed to implement the entire session are explained.

4) The manual equips teachers with the necessary skills to reinforce the connection between health and education. The manual delivers some ethical guidelines for the delivery of health and Family Life Education such as responsibility to students (respect of confidentiality, dignity and provide only observable information regarding students behaviours), responsibility to families (offer ongoing support and collaboration with families for support of the child), responsibility to colleagues (establish and maintain cooperative relationships with other members of staff, promote awareness and adherence to appropriate guidelines regarding confidentiality and make a distinction between private and public information). The material has a strong concern to provide students with respect and listening.

5) The manual clearly promotes respect and comprehension. In the session 1 "What it means to be an HFLE teacher ?", it is underlined that before judging anyone for their behaviours or circumstances, everyone needs to think about the various reasons why people may behave in certain ways, and possibly make themselves more vulnerable to risk. This session highlights the importance for each person, regardless of age, to develop their internal skills and to have the external support (through school, teachers, family) to help them face the circumstances in the most positive way possible.

6) Concerning the teaching methods and teacher guidance, the material insists on various aspects with session 4 "Teaching methods". This section intends to familiarize

teachers on how to use interactive teaching methods in the classroom, to encourage students' participation in the classroom, to provide students with opportunities to tailor the activities, to give students the possibility to practice and use life skills in a safe and respectful environment. The materials emphasize the importance of using participatory teaching methods like class discussion, brainstorming, role play, buzz group, games and simulations, case studies, debates, story telling. The material provides tips for using these teaching methods, by encouraging discussion or giving feedback and gives strategies to deal with special problems. Teachers also play a crucial role as facilitators: they develop and maintain a positive atmosphere, address all goals and objectives of the training and cover essential content, balance the content and the process of training. Concerning teacher guidance, the manual does not cover HIV and AIDS education.

Weaknesses / aspects to be improved

1) HIV and AIDS education is not specifically developed. There is no information in the material concerning HIV and AIDS education and specifically ways of protection, transmission, ARV treatment, drugs, impacts of HIV or AIDS on health and relations with others, VCT, myths and misconceptions on HIV and AIDS. The material deals with sexuality and sexual health in a very general and limited way: the goal of the material should be to define the word sexuality in both negative and positive aspects.

Suggestions for improvement

→ It is essential for a manual dealing with Health and Family Life Education to have sessions or chapters only dedicated to HIV and AIDS education. The material should raise awareness about the fact that HIV and AIDS can affect anyone for different reasons and to different extents. Education sector has a major role to play in responding to the epidemic. The material should explain in basic terms what STIs, HIV and AIDS are; identify ways to protect oneself from STI and HIV (older learners should learn about safer sex, how to obtain condoms); define serologic status and describe the meaning of being HIV positive and some of the main consequences for a person; impacts on health, relationships, work. The manual should develop a comprehensive approach: overcome stigma and discrimination, respect and support for people living with HIV, prevention and care in a long-term perspective.

2) This manual is not part of the official curriculum. It only suggests one approach regarding the integration of life skills based HFLE into the official curriculum that should take into account context, needs and availability of resources (separate subject, integration). This dimension is too abstract.

Suggestions for improvement

→To ensure an effective teaching and learning of sexual and reproductive health, it is very important to integrate HLFE education into the official curriculum and determine what the best approach to guide each step in improving HIV and AIDS education in schools is. The manual should be more related to the contexts of the countries and should give tools to determine the following themes: the existing curricular approach, time already allocated, learning outcomes, pedagogical approaches, teachers training. It should constitute a reference document.

3) The contents often remain too abstract and general. None of the developed themes are covered in a relevant and in-depth manner.

Suggestions for improvement

→The manual should show why schools are particularly suitable for HIV and AIDS education and represent the perfect place to transmit new values and behaviours in order to reduce risk and foster care and support for people living with HIV within the community. The document should address objectives and learning outcomes of life skills education in different areas: basic knowledge, relations with oneself and others, gender equity and overcoming stigma, discrimination and respecting human rights. Outcomes based curricula focus on the end rather the means and therefore emphasize the importance of learners being able to demonstrate their mastery of the specified outcomes.

4) The material does not address gender issues or the following themes: promoting human rights and overcoming stigma and discrimination. But it addresses self and interpersonal relationships, sexuality and sexual health, eating and fitness...

Suggestions for improvement

→HIV and AIDS education should be comprehensive and provide a range of different behaviour choices/options for prevention. It is imperative that education on life skills and

HIV and AIDS fights stigma, fosters solidarity and supports learning about human rights, which equally apply to people affected by HIV.

5) The theme “Me, my emotions and my relations with others” is not addressed by the material.

Suggestions for improvement

→Life skills should be age-appropriate, culturally sensitive and start before the onset of sexual activity. This is why it is very important for teachers to introduce the topics of feelings for adolescents in order to help them to deal with their personal life.

6) The material does not provide tools to identify and explore cultural issues related to sexual and reproductive health and HIV and AIDS.

Suggestions for improvement

→It is important to understand and to identify why it is essential for communities to break the silence surrounding HIV and AIDS. The material should develop and lead concrete activities in school and in the community to break the silence and speak about HIV & AIDS, fears, prejudices so that ignorance, stigma and discrimination can be overcome.

7) The manual is not enough adapted to community environment. It is not related to a social and cultural context.

Suggestions for improvement

→In general, the material should address the linkage between what is being learnt in school/education programmes and what is believed and thought in the community and society. Some social and cultural beliefs and practices can reduce the spread and impact of STI, HIV & AIDS, and support healthy and protective behaviour (for example strong extended-family systems and social solidarity) or increase the risk of infection and worsen the negative impact of HIV & AIDS (early marriage, widow inheritance, scarification using non sterilised instruments and female genital cutting). The material should develop tools that will help to challenge beliefs and practices that have a negative impact and strengthen those that have a positive impact on reproductive health and the prevention of HIV.

8) The material does not include means to assess learners before or after complementing the programme

Suggestions for improvement

→The topic would be further strengthened if it was an examinable subject within the curriculum.

Transferability issues

The materials don't provide tools to identify and explore cultural issues relating to life skills, they are not related to community environment or to a social and cultural context. Therefore, transferability and adaptation are easy to realize.

TOOL 10: APPRAISAL CRITERIA FOR HIV & AIDS and SRH EDUCATION

C. MATERIAL FOR TEACHER TRAINING

* N.B. please read guidelines before completing the form.

Country/ies of implementation	Guyana		
Title of material	Health and Family Life Education. Teacher Training Manual. Self and Interpersonal Relationships Theme Unit.		
Author/publisher, year of publication	Author/publisher: UNICEF	Year of publication: 2006	
Author of appraisal	Name: IBE	Institution: IBE	Contact:
Date of Appraisal	January 2009		
Type of material	<input checked="" type="checkbox"/> Formal education <input type="checkbox"/> Non-formal education <input type="checkbox"/> Both		
Target group	Age: _____ Class / grade / level : _____		
Material part of set	<input type="checkbox"/> No <input type="checkbox"/> Yes, please list other material part of the set: _____		
Implementation mode *	<input type="checkbox"/> As stand-alone subject <input type="checkbox"/> In one main carrier subject <input type="checkbox"/> As cross-curricular issue		
HIV & AIDS taught:	<input type="checkbox"/> Infused through the curriculum <input type="checkbox"/> As extra-curricular subject <input checked="" type="checkbox"/> Not specified		
Size & pages	Size: _____ Number of pages: _____		

* For more information on the implementation mode, please refer to the introduction of TOOL 2.

Abstract

This document was published by the Education Development Center in collaboration with UNICEF, CARICOM and Health and Family Life Education (HFLE) coordinators and teachers in four CARICOM countries, St. Lucia, Grenada, Barbados and Antigua. The purpose of this manual is to provide regional coordinators from CARICOM countries with materials and resources to conduct in country teacher-training on two unit themes in the HFLE Common Curriculum: self and Interpersonal Relationships and Sexuality and Sexual Health. These two units aim to achieve measurable gains in student's knowledge, health-promoting attitudes and skills and reductions in risk behaviors related to HIV, STI, unintended pregnancy and violence. The contents of this manual include the following: seven sessions designed to increase teacher's knowledge and skills for implementing life skills education, and , specifically, the HFLE curriculum lessons, in their classrooms; background resources and information for trainers on HFLE, life skills education and teaching methods used to teach life skills, including materials on behavioural theories supporting life skills education, strategies, for establishing a respectful classroom atmosphere when teach

OVERALL EVALUATION- SYNTHESIS
<p>a) Strengths (in relation to criteria with higher ratings)</p> <p>Coordinators and teachers from four CARICOM countries were involved in the preparation and the coordination of the manual. The objectives are limited because the manual is more an overview than a very detailed material about specific themes. This manual deals with teachers' sessions designed to increase teachers' knowledge and skills for implementing life skills education and specifically the HFLE curriculum lessons in their classrooms. In each session, the objectives, the activities, the time needed to implement the entire session are explained. . The manual delivers some ethical guidelines for the delivery of health and Family life Education such as responsibility to students (respect of confidentiality, dignity and provide only observable information regarding students behaviours), responsibility to families (offer ongoing support and collaboration with families for support of the child), responsibility to colleagues (establish and maintain a cooperative relationship with other members of staff and the administration, promote awareness and adherence to appropriate guidelines regarding confidentiality and the distinction between private and public information). Concerning the teaching methods and teacher</p>
<p>b) Weaknesses (in relation to criteria with lower ratings)</p> <p>HIV and AIDS education is not specifically developed. There is no information in the material concerning HIV and AIDS education concerning ways of protection, transmission, ARV treatment, drugs, impacts of HIV or AIDS on health and relations with others, VCT, myths and misconceptions on HIV and AIDS. The material deals with sexuality and sexual health in a very general and limited way : the goal of the material is to define the word sexuality in both negative and positive aspects. This manual is not part of the official curriculum. It only suggests one approach regarding the integration of life skills based HFLE into the official curriculum that should take into account context, needs and availability of resources (separate subject, integration). This dimension is too abstract. The manual is too abstract and general. None of the developed themes are covered in a relevant and in-depth manner. The material does not address gender issues or the following themes: promoting human rights and overcoming stigma and discrimination. It only concerns self and interpersonal relationships, sexuality and sexual health, eating and fitness... The theme "Me, my emotions and my relations with others" is not addressed by the material.</p>
<p>c) Internal consistency</p>
<p>d) Transferability and/or usefulness for developing/improving one's own material</p>
<p>e) Special features/ additional comments</p>

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion I	Material development and inclusion in the prescribed curriculum	mean score : ____	Rating
NB: This information is not always available in the document itself. But this is an important criterion to assess the quality of material	1. Material is part of a defined HIV and AIDS education policy framework		
	2. Material has official endorsement (ministry of education)		
	3. The program is part of the official curriculum		
	a. HIV and AIDS education is specifically assigned to one or several disciplines		
	b. Time for HIV and AIDS education is specifically assigned by the prescribed curriculum		
	4. Material was developed based on research, evaluating:		
	a. Needs and concerns of learners		
	b. Needs and concerns of teachers and school staff		5
	c. Needs and concerns of parents and the community		
	5. Material was developed based on analysis of existing resources & constraints:		
	a. financial resources		
	b. number of available trained teachers		
	c. available teaching and learning material		5
	6. Material was pilot tested		5
	7. Material was developed involving:		
	a. A multi sectorial team		5
	b. learners		
	c. School staff		5
	d. Parents and other representatives of the community		5
	8. Material was developed based on theoretical framework for behaviour change		5
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)
<p>This manual was developed by UNICEF and the CARICOM. This program is not part of the official curriculum. HIV and AIDS education is not specifically developed. Coordinators and teachers from four CARICOM countries were involved in the preparation and the coordination of the manual. The manual does not suggest only one approach regarding the integration of life skills based HFLE into the official curriculum but shows that the approach adopted should take into account context, needs and availability of resources (separate subject, integration).</p>

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
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Criterion II	Time frame and assessment	mean score : _____	Rating
	1. Time frame:		
	a. Number of programme units/lessons defined for certain (school) period is realistic		
	b. Time allocated for each unit/lesson is realistic		
	2. The topics are covered in a logical sequence		
	3. The material includes means to assess learners before the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		
	b. skills		
	c. attitudes/values		
	d. behaviours		
	4. The material includes means to assess learners after completing the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		
	b. skills		
	c. attitudes/values		
	d. behaviours		
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	
<p>This manual deals not with lessons for learners but with teachers' sessions designed to increase teachers' knowledge and skills for implementing life skills education and specifically the HFLE curriculum lessons in their classrooms. In each session, the objectives, the activities, the time needed to implement the entire session are explained. The material does not include means to assess learners before or after complementing the programme.</p>	

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion III	Goals, Objectives and Target group	mean score : ____	Rating
	1. The material outlines:		
	a. clear goals, that are linked to HIV and AIDS education		
	b. precise and limited target group		
	2. The objectives mentioned in the material are "SMART"		
	a. specific		
	b. measurable		
	c. achievable		
	d. relevant		
	e. time-bound		
	3. Content is generally appropriate in view of:		
	a. age of target group		
	b. literacy level of target group		
	c. socio-cultural context		
	d. probable status regarding sexual experience (mainly virgin or possibly sexually experienced)		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	
<p>The goals of the material are clear and precise. The manual is designed to constitute an introduction to training health and Family life education and life skills education and to provide teachers with the knowledge and skills to implement these cores of themes in their classrooms. The objectives are limited because the manual is more an overview than a very detailed material about specific themes.</p>	

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

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Criterion IV	Basic information for protecting and promoting health	mean score : _____	Rating
	1. Overall, the information provided is :		
	a. Clear		
	b. Accurate		
	c. Up to date		
	2. Overall clear and comprehensive information is provided on :		
	a. Sexual and reproductive health (contraception, pregnancy, etc.)		0
	b. What HIV and AIDS are		0
	c. Ways of transmission of HIV		0
	d. Ways of protection from HIV		0
	3. Overall precise and up-to-date information on treatment is provided :		
	a. What is ARV treatment and what are the results?		0
	b. When and why can a treatment be taken?		0
	c. What are the main side effects of treatment?		0
	d. What consequences can treatment have on daily life?		0
	e. What care and support do people under treatment need?		0
	4. Overall precise information is provided on:		
	a. What are the different drugs?		0
	b. What are the main effects of drugs?		0
	c. Why do children and young people take drugs?		0
	d. Why is it dangerous to take drugs?		0
	e. How to know if a learner is using drugs and how to intervene?		0
	5. Overall information on psycho-social aspects:		
	a. Care and support to people affected by HIV or AIDS		0
	b. Impact of HIV and AIDS on health, on relations with others and on daily life		0
	6. Overall precise and up-to-date information on Voluntary Counselling and Testing (VCT) is provided:		
	a. What is a VCT?		0
	b. Why and when making a test?		0
	c. Where can a test be done?		0
	7. Myths and misconceptions on SRH, HIV and AIDS are addressed		
	a. on HIV transmission		0
	b. on protection and prevention		0
	c. on treatment		0
	d. on the appearance of someone who is HIV positive		0
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)
<p>There is no information in the material concerning HIV and AIDS education concerning ways of protection, transmission, ARV treatment, drugs, impacts of HIV or AIDS on health and relations with others, VCT, myths and misconceptions on HIV and AIDS. The material deals with sexuality and sexual health in a very general and limited way : the goal of the material is to define the word sexuality in both negative and positive aspects.</p>

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable	
Criterion V	Me, my emotions and my relations with others <div>mean score : _____</div>	Rating
	1. Me and myself: the material helps to understand and practice	
	a. Self confidence and self esteem	0
	b. How to improve ones own self confidence and self esteem in various situations?	0
	c. How to manage emotions and stress?	0
	2. Me, my emotions and love. The material addresses the issue of love feeling	
	a. What does it mean to be in love?	0
	b. How do you feel when you are in love?	0
	c. How can you show that you are in love?	0
	d. How to deal with pressure when you are in love ? (from others, from your partner, from the family, etc.)	0
	e. How to respect the person that you love, your partner?	0
	3. The material helps to overcome personal fears:	
	a. How to react when someone I know is infected or affected?	0
	b. How to cope with loss and death?	0
	4. The material addresses vulnerability factors and helps avoiding risks:	
	a. How do alcohol and drugs increase vulnerability? Change the decisions and affect judgement?	0
	b. Are various strategies to avoid unwanted sexual intercourse explored?	0
	c. Are the three components of the "Abstinence - Behavior faithful - Condom use" approach explained?	0
	d. Depending on age and likely status of sexual experience: is condom use clearly explained?	0
	5. Peer pressure is addressed:	
	a. How to resist peer pressure?	0
	b. How to avoid putting pressure on others? (How to respect others?)	0
	c. Which different ways can be used for refusing, delaying or saying "no" ?	0
	6. Help, support and counselling	
	a. Where can I find help, support and/or counselling?	0
	b. When should I ask for help and support or counselling?	0
	c. How can I help and support the others?	0
	Total score	
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)		
<p>This theme is not addressed by the material. The manual only tries to equip teachers with the skills to reinforce the connection between health and education. The manual delivers some ethical guidelines for the delivery of health and Family life Education such as responsibility to students (respect of confidentiality, dignity and provide only observable information regarding students behaviours), responsibility to families (offer ongoing support and collaboration with families for support of the child), responsibility to colleagues (establish and maintain a cooperative relationship with other members of staff and the administration, promote awareness and adherence to appropriate guidelines regarding confidentiality and the distinction between private and public information). Indeed, the material has a strong concern to provide respect and listening to students.</p>		

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
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Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion VI	Relations between men and women (gender issues)	mean score : ____	Rating
	1. The content addresses gender issues, promotes gender equity and challenges gender stereotypes :		
	a. Understanding and respect between genders is promoted		
	b. Gender identity (masculinity, femininity, traditional roles in society, etc.) is explored		
	c. Power relationships are explored and challenged		
	d. Gender discrimination towards girls is addressed and challenged		
	e. Gender-based cultural practice is explored and challenged		
	2. The material exposes and explains the factors making girls and women more vulnerable to HIV and AIDS		
	a. Biological factors		
	b. Social factors		
	c. Economical and political factors		
	3. The overall presentation is adapted to gender issues:		
	a. Images and pictures encourage respect and equity between men and women		
	b. Situations and examples encourage respect and equity between men and women		
	c. Language encourages respect and equity between men and women		
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	
<p>The material does not adress gender issues. It only concerns self and interpersonal relationships, sexuality and sexual health, eating and fitness...</p>	

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion VII	Promoting human rights and overcoming stigma and discrimination	mean score : _____	Rating
	1. Human rights:		
	a. The material provides key elements on universal human rights		
	b. The material addresses children's rights		
	c. The right to physical integrity is explained		
	2. Coercion and abuse:		
	a. The issues of coercion, sexual harassment and abuse are addressed and challenged		
	b. Strategies to fight sexual abuse and coercion are given		
	c. The possible steps to take in case of sexual abuse or coercion are explained		
	3. Stigma and discrimination:		
	a. The material explains that HIV and AIDS can affect everyone		
	b. The material explains how and why stigma and discrimination can have negative effects		
	c. The material explains strategies to combat prejudices		
	d. The material explains the importance of empathy and ways to show empathy are explored		
	e. The material gives opportunities to test and experiment on how to avoid stigmatizing and discriminating		
	f. The material explores how to respond to stigmatization, discrimination and prejudice		
	4. Language used is non-discriminatory and non-judgemental towards:		
	a. People affected or infected by the virus		
	b. Orphans and vulnerable children		
	c. Sex workers		
	d. Homosexuals		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The material does not address directly these themes but clearly promotes respect and comprehension. In the session 1 " What it means to be an HFLE teacher ?" it's noted that it is important for students and teachers that before judging anyone for their behaviours or circumstances, they need to think about the various reasons why people may behave in certain ways, and possibly make themselves more vulnerable to risk. This session highlights the importance for each person, regardless of age, to develop the internal skills and to have the external support (through school, teachers, family) to help them face their circumstances in the most positive way possible.

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
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Criterion VIII	Community and culture	mean score : ____	Rating
	1. Material is adapted to community environment:		
	a. Examples are appropriate in view of cultural and community context		
	b. Images used are appropriate to cultural and community context		
	c. Language is appropriate to cultural and community context		
	2. Material provides tools to identify and:		
	a. Explore cultural issues relating to SRH and rights, HIV & AIDS		
	b. Explore local norms regarding family, marriage, and sexuality		
	c. Reinforce positive community practices and beliefs regarding SRH, HIV & AIDS		
	d. Challenge negative community practices and beliefs regarding SRH, HIV & AIDS		
	3. Ways to overcome silence and stigma are explored regarding:		
	a. SRH, sexuality		
	b. HIV and AIDS		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

<p>The material does not provide tools to identify and explore cultural issues relating to sexual and reproductive health and HIV and AIDS. The manual is not adapted to community environment. It is not related to a social and cultural context. Transferability and adaptation are easy to realize.</p>

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion IX	Teaching methods & strategies and teacher guidance (mean score:) _____	Rating
	1. Several teaching-learning methods are proposed and clearly explained in the material:	
	a. Icebreaker/building trust exercises	
	b. Classroom discussion/debates/brainstorming/case studies	
	c. Group work/co-operative project	
	d. Games	
	e. Role play	
	f. Creative work (posters, songs, story-telling, poetry, theatre plays)	
	g. Interviews/fieldwork/homework involving parents or the community	
	2. Detailed & clear instructions are provided to teachers for each lesson / unit on :	
	a. Learning goal and objectives	
	b. Time required to complete the lesson/unit	
	c. Which activities should be used (questions, role play, group work, etc.)	
	d. How to facilitate specific activities, e.g. role play, field work	
	e. Definition of key words and (sources of) background information & support	
	f. List of necessary materials (scissors, paper, etc.)	
	3. The material provides clear guidance on how to facilitate learning about:	
	a. HIV & AIDS: prevention, VCT, care and treatment	
	b. Sexual and reproductive health	
	c. Emotions and feelings	
	d. Respect for oneself and for the others	
	e. Human rights, stigma & discrimination	
	f. Relations between men and women	
	g. Social & cultural issues relating to HIV & AIDS, and SRH	
	4. Are the activities and exercises:	
	a. Suitable and sufficient considering the objectives of the unit/lesson?	
	b. Suitable considering the age group and literacy level of the target group?	
	5. Are supporting materials for learners provided, e.g. worksheets, puzzles?	
	6. Is formal training required to use the material?	
	Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)
<p>Concerning the teaching methods and teacher guidance, the material insists on various aspects with session 4 "Teaching methods". This section intends to familiarize teachers with how to use interactive teaching methods in the classroom to encourage students participation in the classroom , provide opportunities for students to tailor the activities, give students the opportunity to practice using life skills in a safe and respectful environment. The materials emphasizes the importance of using participatory teaching methods like class discussion, brainstorming, role play, buzz group, games and simulations, case studies, debates, story telling. The material also provides tips for teachers using these teaching methods, to encourage discussion or on giving feedback; and strategies to deal with special problems. Teachers play also a crucial role as facilitator : they develop and maintain a positive atmosphere, address all goals and objectives of the training and cover essential content, balance the content and the process of training. Concerning teacher guidance, the manual does not cover HIV and AIDS education.</p>

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion X	Layout and packaging	mean score : _____	Rating
	1. Presentation and graphical quality :		
	a. The material is attractive		
	b. The font is readable		
	c. Efficient use is made of printed/printable space		
	d. Material contains sufficient & relevant pictures, graphs etc. to enhance content		
	2. Packaging :		
	a. Size & weight of material are reasonable		
	b. The material is durable if meant to be used by several generations of learners		
	c. The material can be reproduced relatively economically		
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	
<p>The material is not very attractive. The layout is too simple. It would be useful to add some representations, graphics....</p>	

APPRAISAL: SYNTHESIS

Title : Health & Family Life Education, Infusion Guide, Grade 6, Draft for limited use (to accompany curriculum guide)

Type of documents : Material for teacher

Year of publication: September 2005

Author/publisher : Ministry of Education/Guyana, UNICEF

Number of pages : 15 pages

Date of appraisal : January 2009

“Health and Family Life Education, Infusion Guide, Grade 6, Draft for limited use (to accompany Curriculum Guide)” is a document edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2005. It is made to assist teachers as they start the process of delivering life skills based Health and Family Life Education (HFLE) by infusion. The guide contains 3 Units: (i) Me, Myself and I, (ii) What is There to Know, and (iii) Launching Out. Each unit is divided into 5 topics developed in relation to the Units subject: (i) Education, (ii) Family, (iii) Health, (iv) Human Rights, and (v) Human Sexuality. This document is part of a set of manuals to provide teachers with an integrated and consistent approach to the application of values education, and to develop a Life Skills, Health and Family Life Education, Guidance and Citizenship curriculum using the five themes of: Education, Family, Health, Human Right and Human Sexuality. Also see documents 605a - 605h2 (according to the grade). This Infusion Guide (to accompany curriculum guide) should be used jointly with its Curriculum Guide (Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide, Grade 6, Draft) which is unfortunately not available.

Note

This document is part of a set of manuals to provide teachers with an integrated and consistent approach to the application of values education, and to develop a Life Skills, Health and Family Life Education, Guidance and Citizenship curriculum using the five themes of: Education, Family, Health, Human Rights and Human Sexuality.

Strengths

1) The aim of this Life Skills, Health & Family Life Education and Citizenship Curriculum Guide is to provide teachers with an integrated and consistent approach to the application of values education. The document has an official endorsement because it is developed by the Ministry of Education in collaboration with the Ministry of Health, the CARICOM multi-Agency and UNICEF.

2) The material promotes clearly cultural identity of Guyana so that examples and subjects are adapted to the cultural and community context. It suggests lessons focusing on the fact that there are many ethnic groups in Guyana society, that each came from a different continent and contributed to the development of their country, their community. It also provides courses where creolese is promoted and compared to English.

3) Human Right is a specific theme in the HFLE curriculum in Guyana and it is developed in each unit of the document. Unit 1 addresses the topic “Child Labour”, Unit 2 is about “Non Discrimination” and Unit 3 addresses the “Prejudice” problem.

4) The question of drugs is addressed twice in the topic “Not ready for sex” and “Substance use and abuse”. It focuses on drugs use and abuse, ill effect of controlled substances when used when it’s not prescribed, effect of illegal drugs and its implications for society and presents briefly on the most popular drugs (marijuana, heroin and cocaine).

5) Good points are the description of Life Skills at the beginning of the document and the promotion of creative work in class.

Weakness / aspects to be improved

1) HIV and AIDS education is addressed but very briefly and as a subject amongst others (not as an important topics relating to human sexuality or health. The choice to include the subject into the science discipline is not really appropriate. Indeed HIV and AIDS education is included discreetly and in a very restrictive way covering the topic “Prejudice” inside de theme Human Rights.

Suggestions for improvement

→ If HIV and AIDS education has indeed, a scientific part, it is not the most and certainly not the only point to discuss concerning this problematic. It should have been useful to also add HIV and AIDS in the theme Human Sexuality or Health and don't provides an only scientific vision of the subject but include it in a broad dimension, with the other academic disciplines. The lesson named “Facts of Aids” is divided into 3 points: the first explains that the HIV cannot be contracted through casual contact, the second focuses on the fact that HIV cannot be contracted through sexual contact neither but only refers in example to violent and unwanted sexual intercourse (rape, sodomy or incest). It should have been useful do recall that HIV and AIDS can be contracted also with a consenting partner that we are in love with. Finally, the last point emphasizes on the need to recognize that not everyone who develops AIDS is at fault, to make pupils able to empathize with the victims. Sex is addressed in the topics “Not ready for sex” and “Prejudice”, jointly to the drugs problem. The components “Abstinence-Behaviour faithful-Condom use” approach is not explained, sexuality is described in a negative way so abstinence is the only solution suggested. The material should also provide the tools to support the learning to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyse common community practices and beliefs. This will help to challenge beliefs and practices that have a

negative impact, and strengthen those that have a positive impact on sexual and reproductive health and the prevention of HIV. A balance should be found between what crucial skills and knowledge for young people living in a world with HIV are and what is acceptable to the community

2) The material does not provide specific allocated time for each lesson. It neither includes means to assess learners before the programme but only contains ideas of evaluation after completing the programme.

Suggestions for improvement

→ It would be interesting to develop an outcomes-based curriculum (to specify outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling). Teachers have to check if pupils can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. The process should be more elaborated for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects.) It is very important to give feedback to learners and other teachers about learner's progress to be able to improve the efficacy of their work. In order to prepare the development of each lesson or unit and the assessment, teachers should follow this framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded.

3) Content, theme, method and are not always coherent. The manual covers a wide range of topics organized under 3 Units: "Me, Myself and I". "What is there to know" and "Launching Out". There is no preface and learning objectives are divided into topic, life skill and core subject tabs. The latter is divided according to the 4 different academic disciplines: language arts, mathematics, social studies and science. It looks like a very

brief teaching program which is not always clear because the link between the topics and the different disciplines are difficult to find, in particular concerning mathematics.

Suggestions for improvement

→ It should be useful to improve logical and coherence between the topic, the theme and the discipline to facilitate the readability and the understanding of the documents. It should be useful to explain, maybe in a short introduction before each topic, the link between the Unit, the theme and the topic because it is not evident sometimes. Finally, it should be useful to add more details on the integration of life skills education and to explain how teachers have to proceed to integrate life skills into mathematics for example. The points are just presented as key words but the manual do not explain, develop or inform. It only suggests point to debate and thinking in classroom. Therefore it focuses a little bit too briefly on those issues.

4) The content of the material does not address gender issues even if some topics, like non-discrimination, could have easily included this problematic.

Suggestions for improvement

→ It is important to promote clearly equity between boys and girls and challenging stereotypes or gender-based cultural practice. It is essential for children to acquire and integrate early respect and equity between men and women. Teachers may, for example, suggest activities where learners have to know the difference between gender roles culturally determined and natural difference between men and women.

5) Human Right is a specific theme in the HFLE curriculum in Guyana and it is developed in each unit of the document. Unit 1 addresses the topic “child labour”, Unit 2 is about “non-discrimination” and Unit 3 addresses the “Prejudice” problematic. Maybe because those topics are very broad, they are treated in a very limited way.

Suggestions for improvement

→ The contents should be more precise on the fact that each person has rights and duties due to the simple fact that she/he is a human being. Teachers and learners should understand human rights and learn to respect his/her and others’ rights. Also in

the context of HIV and AIDS, a learner should know how to overcome stigma and discrimination, show empathy and respect, support families and communities affected by HIV & AIDS and contribute to their wellbeing. It is important to develop human right theme because it serves undoubtedly as a firm foundation to the learning process in general.

6) This module is very general and has to be used with other more precise documents about the specific issues (in this case HIV and AIDS in particular.) Indeed, it does not explain, develop or inform but it just suggests keys point to develop a lesson. It is based on the assumption that teacher and student already have basic knowledge on those issues (which is probably the case at this age) but nevertheless it would have been useful to recall the most important and basic points.

Suggestions for improvement

→ The range of pedagogical activities proposed in the curriculum is not explained. It should be useful to explain why using one activity can lead to a certain result and using another one can lead to a different one. Some important and basic points about specific issues have to be recall in a more precise way when some topics or life skills introduce them. They could be add at the end of the module, in annex for example, or in references, to be sure that all teachers and learners have access to essential information and do not need do search them by themselves. For example, in each HIV and AIDS lessons, HIV transmission and protection, treatment, discrimination, VCT and myths should be briefly recall or/and accessible.

Internal consistency

The texts are very short and consist in an enumeration of different points in tabs. This might be confusing in particular when the document is not accompanied by a curriculum guide.

Transferability issues and more suggestions for adapting the manual

Some of the topics addressed in the document are specifically adapted to Guyana culture and societies. Therefore the material will need to be adapted if it has to be used in another context because it is currently designed specifically for learners in Guyana. In general, contents and presentation of the document really need to be improved.

TOOL 10: APPRAISAL CRITERIA FOR HIV & AIDS and SRH EDUCATION

B. MATERIAL FOR TEACHERS

* N.B. please read guidelines before completing the form.

Country/ies of implementation	Guyana
Title of material	Health & Family Life Education, Infusion Guide, Grade 6, Draft for limited use (to accompany curriculum guide)
Author/publisher, year of publication	Author/publisher: MOE Guyana / UNICEF Year of publication: september 2005
Author of appraisal	IBE
Date of Appraisal	January 2009
Type of material	<input checked="" type="checkbox"/> Formal education <input type="checkbox"/> Non-formal education <input type="checkbox"/> Both
Target group	Age: Class / grade / level : Grade 6
Material part of set	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, please list other material part of the set:
Implementation mode *	<input type="checkbox"/> As stand-alone subject <input type="checkbox"/> In one main carrier subject <input type="checkbox"/> As cross-curricular issue
HIV & AIDS taught:	<input checked="" type="checkbox"/> Infused through the curriculum <input type="checkbox"/> As extra-curricular subject <input type="checkbox"/> Not specified
Size & pages	Size: A4 Number of pages: 15

* For more information on the implementation mode, please refer to the introduction of TOOL 2.

Abstract

Health and Family Life Education, Infusion Guide, Grade 6, Draft for limited use (to accompany Curriculum Guide) is a document edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2005. It is made to assist teachers as they start the process of delivering life skills based Health and Family Life Education (HFLE) by infusion. The guide contains 3 Units: (i) Me, Myself and I, (ii) What is There to Know, and (iii) Launching Out. Each unit is divided into 5 topics developed in relation to the Units subject: (i) Education, (ii) Family, (iii) Health, (iv) Human Rights, and (v) Human Sexuality. This document is part of a set of manuals to provide teachers with an integrated and consistent approach to the application of values education, and to develop a Life Skills, Health and Family Life Education, Guidance and Citizenship curriculum using the five themes of: Education, Family, Health, Human Right and Human Sexuality. Also see documents 605a - 605h2 (according to the grade). This Infusion Guide (to accompany curriculum guide) should be used jointly with its Curriculum Guide (Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide, Grade 6, Draft) which is unfortunately not available.

OVERALL EVALUATION- SYNTHESIS

a) Strengths (in relation to criteria with higher ratings)

The aim of this Life Skills, Health & Family Life Education and Citizenship Curriculum Guide is to provide teachers with an integrated and consistent approach to the application of values education. The document has an official endorsement because it is developed by the Ministry of Education in collaboration with the Ministry of Health, the CARICOM multi-Agency and UNICEF. The material promotes clearly cultural identity of Guyana so that examples and subjects are adapted to the cultural and community context. Human Right is a specific theme in the HFLE curriculum in Guyana and it is developed in each unit of the document. Unit 1 addresses the topic "Child Labour", Unit 2 is about "Non Discrimination" and Unit 3 addresses the "Prejudice" problem. The question of drugs is addressed twice in the topic "Not ready for sex" and "Substance use and abuse". Good elements are the description of Life Skills at the beginning of the document and the promotion of creative work in class.

b) Weaknesses (in relation to criteria with lower ratings)

HIV and AIDS education is addressed but very briefly and as a subject amongst others (not as an important topics relating to human sexuality or health). The choice to include the subject into the science discipline is not really appropriate. Indeed HIV and AIDS education is included discreetly and in a very restrictive way covering the topic "Prejudice" inside de theme Human Rights. The material does not provide specific allocated time for each lesson. It neither includes means to assess learners before the programme but only contains ideas of evaluation after completing the programme. Content, theme, method and are not always coherent. The manual covers a wide range of topics organized under 3 Units: "Me, Myself and I", "What is there to know" and "Launching Out". There is no preface and learning objectives are divided into topic, life skill and core subject tabs. The latter is divided according to the 4 different academic disciplines: language arts, mathematics, social studies and science. It looks like a very brief teaching program which is not always clear because the link between the topics and the different disciplines are difficult to find, in particular concerning m

c) Internal consistency

The texts are very short and consist in an enumeration of different points in tabs. This might be confusing in particular when the document is not accompanied by a curriculum guide.

d) Transferability and/or usefulness for developing/improving one's own material

Some of the topics addressed in the document are specifically adapted to Guyana culture and societies. Therefore the material will need to be adapted if it has to be used in another context because it is currently designed specifically for learners in Guyana. In general, contents and presentation of the document really need to be improved.

e) Special features/ additional comments

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion I	Material development and inclusion in the prescribed curriculum	mean score : _____	Rating
NB: This information is not always available in the document itself. But this is an important criterion to assess the quality of material	1. Material is part of a defined HIV and AIDS education policy framework		0
	2. Material has official endorsement (Ministry of education)		5
	3. The programme is part of the official curriculum		
	a. HIV and AIDS education is specifically assigned to one or several disciplines		2
	b. Time for HIV and AIDS education is specifically assigned by the prescribed curriculum		2
	4. Material was developed based on research, evaluating:		
	a. Needs and concerns of learners		
	b. Needs and concerns of teachers and school staff		
	c. Needs and concerns of parents and the community		
	5. Material was developed based on analysis of existing resources & constraints:		
	a. financial resources		
	b. number of available trained teachers		
	c. available teaching and learning material		
	6. Material was pilot tested		
	7. Material was developed involving:		
	a. A multi sectorial team		
	b. learners		
	c. School staff		3
	d. Parents and other representatives of the community		5
	8. Material was developed based on theoretical framework for behaviour change		3
		Total score	3

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The material was realized by the Ministry of Education in collaboration with the CARICOM multi-Agency Health and Family Life Education program (HFLE) and UNICEF. The Ministry of Education emphasizes the promotion and delivery of Life Skills based Health and family Life Education from Grades 1-9 in schools. This document is a first draft of the Infusion Guide for Grade 6 to support the teaching and learning of this area of the curriculum. It reviews curriculum materials to develop a Life Skills, health and Family Life and Citizenship curriculum using the five themes of Education, Family, Health, Human Rights and Human Sexuality. HIV and AIDS education is addressed but very briefly and as a subject amongst others (not as an important topics relating to human sexuality or health). As different life skills were identified, the teachers can choose in which subjects (in the four core subjects : language arts, mathematics, social studies, science) to deliver the skill. Nevertheless, it should be useful to add more details on the integration of life skills education into the four core subjects.

TOOL 10: B. MATERIAL FOR TEACHERS

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Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion II	Time frame and assessment	mean score : _____	Rating
	1. Time frame:		
	a. Number of programme units/lessons defined for certain (school) period is realistic		4
	b. Time allocated for each unit/lesson is realistic		0
	2. The topics are covered in a logical sequence		2
	3. The material includes means to assess learners before the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		0
	c. attitudes/values		0
	d. behaviours		0
	4. The material includes means to assess learners after completing the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		0
	c. attitudes/values		0
	d. behaviours		0
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

There are no time allocation defined or means to assess learners before the programme at all. It would have been useful to be sure that teachers are able to check if pupils can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. The process should be more elaborated for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects...) It's very important to give feedback to learners and other teachers about learner's progress to be able to improve the efficacy of their work. In order to prepare the development of each lesson or unit and the assessment, teachers should follow this framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded.

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Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion III	Goals, Objectives and Target group	mean score : ____	Rating
	1. The material outlines:		
	a. clear goals, that are linked to HIV and AIDS education		0
	b. precise and limited target group		5
	2. The objectives mentioned in the material are "SMART"		
	a. specific		3
	b. measurable		
	c. achievable		
	d. relevant		5
	e. time-bound		0
	3. Content is generally appropriate in view of:		
	a. age of target group		4
	b. literacy level of target group		
	c. socio-cultural context		
	d. probable status regarding sexual experience (mainly virgin or possibly sexually experienced)		
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The manual covers a wide range of topics organized under 3 Units: "Me, Myself and I". "What is there to know" and "Launching Out". There is no preface and learning objectives are divided into topic, life skill and core subject tabs. The latter is divided according to the 4 different academic disciplines: language arts, mathematics, social studies and science. It looks like a very brief teaching program which is not always clear because the link between the topics and the different disciplines is difficult to find, in particular concerning mathematics. In general, the material is very confused and lacks of cohesion. HIV and AIDS education is a subject amongst other in the science discipline which is not appropriate. If HIV and AIDS education has indeed, an scientific part, it is not the most and certainly not the only point to discuss concerning this problematic.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IV	Basic information for protecting and promoting health	mean score : ____	Rating
	1. Overall, the information provided is :		
	a. Clear		2
	b. Accurate		2
	c. Up to date		2
	2. Overall clear and comprehensive information is provided on :		
	a. Sexual and reproductive health (contraception, pregnancy, etc.)		1
	b. What HIV and AIDS are		2
	c. Ways of transmission of HIV		0
	d. Ways of protection from HIV		0
	3. Overall clear and comprehensive information is provided on :		
	a. What are the different drugs		4
	b. What are the main effects of drugs		2
	c. Why do children and young people take drugs		0
	d. What are the main physical, psychical and social consequences of drug use		2
	e. What are the possible warning signs that a learner is taking drugs and what to do?		0
	3. Overall precise and up-to-date information on treatment is provided :		
	a. What is ARV treatment and what are the results?		0
	b. When and why can a treatment be taken?		0
	c. What are the main side effects of treatment?		0
	d. What consequences can treatment have on daily life?		0
	e. What care and support do people under treatment need?		0
	4. Overall information on psycho-social aspects:		
	a. Care and support to people affected by HIV or AIDS		3
	b. Impact of HIV and AIDS on health, on relations with others and on daily life		0
	5. Overall precise and up-to-date information on Voluntary Counselling and Testing (VCT) is provided:		
	a. What is VCT?		0
	b. Why and when to make a test?		0
	c. Where can a test be done?		0
	6. Myths and misconceptions on SRH, HIV and AIDS are addressed		
	a. on HIV transmission		0
	b. on protection and prevention		0
	c. on treatment		0
	d. on the appearance of someone who is HIV positive		0
		Total score	
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

The document deals with HIV and AIDS education in a very restrictive way. HIV and AIDS education is included discreetly with the science discipline covering the topic "Prejudice" inside the theme Human Rights. It should have been useful to also add HIV and AIDS with the theme Human Sexuality or Health and don't provides an only scientific vision of the subject but include it in a broad dimension, with the other academic disciplines. The lesson named "Facts of Aids" is divided into 3 points : the first explains that the HIV cannot be contracted through casual contact, the second focuses on the fact that HIV cannot be contracted through sexual contact neither but only refers in example to violent and unwanted sexual intercourse (rape, sodomy or incest.) It should have been useful to recall that HIV and AIDS can be contracted also with a consenting partner that we are in love with. Finally, the last point emphasizes on the need to recognize that not everyone who develops AIDS is at fault, to make pupils able to empathize with the victims. Sex is addressed in the topics "Not ready for sex" and "Prejudice", jointly to the drugs problem. The components "Abstinence-Behaviour faithful-Condom use" approach is not explained, sexuality is described in

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable		
Criterion V	Me, my emotions and my relations with others	mean score : _____	Rating
	1. Me and myself: the material helps to understand and practice		
	a. Self confidence and self esteem		2
	b. How to improve ones own self confidence and self esteem in various situations?		2
	c. How to manage emotions and stress?		2
	2. Me, my emotions and love. The material addresses the issue of love feeling		
	a. What does it mean to be in love?		0
	b. How do you feel when you are in love?		0
	c. How can you show that you are in love?		0
	d. How to deal with pressure when you are in love ? (from others, from your partner, from the family, etc.)		0
	e. How to respect the person that you love, your partner?		0
	3. The material helps to overcome personal fears:		
	a. How to react when someone I know is infected or affected?		0
	b. How to cope with loss and death?		0
	4. The material addresses vulnerability factors and helps avoiding risks:		
	a. How do alcohol and drugs increase vulnerability? Change the decisions and affect judgement?		2
	b. Are various strategies to avoid unwanted sexual intercourse explored?		0
	c. Are the three components of the "Abstinence - Behavior faithful - Condom use" approach explained?		0
	d. Depending on age and likely status of sexual experience: is condom use clearly explained?		0
	5. Peer pressure is addressed:		
	a. How to resist peer pressure?		2
	b. How to avoid putting pressure on others? (How to respect others?)		0
	c. Which different ways can be used for refusing, delaying or saying "no" ?		0
	6. Help, support and counselling		
	a. Where can I find help, support and/or counselling?		0
	b. When should I ask for help and support or counselling?		0
	c. How can I help and support the others?		0
	Total score		
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>The material does not address vulnerability factors and the three components of the "Abstinence- Behavior faithful- condom use" approach are not explained. The Curriculum only promotes abstinence in particular with the theme "not ready for sex". Older learners should learn about safer sex, how to obtain and use condoms. Learners should also be able to understand that alcohol and drugs increase vulnerability, notably by affecting judgment and ability to make decisions. It also provides a lesson about child abuse which is a good point. This part is very brief and should also furnishes information about the way to find help, support and counseling if children are confronted to those problems. It is also very important to enable learners to share own or others experience on the loss of a family or community member in order to discuss some of the practical and emotional impacts of losing someone you care for. Learners should be able to recognize ones and others emotions, feelings and stress and give examples of ways to manage them; to practice effective communication strategies that take into account emotions and feelings (positive and negative); to identify risks/difficulties in their daily life and determine how these risks may affect one's plan for the future.</p>			

TOOL 10: B. MATERIAL FOR TEACHERS

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Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VI	Relations between men and women (gender issues)	mean score : ____	Rating
	1. The content addresses gender issues, promotes gender equity and challenges gender stereotypes :		
	a. Understanding and respect between genders is promoted		0
	b. Gender identity (masculinity, femininity, traditional roles in society, etc.) is explored		0
	c. Power relationships are explored and challenged		0
	d. Gender discrimination towards girls is addressed and challenged		0
	e. Gender-based cultural practice is explored and challenged		0
	2. The material exposes and explains the factors making girls and women more vulnerable to HIV and AIDS		
	a. Biological factors		0
	b. Social factors		0
	c. Economical and political factors		0
	3. The overall presentation is adapted to gender issues:		
	a. Images and pictures encourage respect and equity between men and women		n.a
	b. Situations and examples encourage respect and equity between men and women		n.a
	c. Language encourages respect and equity between men and women		n.a
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The content of these materials does not address gender issues even if some topics, like non-discrimination, could have easily included this problematic. A learner has to acquire knowledge and understanding on the differences between man and woman, what is gender equity and what are the negative impacts of inequities between men and women on communities. It's important to promote clearly equity between boys and girls and challenging stereotypes or gender-based cultural practice. It's essential for children to acquire and integrate early respect and equity between men and women. A learner should also understand why achieving gender equity is crucial in the response to HIV and AIDS and how to behave in a manner which demonstrates an understanding of the importance of the equity.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VII	Promoting human rights and overcoming stigma and discrimination	mean score : _____	Rating
	1. Human rights:		
	a. The material provides key elements on universal human rights		2
	b. The material addresses children's rights		0
	c. The right to physical integrity is explained		1
	2. Coercion and abuse:		
	a. The issues of coercion, sexual harassment and abuse are addressed and challenged		
	b. Strategies to fight sexual abuse and coercion are given		
	c. The possible steps to take in case of sexual abuse or coercion are explained		
	3. Stigma and discrimination:		
	a. The material explains that HIV and AIDS can affect everyone		0
	b. The material explains how and why stigma and discrimination can have negative effects		3
	c. The material explains strategies to combat prejudices		0
	d. The material explains the importance of empathy and ways to show empathy are explored		3
	e. The material gives opportunities to test and experiment on how to avoid stigmatizing and discriminating		0
	f. The material explores how to respond to stigmatization, discrimination and prejudice		1
	4. Language used is non-discriminatory and non-judgemental towards:		
	a. People affected or infected by the virus		n.a
	b. Orphans and vulnerable children		n.a
	c. Sex workers		n.a
	d. Homosexuals		n.a
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

Human Right is a specific theme in the HFLE curriculum in Guyana and it is developed in each unit of the document. Unit 1 addresses the topic "child labour", Unit 2 is about "non-discrimination" and Unit 3 addresses the "Prejudice" problematic. Maybe because those topics are very broad, they are treated in a very limited way. Nevertheless the contents should be more precise on the fact that each person has rights and duties due to the simple fact that she/he is a human being. Teachers and learners should understand human rights and learn to respect his/her and others' rights. Also in the context of HIV and AIDS, a learner should know how to overcome stigma and discrimination, show empathy and respect, support families and communities affected by HIV & AIDS and contribute to their wellbeing. It is important to develop human right theme because it serves undoubtedly as a firm foundation to the learning process in general.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VIII	Community and culture	mean score : ____	Rating
	1. Material is adapted to community environment:		
	a. Examples are appropriate in view of cultural and community context		4
	b. Images used are appropriate to cultural and community context		
	c. Language is appropriate to cultural and community context		4
	2. Material provides tools to identify and:		
	a. Explore cultural issues relating to SRH and rights, HIV & AIDS		
	b. Explore local norms regarding family, marriage, and sexuality		
	c. Reinforce positive community practices and beliefs regarding SRH, HIV & AIDS		
	d. Challenge negative community practices and beliefs regarding SRH, HIV & AIDS		
	3. Ways to overcome silence and stigma are explored regarding:		
	a. SRH, sexuality		
	b. HIV and AIDS		
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The material promotes clearly cultural identity of Guyana so that examples and subjects are adapted to the cultural and community context. It suggests lessons focusing on the fact that there are many ethnic groups in Guyana society, that each came from a different continent and contributed to the development of their country, their community. It also provides courses where creolese is promoted and compared to English. Concerning HIV and AIDS, the material should provide the tools to support the learning to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyse common community practices and beliefs. This will help to challenge beliefs and practices that have a negative impact, and strengthen those that have a positive impact on sexual and reproductive health and the prevention of HIV. A balance should be found between what crucial skills and knowledge for young people living in a world with HIV are and what is acceptable to the community.

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Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IX	Teaching methods & strategies and teacher guidance (mean score:) _____	Rating
	1. Several teaching-learning methods are proposed and clearly explained in the material:	
	a. Icebreaker/building trust exercises	
	b. Classroom discussion/debates/brainstorming/case studies	3
	c. Group work/co-operative project	
	d. Games	
	e. Role play	0
	f. Creative work (posters, songs, story-telling, poetry, theatre plays)	4
	g. Interviews/fieldwork/homework involving parents or the community	
	2. Detailed & clear instructions are provided to teachers for each lesson / unit on :	
	a. Learning goal and objectives	3
	b. Time required to complete the lesson/unit	0
	c. Which activities should be used (questions, role play, group work, etc.)	3
	d. How to facilitate specific activities, e.g. role play, field work	3
	e. Definition of key words and (sources of) background information & support	5
	f. List of necessary materials (scissors, paper, etc.)	0
	3. The material provides clear guidance on how to facilitate learning about:	
	a. HIV & AIDS: prevention, VCT, care and treatment	0
	b. Sexual and reproductive health	2
	c. Emotions and feelings	2
	d. Respect for oneself and for the others	3
	e. Human rights, stigma & discrimination	4
	f. Relations between men and women	0
	g. Social & cultural issues relating to HIV & AIDS, and SRH	0
	4. Are the activities and exercises:	
	a. Suitable and sufficient considering the objectives of the unit/lesson?	2
	b. Suitable considering the age group and literacy level of the target group?	
	5. Are supporting materials for learners provided, e.g. worksheets, puzzles?	
	6. Is formal training required to use the material?	
	Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The range of pedagogical activities proposed in the curriculum are not explained. It should be useful to explain why using one activity can lead to a certain result and using another one can lead to a different one. The teacher must plan adequate time to carry out the activity completely and have a clear understanding of the objectives of the activity before beginning. That's why it's very important to precise learning objectives and means necessary to develop a skill. Feedback and interaction are also very important. Good points are the description of Life Skills at the beginning of the document and the promotion of creative work in class.

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion X	Layout and packaging	mean score : ____	Rating
	1. Presentation and graphical quality :		
	a. The material is attractive		3
	b. The font is readable		5
	c. Efficient use is made of printed/printable space		3
	d. Material contains sufficient & relevant pictures, graphs etc. to enhance content		
	2. Packaging :		
	a. Size & weight of material are reasonable		5
	b. The material is durable if meant to be used by several generations of learners		
	c. The material can be reproduced relatively economically		5
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	
<p>The material presentation is very simple. The paper is in a standard quality so the material can be quite durable. The texts are very short and consist in an enumeration of different points in tabs. This might be confused in particular when the document is not join to a curriculum guide. In general, contents and presentation of the document really need to be improve.</p>	

APPRAISAL : SYNTHESIS

Title : Health and Family life Education. Curriculum Guide/ Infusion guide Grade 4.

Type of document: Curriculum

Year of publication: 2003 / 2005

Author/publisher: MOE Guyana, UNICEF

Number of pages: 126

Date of appraisal: January 2009

Abstract

Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Grade 4, Draft is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2003. It is a draft document, developed to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. The Ministry of Education has reviewed curriculum materials to develop a Life Skills, Health and Family Life and Citizenship curriculum using the five themes of Education, Family, Health, Human Rights and Human Sexuality. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum.

Health and Family Life Education, Infusion Guide, Grade 4, Draft for limited use (to accompany Curriculum Guide) is a document edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2005. It has been developed to assist teachers as they start the process of delivering life skills based Health and Family Life Education (HFLE) by infusion. The guide contains 3 Units: (i) Growing Up, (ii) Friendship, and (iii) The Environment. Each unit is divided into 5 topics developed in relation to the Units subject: (i) Education, (ii) Family, (iii) Health, (iv) Human Rights, and (v) Human Sexuality.

Note

This document is part of a set of manuals designed to provide teachers with an integrated and consistent approach for the application and the development of Life Skills, Health and Family Life Education, Guidance and Citizenship into the curriculum, using the five themes

of: Education, Family, Health, Human Right and Human Sexuality. This Infusion Guide (to accompany curriculum guide) has to be used jointly with Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide, Grade 4, Draft.

Strengths

1) This curriculum was reviewed by the Ministry of Education in collaboration with the Ministry of Health, joint HRE programme and UNICEF to develop a Life Skills, health and Family Life and Citizenship curriculum using five themes: Education, Family, Health, Human Rights and Human Sexuality. The aim of this life skill, Health & Family Life Education, Guidance and Citizenship curriculum is to provide teachers with an integrated and consistent approach to the application of values education.

2) The documents can provide an interesting starting point to develop strategies and methods to develop complete curriculum. Each unit provides learning objectives, teaching methods, materials and evaluation which are very helpful for teachers and lessons preparation. Indeed, each theme presents relevant learning objectives tabs (life skills: able to..., knowledge: awareness that..., understanding: understand that..., attitude: demonstrate...) which enumerate goals briefly.

3) The materials promote the creation of a safe environment to deliver life skills education and promote active participation by both students and teachers. These guides have a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content.

4) The documents focus on the personal development of the learners as a person. They promote self esteem and responsibility because they will enable learners to demonstrate interpersonal skills and communicate effectively with peers and others. One of the learning objective shows that high self-esteem gives one a sense of security, identity, self concept, belonging, purpose, pride, personal competence and confidence. Responsibility is an important part of growing up. The documents help learners to improve self management skills, so that they are ready to react in situations of vulnerability.

5) The manuals refer to sexual and reproductive health and to health in general. The documents show the importance to be physically healthy and adopt a lifestyle which

promotes physical health and fitness. One of the lessons helps learners to identify the benefits of being healthy and fit. The documents also develop emotional health in order to emphasize the ability to cope with one's emotions. Another interesting point is the promotion of spiritual health. The documents help learner to think critically about what makes human beings different from other living things.

6) The content of the materials addresses the following key themes: discrimination and civic responsibility. The documents explain that differences among people include age, height, weight, gender, religious beliefs, ethnicity, likes and dislikes, strengths and weaknesses, ability and disability. Promotion of respect and tolerance are important points in the documents. The materials also fight against sexual abuse promoting more effective communication about this topic and the development of interpersonal skills to prevent that act.

Weaknesses / aspects to be improved

1) HIV & AIDS education is not integrated into the official curriculum. These manuals refer to sexual and reproductive health.

Suggestions for improvement

→Children and young people represent the window of opportunity. It is worth doing everything to prevent new infections. Children and young people who go to school are in contact with friends who are not in school, thus information and skills can be exchanged between peers and generations among families and communities. It is important that HIV & AIDS education starts at an early age in primary school and be sustained throughout secondary school because it is easier to adopt new values and behaviours than to change them once they are acquired. If we teach children very early to know and respect their feelings and their body, as well as that of others, they will be more likely to adopt protective behaviours. By receiving quality HIV & AIDS and reproductive health education which are gender-sensitive, young people are more likely to adopt low risk sexual practices.

The material should provide the tools to support the learning to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyse common community practices and beliefs. This will help to challenge beliefs and practices that have a negative impact, and strengthen those that have a positive impact on

sexual and reproductive health and the prevention of HIV. A balance should be found between what are crucial skills and knowledge for young people living in a world with HIV and what is acceptable to the community.

School programs addressing sexual health and sexuality do not encourage early sexual initiation nor increase sexual activity. Comprehensive and clear information has been proven crucial to helping learners to adopt protective behaviours.

2) As different life skills were identified, the teachers can choose in which subjects (in the four core subjects: language arts, mathematics, social studies, science) to deliver the skill.

Suggestions for improvement

→ It should be useful to add more details on the integration of life skills education into the four core subjects and to explain how teachers have to proceed to integrate life skills into mathematics for example. There are seven steps an educator can follow to select the most appropriate set of teaching-learning methods given a particular learning objective :

- 1) consider school grade and age;
- 2) define objectives/expected learning outcomes;
- determine available time;
- 3) select possible teaching-learning methods;
- 4) select and prepare instruction material or any material necessary for the session;
- 5) specify activities and assignments necessary to achieve the learning outcomes;
- 7) define pre- and post-test assessment tools according to the assessment objectives.

3) There is no time allocation defined. The material does not include means to assess learners before the programme but contains ideas of evaluation after completing the programme. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded.

Suggestions for improvement

→ Teachers have to check if learners can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. The process should be more elaborated, for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects). It is very important to give feedback to learners and other teachers about learner's progress in order to be able to improve the efficacy of their work.

For the preparation of each lesson or unit and the assessment, teachers should follow this framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools.

It would be interesting to develop an outcomes-based curriculum (i.e. to specify outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling).

4) The topic “Me, my emotions and my relationships with others” is not addressed.

Suggestions for improvement

→Learners should be able to recognize ones and others emotions, feelings and stress and give examples of ways to manage them; to practice effective communication strategies that take into account emotions and feelings (positive and negative); to identify risks/difficulties in their daily life and determine how these risks may affect one's plan for the future; to search and practice creative ways to avoid and resolve problems using communication & problem solving skills, active listening, observation, negotiation, different ways of refusing or saying "no", assertiveness skills.

5) The content of these materials does not address gender issues.

Suggestions for improvement

→A learner has to acquire knowledge and understanding on the differences between men and women, what is gender equity and what are the negative impacts of inequities between men and women on communities. A learner should also understand why achieving gender equity is crucial in the response to HIV and AIDS and how to behave in a manner which demonstrates an understanding of the importance of equity.

6) The manuals could be more coherent.

Suggestions for improvement

→It should be useful to define at the beginning of the manuals the following concepts: “Life skills, Health & family life, and citizenship” and to explain why the authors chose to develop certain skills and knowledge.

Internal consistency

Topics are not always covered in a logical sequence. It is sometimes difficult to follow the progression in the topics and to understand why this logical sequence was chosen.

Transferability issues

The materials do not provide tools to identify and explore cultural issues relating to life skills, they are not related to community environment or to a social and cultural context. Therefore, transferability and adaptation are easy to realize.

The manuals should be more connected and linked to the Guyana context and should offer more references to local community and culture.

TOOL 10: APPRAISAL CRITERIA FOR HIV & AIDS and SRH EDUCATION

B. MATERIAL FOR TEACHERS

* N.B. please read guidelines before completing the form.

Country/ies of implementation	Guyana
Title of material	Curriculum Guide. Grade 4. Draft. Infusion Guide. Grade 4. Draft for limited use.
Author/publisher, year of publication	Author/publisher: MOE Guyana / UNICEF Year of publication: January 2003, September 2005
Author of appraisal	IBE
Date of Appraisal	January 2009
Type of material	<input checked="" type="checkbox"/> Formal education <input type="checkbox"/> Non-formal education <input type="checkbox"/> Both
Target group	Age: Class / grade / level : grade 4
Material part of set	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, please list other material part of the set:
Implementation mode *	<input type="checkbox"/> As stand-alone subject <input type="checkbox"/> In one main carrier subject <input type="checkbox"/> As cross-curricular issue
HIV & AIDS taught:	<input checked="" type="checkbox"/> Infused through the curriculum <input type="checkbox"/> As extra-curricular subject <input type="checkbox"/> Not specified
Size & pages	Size: Number of pages:

* For more information on the implementation mode, please refer to the introduction of TOOL 2.

Abstract

Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Grade 4, Draft is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2003. It is a draft document to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum.

Health and Family Life Education, Infusion Guide, Grade 4, Draft for limited use (to accompany Curriculum Guide) is a document edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2005. It is made to assist teachers as they start the process of delivering life skills based Health and Family Life Education (HFLE) by infusion. The guide contains 3 Units: (i) Growing Up, (ii) Friendship, and (iii) The Environment. Each unit is divided into 5 topics developed in relation to the Units subject: (i) Education, (ii) Family, (iii) Health, (iv) Human Rights.

OVERALL EVALUATION- SYNTHESIS

a) Strengths (in relation to criteria with higher ratings)

The aim of this life skill, Health & Family Life Education, Guidance and Citizenship curriculum is to provide teachers with an integrated and consistent approach to the application of values education. The documents can provide an interesting starting point to develop strategies and methods to develop complete curriculum. Each unit provides learning objectives, teaching methods, materials and evaluation which are very helpful for teachers and lessons preparation. The materials promote the creation of a safe environment to deliver life skills education and promote active participation by both students and teachers. These guides have a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The documents focus on the personal development of the learners as a person. One of the learning objective shows that high self-esteem gives one a sense of security, identity, self concept, belonging, purpose, pride, personal competence and confidence. Responsibility is an important part of growing up. The documents help learners to improve self management skills, so that they are ready to react in situations. The manuals refer to sexual and reproductive health and to health in general. The documents show the importance to be physically healthy and adopt a life

b) Weaknesses (in relation to criteria with lower ratings)

Concerning HIV & AIDS education, this topic is not integrated into the official curriculum. These manuals refer to sexual and reproductive health but not to HIV and AIDS education. As different life skills were identified, the teachers can choose in which subjects (in the four core subjects: language arts, mathematics, social studies, science) to deliver the skill. There is no time allocation defined. The material does not include means to assess learners before the programme but contains ideas of evaluation after completing the programme. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded. The topic "Me, my emotions and my relationships with others" is not addressed. The content of these materials does not address gender issues. The manuals lack of cohesion and visibility.

c) Internal consistency

Topics are not covered in a logical sequence. It is difficult to follow the progression in the topics and why this logical sequence was chosen

d) Transferability and/or usefulness for developing/improving one's own material

The manuals should be more connected and linked to the Guyana context and should offer more references to local community and culture.

e) Special features/ additional comments

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion I	Material development and inclusion in the prescribed curriculum	mean score : _____	Rating
NB: This information is not always available in the document itself. But this is an important criterion to assess the quality of material	1. Material is part of a defined HIV and AIDS education policy framework		0
	2. Material has official endorsement (Ministry of education)		5
	3. The programme is part of the official curriculum		
	a. HIV and AIDS education is specifically assigned to one or several disciplines		0
	b. Time for HIV and AIDS education is specifically assigned by the prescribed curriculum		0
	4. Material was developed based on research, evaluating:		
	a. Needs and concerns of learners		
	b. Needs and concerns of teachers and school staff		
	c. Needs and concerns of parents and the community		
	5. Material was developed based on analysis of existing resources & constraints:		
	a. financial resources		
	b. number of available trained teachers		
	c. available teaching and learning material		
	6. Material was pilot tested		
	7. Material was developed involving:		
	a. A multi sectorial team		
	b. learners		
	c. School staff		
	d. Parents and other representatives of the community		
	8. Material was developed based on theoretical framework for behaviour change		3
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

These documents are a first draft of the Life Skills, Health & Family Life and Citizenship Curriculum and Infusion Guide for Grade 4 to support the teaching and learning of this area of the curriculum. The Ministry of Education in collaboration with the Ministry of Health, joint HRE programme and UNICEF has reviewed curriculum materials to develop a Life Skills, health and Family Life and Citizenship curriculum using the five themes of Education, Family, Health, Human Rights and Human Sexuality. Concerning HIV & AIDS education, this programme is not integrated into the official curriculum. These manuals refer to sexual and reproductive health but not to HIV and AIDS education. As different life skills were identified, the teachers can choose in which subjects (in the four core subjects : language arts, mathematics, social studies, science) to deliver the skill. Nevertheless, it should be useful to add more details on the integration of life skills education into the four core subjects.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion II	Time frame and assessment	mean score : _____	Rating
	1. Time frame:		
	a. Number of programme units/lessons defined for certain (school) period is realistic		4
	b. Time allocated for each unit/lesson is realistic		0
	2. The topics are covered in a logical sequence		2
	3. The material includes means to assess learners before the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		0
	c. attitudes/values		0
	d. behaviours		0
	4. The material includes means to assess learners after completing the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		4
	c. attitudes/values		3
	d. behaviours		3
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

There is no time allocation defined. The material does not include means to assess learners before the programme but contains ideas of evaluation after completing the programme. Teachers have to check if pupils can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. The process should be more elaborated for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects..) It's very important to give feedback to learners and other teachers about learner's progress to be able to improve the efficacy of their work. In order to prepare the development of each lesosn or unit and the assessment, teachers should follow this framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion III	Goals, Objectives and Target group	mean score : ____	Rating
	1. The material outlines:		
	a. clear goals, that are linked to HIV and AIDS education		0
	b. precise and limited target group		4
	2. The objectives mentioned in the material are "SMART"		
	a. specific		3
	b. measurable		0
	c. achievable		
	d. relevant		
	e. time-bound		
	3. Content is generally appropriate in view of:		
	a. age of target group		3
	b. literacy level of target group		
	c. socio-cultural context		
	d. probable status regarding sexual experience (mainly virgin or possibly sexually experienced)		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The manuals lack of cohesion and visibility. The objective: develop life skills is too broad. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded. It would be interesting to develop an outcomes-based curriculum (to specify outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IV	Basic information for protecting and promoting health	mean score : _____	Rating
	1. Overall, the information provided is :		
	a. Clear		2
	b. Accurate		2
	c. Up to date		2
	2. Overall clear and comprehensive information is provided on :		
	a. Sexual and reproductive health (contraception, pregnancy, etc.)		0
	b. What HIV and AIDS are		0
	c. Ways of transmission of HIV		0
	d. Ways of protection from HIV		0
	3. Overall clear and comprehensive information is provided on :		0
	a. What are the different drugs		0
	b. What are the main effects of drugs		0
	c. Why do children and young people take drugs		0
	d. What are the main physical, psychical and social consequences of drug use		0
	e. What are the possible warning signs that a learner is taking drugs and what to do?		0
	3. Overall precise and up-to-date information on treatment is provided :		
	a. What is ARV treatment and what are the results?		0
	b. When and why can a treatment be taken?		0
	c. What are the main side effects of treatment?		0
	d. What consequences can treatment have on daily life?		0
	e. What care and support do people under treatment need?		0
	4. Overall information on psycho-social aspects:		
	a. Care and support to people affected by HIV or AIDS		0
	b. Impact of HIV and AIDS on health, on relations with others and on daily life		0
	5. Overall precise and up-to-date information on Voluntary Counselling and Testing (VCT) is provided:		
	a. What is VCT?		0
	b. Why and when to make a test?		0
	c. Where can a test be done?		0
	6. Myths and misconceptions on SRH, HIV and AIDS are addressed		
	a. on HIV transmission		0
	b. on protection and prevention		0
	c. on treatment		0
	d. on the appearance of someone who is HIV positive		0
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

These manuals do not deal with HIV and AIDS education. Children and young people represent the window of opportunity. It is worth doing everything to prevent new infections. Children and young people who go to school are in contact with friends who are not in school, thus information and skills can be exchanged between peers and generations among families and communities. It is important that HIV & AIDS education starts at an early age in primary school and be sustained throughout secondary school because it is easier to adopt new values and behaviours than to change them once they are acquired. If we teach children very early to know and respect their feelings and their body, as well as that of others, they will be more likely to adopt protective behaviours. By receiving quality HIV & AIDS and reproductive health education which are gender-sensitive, young people are more likely to adopt low risk sexual practices.

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing
Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable	

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable		
Criterion V	Me, my emotions and my relations with others	mean score : _____	Rating
	1. Me and myself: the material helps to understand and practice		
	a. Self confidence and self esteem		4
	b. How to improve ones own self confidence and self esteem in various situations?		4
	c. How to manage emotions and stress?		2
	2. Me, my emotions and love. The material addresses the issue of love feeling		
	a. What does it mean to be in love?		0
	b. How do you feel when you are in love?		0
	c. How can you show that you are in love?		0
	d. How to deal with pressure when you are in love ? (from others, from your partner, from the family, etc.)		0
	e. How to respect the person that you love, your partner?		0
	3. The material helps to overcome personal fears:		
	a. How to react when someone I know is infected or affected?		0
	b. How to cope with loss and death?		0
	4. The material addresses vulnerability factors and helps avoiding risks:		
	a. How do alcohol and drugs increase vulnerability? Change the decisions and affect judgement?		0
	b. Are various strategies to avoid unwanted sexual intercourse explored?		0
	c. Are the three components of the "Abstinence - Behavior faithful - Condom use" approach explained?		0
	d. Depending on age and likely status of sexual experience: is condom use clearly explained?		0
	5. Peer pressure is addressed:		
	a. How to resist peer pressure?		3
	b. How to avoid putting pressure on others? (How to respect others?)		0
	c. Which different ways can be used for refusing, delaying or saying "no" ?		0
	6. Help, support and counselling		
	a. Where can I find help, support and/or counselling?		0
	b. When should I ask for help and support or counselling?		0
	c. How can I help and support the others?		0
	Total score		
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>Learners should be able to recognize ones and others emotions, feelings and stress and give examples of ways to manage them; to practice effective communication strategies that take into account emotions and feelings (positive and negative); to identify risks/difficulties in their daily life and determine how these risks may affect one's plan for the future; to search and practice creative ways to avoid and resolve problems using communication & problem solving skills (active listening, observation, negotiation, different ways of refusing or saying "no", assertiveness skills.</p>			

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VI	Relations between men and women (gender issues)	mean score : ____	Rating
	1. The content addresses gender issues, promotes gender equity and challenges gender stereotypes :		
	a. Understanding and respect between genders is promoted		0
	b. Gender identity (masculinity, femininity, traditional roles in society, etc.) is explored		0
	c. Power relationships are explored and challenged		0
	d. Gender discrimination towards girls is addressed and challenged		0
	e. Gender-based cultural practice is explored and challenged		0
	2. The material exposes and explains the factors making girls and women more vulnerable to HIV and AIDS		
	a. Biological factors		0
	b. Social factors		0
	c. Economical and political factors		0
	3. The overall presentation is adapted to gender issues:		
	a. Images and pictures encourage respect and equity between men and women		0
	b. Situations and examples encourage respect and equity between men and women		0
	c. Language encourages respect and equity between men and women		0
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The content of these materials does not address gender issues. Nevertheless, a learner has to acquire knowledge and understanding on the differences between man and woman, what is gender equity and what are the negative impacts of inequities between men and women on communities. A learner should also understand why achieving gender equity is crucial in the response to HIV and AIDS and how to behave in a manner which demonstrates an understanding of the importance of the equity.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VII	Promoting human rights and overcoming stigma and discrimination	mean score : _____	Rating
	1. Human rights:		
	a. The material provides key elements on universal human rights		0
	b. The material addresses children's rights		0
	c. The right to physical integrity is explained		0
	2. Coercion and abuse:		
	a. The issues of coercion, sexual harassment and abuse are addressed and challenged		0
	b. Strategies to fight sexual abuse and coercion are given		0
	c. The possible steps to take in case of sexual abuse or coercion are explained		0
	3. Stigma and discrimination:		
	a. The material explains that HIV and AIDS can affect everyone		0
	b. The material explains how and why stigma and discrimination can have negative effects		0
	c. The material explains strategies to combat prejudices		0
	d. The material explains the importance of empathy and ways to show empathy are explored		0
	e. The material gives opportunities to test and experiment on how to avoid stigmatizing and discriminating		0
	f. The material explores how to respond to stigmatization, discrimination and prejudice		0
	4. Language used is non-discriminatory and non-judgemental towards:		
	a. People affected or infected by the virus		n.a.
	b. Orphans and vulnerable children		n.a.
	c. Sex workers		n.a.
	d. Homosexuals		n.a.
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The content of the materials addresses the following themes: stigma, discrimination (topic : non-discrimination and understanding) but not in the context of HIV & AIDS education. Nevertheless, a learner should understand human rights, and learn to respect his/her and others' rights. Also in the context of HIV and AIDS , a learner should know how to overcome stigma and discrimination, show empathy and respect, support families and communities affected by HIV & AIDS and contribute to their wellbeing.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VIII	Community and culture	mean score : ____	Rating
	1. Material is adapted to community environment:		
	a. Examples are appropriate in view of cultural and community context		
	b. Images used are appropriate to cultural and community context		
	c. Language is appropriate to cultural and community context		
	2. Material provides tools to identify and:		
	a. Explore cultural issues relating to SRH and rights, HIV & AIDS		
	b. Explore local norms regarding family, marriage, and sexuality		
	c. Reinforce positive community practices and beliefs regarding SRH, HIV & AIDS		
	d. Challenge negative community practices and beliefs regarding SRH, HIV & AIDS		
	3. Ways to overcome silence and stigma are explored regarding:		
	a. SRH, sexuality		
	b. HIV and AIDS		
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The material should provide the tools to support the learning to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyse common community practices and beliefs. This will help to challenge beliefs and practices that have a negative impact, and strengthen those that have a positive impact on sexual and reproductive health and the prevention of HIV. A balance should be found between what are crucial skills and knowledge for young people living in a world with HIV and what is acceptable to the community.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IX	Teaching methods & strategies and teacher guidance (mean score:) _____	Rating
	1. Several teaching-learning methods are proposed and clearly explained in the material:	
	a. Icebreaker/building trust exercises	0
	b. Classroom discussion/debates/brainstorming/case studies	3
	c. Group work/co-operative project	3
	d. Games	3
	e. Role play	3
	f. Creative work (posters, songs, story-telling, poetry, theatre plays)	3
	g. Interviews/fieldwork/homework involving parents or the community	3
	2. Detailed & clear instructions are provided to teachers for each lesson / unit on :	
	a. Learning goal and objectives	
	b. Time required to complete the lesson/unit	0
	c. Which activities should be used (questions, role play, group work, etc.)	3
	d. How to facilitate specific activities, e.g. role play, field work	0
	e. Definition of key words and (sources of) background information & support	2
	f. List of necessary materials (scissors, paper, etc.)	4
	3. The material provides clear guidance on how to facilitate learning about:	
	a. HIV & AIDS: prevention, VCT, care and treatment	0
	b. Sexual and reproductive health	0
	c. Emotions and feelings	3
	d. Respect for oneself and for the others	4
	e. Human rights, stigma & discrimination	0
	f. Relations between men and women	0
	g. Social & cultural issues relating to HIV & AIDS, and SRH	0
	4. Are the activities and exercises:	
	a. Suitable and sufficient considering the objectives of the unit/lesson?	3
	b. Suitable considering the age group and literacy level of the target group?	3
	5. Are supporting materials for learners provided, e.g. worksheets, puzzles?	3
	6. Is formal training required to use the material?	3
	Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

It should be useful to add information and basic knowledge in order to provide basic facts on sexual and reproductive health and rights, HIV & AIDS. In order to deepen understanding, personalise risk and practice self-protective skills, learners should be given sufficient time and space to learn from active observation, role play, group work, individual research and practice of problem solving skills in real life situations and interactions. The manual intends to provide different activities. Nevertheless, it would be useful to explain more activities, contents and teaching methods.

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion X	Layout and packaging	mean score : ____	Rating
	1. Presentation and graphical quality :		
	a. The material is attractive		
	b. The font is readable		
	c. Efficient use is made of printed/printable space		
	d. Material contains sufficient & relevant pictures, graphs etc. to enhance content		
	2. Packaging :		
	a. Size & weight of material are reasonable		
	b. The material is durable if meant to be used by several generations of learners		
	c. The material can be reproduced relatively economically		
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	

APPRAISAL : SYNTHESIS

Title : Health and Family Life Education. Curriculum Guide/ Infusion guide Grade 5.

Type of document : Curriculum

Year of publication: 2003 / 2005

Author/publisher : MOE Guyana, UNICEF

Number of pages : 126

Date of appraisal : January 2009

Abstract

Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Grade 5, Draft is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2003. The goal of this document is to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are discussed. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum.

Note

These documents are part of a set of manuals designed to provide teachers with an integrated and consistent approach to the application of values education, and to develop a Life Skills, Health and Family Life Education, Guidance and Citizenship curriculum using the five themes of: Education, Family, Health, Human Right and Human Sexuality. This Infusion Guide has to be used jointly with Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide, Grade 5, Draft.

Strengths

1) This curriculum was reviewed by the Ministry of Education in collaboration with the Ministry of Health, joint HRE programme and UNICEF to develop a Life Skills, health and Family Life and Citizenship curriculum using five themes: Education, Family, Health, Human Rights and Human Sexuality. The aim of this Life Skills, Health & Family Life Education,

Guidance and Citizenship curriculum is to provide teachers with an integrated and consistent approach to the application of values education.

2) The documents can provide an interesting starting point to develop strategies and methods to develop complete curriculum. Each unit provides learning objectives, teaching methods, materials and evaluation which are very helpful for teachers and lessons preparation. Indeed, each theme presents relevant learning objectives tabs (life skills: able to..., knowledge: awareness that..., understanding: understand that..., attitude: demonstrate...) which enumerate goals briefly.

3) The materials promote the creation of a safe environment to deliver life skills education and promote active participation by both students and teachers. These guides have a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content.

4) The documents focus on the personal development of the learners as a person. Coping with emotions is one of the important topics developed in the materials. The documents help learners recognize the different feelings they experience according to the situation, to control them and to accept others' feelings. Through the learning of this knowledge, learners will be able to use new skills in everyday life, to adjust their attitudes, to adopt values and to translate all those into respectful and protective behaviours. In particular, stress and anger are well explained. The documents show how to deal with stress and anger and how learners should address positive responses to stressful situations and control her/his anger.

5) Under the theme "Human Rights", the documents promote the following topic: respecting cultures and religious values. The key message of this lesson is that individuals must be respected regardless of their beliefs and that freedom of thought, conscience and religion are the rights of an individual as written in the UN Convention of the Rights of the Child. Lack of respect for the human rights contributes to the spread of discrimination and ignorance. In this sense, the documents highlight the fact that poverty is a denial of rights and has negative effects on people's life.

6) The documents emphasize the importance of good practices for healthy attitudes and behaviours. The documents explain why nutrition has an important part to play in learners' rate of growth. People have different growth rates physically, intellectually, sexually and emotionally and learners should accept the differences for the stages of growth of their body when compared with peers.

7) The materials deal with substance use and abuse and drug addiction. It focuses on drugs use and abuse, the effect of controlled substances when used if it is not prescribed, effect of illegal drugs and its implications for society and presents briefly the most popular drugs (marijuana, heroin and cocaine). Concerning HIV & AIDS, injecting drug use presents an important risk when needles or syringes are shared, as blood is a vector of transmission.

Weaknesses / aspects to be improved

1) HIV & AIDS education is not integrated into the official curriculum. These manuals refer to health, sexual and reproductive health but not to HIV and AIDS education.

Suggestions for improvement

→ Children and young people represent the window of opportunity. It is worth doing everything to prevent new infections. Children and young people who go to school are in contact with friends who are not in school, thus information and skills can be exchanged between peers and generations among families and communities. It is important that HIV & AIDS education starts at an early age in primary school and be sustained throughout secondary school because it is easier to adopt new values and behaviours than to change them once they are acquired. If we teach children very early to know and respect their feelings and their body, as well as others, they will be more likely to adopt protective behaviours. By receiving quality HIV & AIDS and reproductive health education which are gender-sensitive, young people are more likely to adopt low risk sexual practices.

The material should provide the tools to support the learning to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyse common community practices and beliefs. This will help to challenge beliefs and practices that have a negative impact, and strengthen those that have a positive impact on sexual and reproductive health and the prevention of HIV. A balance should be found

between what are crucial skills and knowledge for young people living in a world with HIV and what is acceptable to the community.

School programs addressing sexual health and sexuality do not encourage early sexual initiation nor increase sexual activity. Comprehensive and clear information has been proven crucial to helping learners to adopt protective behaviours.

2) As different life skills were identified, the teachers can choose in which subjects (in the four core subjects: language arts, mathematics, social studies, science) to deliver the skill.

Suggestions for improvement

→ It would be useful to add more details on the integration of life skills education into the four core subjects and to explain how teachers have to proceed to integrate life skills into mathematics for example. There are seven steps an educator can follow to select the most appropriate set of teaching-learning methods given a particular learning objective : 1) consider school grade and age; 2) define objectives/expected learning outcomes; determine available time; 3) select possible teaching-learning methods; 4) select and prepare instruction material or any material necessary for the session; 5) specify activities and assignments necessary to achieve the learning outcomes; 7) define pre- and post-test assessment tools according to the assessment objectives.

3) There is no time allocation defined. The material does not include means to assess learners before the programme but contains ideas of evaluation after completing the programme. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded.

Suggestions for improvement

→ Teachers have to check if learners can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. The process should be more elaborated for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects). It is very important to give feedback to learners and other teachers about learner's progress in order to be able to improve the efficacy of their work. For the preparation of each lesson or unit and the assessment, teachers should follow this

framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools.

It would be interesting to develop an outcomes-based curriculum (i.e. to specify outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling).

4) The content of these materials does not address gender issues.

Suggestions for improvement

→ A learner has to acquire knowledge and understanding on the differences between man and woman, what is gender equity and what are the negative impacts of inequities between men and women on communities. A learner should also understand why achieving gender equity is crucial in the response to HIV and AIDS and how to behave in a manner which demonstrates an understanding of the importance of the equity.

5) The manuals sometimes lack of cohesion

Suggestions for improvement

→ It would be useful to define at the beginning of the manuals the following concepts: “Life skills, Health & family life, and citizenship” and to explain why the authors choose to develop certain skills and knowledge.

Internal consistency

Topics are not always covered in a logical sequence. It is difficult to follow the progression in the topics and why this logical sequence was chosen.

Transferability issues and more suggestions for adapting the manual

The materials do not provide tools to identify and explore cultural issues relating to life skills, they are not related to community environment or to a social and cultural context. Therefore, transferability and adaptation are easy to realize.

The manuals should be more connected and linked to the Guyana context and should offer more references to local community and culture.

TOOL 10: APPRAISAL CRITERIA FOR HIV & AIDS and SRH EDUCATION

B. MATERIAL FOR TEACHERS

* N.B. please read guidelines before completing the form.

Country/ies of implementation	Guyana
Title of material	Curriculum Guide. Grade 4. Draft. Infusion Guide. Grade 4. Draft for limited use.
Author/publisher, year of publication	Author/publisher: MOE Guyana / UNICEF Year of publication: January 2003, September 2005
Author of appraisal	IBE
Date of Appraisal	January 2009
Type of material	<input checked="" type="checkbox"/> Formal education <input type="checkbox"/> Non-formal education <input type="checkbox"/> Both
Target group	Age: Class / grade / level : grade 4
Material part of set	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, please list other material part of the set:
Implementation mode *	<input type="checkbox"/> As stand-alone subject <input type="checkbox"/> In one main carrier subject <input type="checkbox"/> As cross-curricular issue
HIV & AIDS taught:	<input checked="" type="checkbox"/> Infused through the curriculum <input type="checkbox"/> As extra-curricular subject <input type="checkbox"/> Not specified
Size & pages	Size: Number of pages:

* For more information on the implementation mode, please refer to the introduction of TOOL 2.

Abstract

Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Grade 4, Draft is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2003. It is a draft document to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum.

Health and Family Life Education, Infusion Guide, Grade 4, Draft for limited use (to accompany Curriculum Guide) is a document edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2005. It is made to assist teachers as they start the process of delivering life skills based Health and Family Life Education (HFLE) by infusion. The guide contains 3 Units: (i) Growing Up, (ii) Friendship, and (iii) The Environment. Each unit is divided into 5 topics developed in relation to the Units subject: (i) Education, (ii) Family, (iii) Health, (iv) Human Rights.

OVERALL EVALUATION- SYNTHESIS

a) Strengths (in relation to criteria with higher ratings)

The aim of this Life Skills, Health & Family Life Education, Guidance and Citizenship curriculum is to provide teachers with an integrated and consistent approach to the application of values education. The documents can provide an interesting starting point to develop strategies and methods to develop complete curriculum. Each unit provides learning objectives, teaching methods, materials and evaluation which are very helpful for teachers and lessons preparation. The materials promote the creation of a safe environment to deliver life skills education and promote active participation by both students and teachers. These guides have a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The documents focus on the personal development of the learners as a person. Coping with emotions is one of the important topics developed in the materials. The documents help learners recognize the different feelings they experience according to the situation, to control them and to accept others' feelings. Through the learning of this knowledge, learners will be able to use new skills in everyday life, to adjust their attitudes, to adopt values and to translate all those into respectful and protective behaviours. In particular, stress and anger are well exp

b) Weaknesses (in relation to criteria with lower ratings)

Concerning HIV & AIDS education, this topic is not integrated into the official curriculum. These manuals refer to sexual and reproductive health but not to HIV and AIDS education. As different life skills were identified, the teachers can choose in which subjects (in the four core subjects: language arts, mathematics, social studies, science) to deliver the skill.) There is no time allocation defined. The material does not include means to assess learners before the programme but contains ideas of evaluation after completing the programme. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded. The content of these materials does not address gender issues. The manuals lack of cohesion, coherence and visibility.

c) Internal consistency

Topics are not covered in a logical sequence. It is difficult to follow the progression in the topics and why this logical sequence was chosen.

d) Transferability and/or usefulness for developing/improving one's own material

The manuals should be more connected and linked to the Guyana context and should offer more references to local community and culture.

e) Special features/ additional comments

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion I	Material development and inclusion in the prescribed curriculum	mean score : _____	Rating
NB: This information is not always available in the document itself. But this is an important criterion to assess the quality of material	1. Material is part of a defined HIV and AIDS education policy framework		0
	2. Material has official endorsement (Ministry of education)		5
	3. The programme is part of the official curriculum		
	a. HIV and AIDS education is specifically assigned to one or several disciplines		0
	b. Time for HIV and AIDS education is specifically assigned by the prescribed curriculum		0
	4. Material was developed based on research, evaluating:		
	a. Needs and concerns of learners		
	b. Needs and concerns of teachers and school staff		
	c. Needs and concerns of parents and the community		
	5. Material was developed based on analysis of existing resources & constraints:		
	a. financial resources		
	b. number of available trained teachers		
	c. available teaching and learning material		
	6. Material was pilot tested		
	7. Material was developed involving:		
	a. A multi sectorial team		
	b. learners		
	c. School staff		
	d. Parents and other representatives of the community		
	8. Material was developed based on theoretical framework for behaviour change		3
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

These documents are a first draft of the Life Skills, Health & Family Life and Citizenship Curriculum and Infusion Guide for Grade 5 to support the teaching and learning of this area of the curriculum. The Ministry of Education in collaboration with the Ministry of Health, joint HRE programme and UNICEF has reviewed curriculum materials to develop a Life Skills, health and Family Life and Citizenship curriculum using the five themes of Education, Family, Health, Human Rights and Human Sexuality. Concerning HIV & AIDS education, this programme is not integrated into the official curriculum. These manuals refer to sexual and reproductive health but not to HIV and AIDS education. As different life skills were identified, the teachers can choose in which subjects (in the four core subjects : language arts, mathematics, social studies, science) to deliver the skill. Nevertheless, it should be useful to add more details on the integration of life skills education into the four core subjects.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion II	Time frame and assessment	mean score : _____	Rating
	1. Time frame:		
	a. Number of programme units/lessons defined for certain (school) period is realistic		4
	b. Time allocated for each unit/lesson is realistic		0
	2. The topics are covered in a logical sequence		4
	3. The material includes means to assess learners before the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		0
	c. attitudes/values		0
	d. behaviours		0
	4. The material includes means to assess learners after completing the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		4
	c. attitudes/values		3
	d. behaviours		3
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

There is no time allocation defined. The material does not include means to assess learners before the programme but contains ideas of evaluation after completing the programme. Teachers have to check if pupils can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. The process should be more elaborated for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects..) It's very important to give feedback to learners and other teachers about learner's progress to be able to improve the efficacy of their work. In order to prepare the development of each lesson or unit and the assessment, teachers should follow this framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion III	Goals, Objectives and Target group	mean score : ____	Rating
	1. The material outlines:		
	a. clear goals, that are linked to HIV and AIDS education		0
	b. precise and limited target group		4
	2. The objectives mentioned in the material are "SMART"		
	a. specific		3
	b. measurable		0
	c. achievable		
	d. relevant		
	e. time-bound		
	3. Content is generally appropriate in view of:		
	a. age of target group		3
	b. literacy level of target group		
	c. socio-cultural context		
	d. probable status regarding sexual experience (mainly virgin or possibly sexually experienced)		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The manuals lack of cohesion and visibility. The objective: develop life skills is too broad. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded. It would be interesting to develop an outcomes-based curriculum (to specify outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling).

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IV	Basic information for protecting and promoting health	mean score : _____	Rating
	1. Overall, the information provided is :		
	a. Clear		2
	b. Accurate		2
	c. Up to date		2
	2. Overall clear and comprehensive information is provided on :		
	a. Sexual and reproductive health (contraception, pregnancy, etc.)		0
	b. What HIV and AIDS are		0
	c. Ways of transmission of HIV		0
	d. Ways of protection from HIV		0
	3. Overall clear and comprehensive information is provided on :		0
	a. What are the different drugs		3
	b. What are the main effects of drugs		3
	c. Why do children and young people take drugs		3
	d. What are the main physical, psychical and social consequences of drug use		3
	e. What are the possible warning signs that a learner is taking drugs and what to do?		3
	3. Overall precise and up-to-date information on treatment is provided :		
	a. What is ARV treatment and what are the results?		0
	b. When and why can a treatment be taken?		0
	c. What are the main side effects of treatment?		0
	d. What consequences can treatment have on daily life?		0
	e. What care and support do people under treatment need?		0
	4. Overall information on psycho-social aspects:		
	a. Care and support to people affected by HIV or AIDS		0
	b. Impact of HIV and AIDS on health, on relations with others and on daily life		0
	5. Overall precise and up-to-date information on Voluntary Counselling and Testing (VCT) is provided:		
	a. What is VCT?		0
	b. Why and when to make a test?		0
	c. Where can a test be done?		0
	6. Myths and misconceptions on SRH, HIV and AIDS are addressed		
	a. on HIV transmission		0
	b. on protection and prevention		0
	c. on treatment		0
	d. on the appearance of someone who is HIV positive		0
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

These manuals do not deal with HIV and AIDS education. Children and young people represent the window of opportunity. It is worth doing everything to prevent new infections. Children and young people who go to school are in contact with friends who are not in school, thus information and skills can be exchanged between peers and generations among families and communities. It is important that HIV & AIDS education starts at an early age in primary school and be sustained throughout secondary school because it is easier to adopt new values and behaviours than to change them once they are acquired. If we teach children very early to know and respect their feelings and their body, as well as that of others, they will be more likely to adopt protective behaviours. By receiving quality HIV & AIDS and reproductive health education which are gender-sensitive, young people are more likely to adopt low risk sexual practices.

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing
Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable	

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable		
Criterion V	Me, my emotions and my relations with others	mean score : _____	Rating
	1. Me and myself: the material helps to understand and practice		
	a. Self confidence and self esteem		4
	b. How to improve ones own self confidence and self esteem in various situations?		4
	c. How to manage emotions and stress?		2
	2. Me, my emotions and love. The material addresses the issue of love feeling		
	a. What does it mean to be in love?		3
	b. How do you feel when you are in love?		3
	c. How can you show that you are in love?		2
	d. How to deal with pressure when you are in love ? (from others, from your partner, from the family, etc.)		3
	e. How to respect the person that you love, your partner?		3
	3. The material helps to overcome personal fears:		
	a. How to react when someone I know is infected or affected?		0
	b. How to cope with loss and death?		0
	4. The material addresses vulnerability factors and helps avoiding risks:		
	a. How do alcohol and drugs increase vulnerability? Change the decisions and affect judgement?		0
	b. Are various strategies to avoid unwanted sexual intercourse explored?		0
	c. Are the three components of the "Abstinence - Behavior faithful - Condom use" approach explained?		0
	d. Depending on age and likely status of sexual experience: is condom use clearly explained?		0
	5. Peer pressure is addressed:		
	a. How to resist peer pressure?		3
	b. How to avoid putting pressure on others? (How to respect others?)		0
	c. Which different ways can be used for refusing, delaying or saying "no" ?		0
	6. Help, support and counselling		
	a. Where can I find help, support and/or counselling?		0
	b. When should I ask for help and support or counselling?		0
	c. How can I help and support the others?		0
	Total score		
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>Learners should be able to recognize ones and others emotions, feelings and stress and give examples of ways to manage them; to practice effective communication strategies that take into account emotions and feelings (positive and negative); to identify risks/difficulties in their daily life and determine how these risks may affect one's plan for the future; to search and practice creative ways to avoid and resolve problems using communication & problem solving skills (active listening, observation, negotiation, different ways of refusing or saying "no", assertiveness skills.</p>			

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VI	Relations between men and women (gender issues)	mean score : ____	Rating
	1. The content addresses gender issues, promotes gender equity and challenges gender stereotypes :		
	a. Understanding and respect between genders is promoted		0
	b. Gender identity (masculinity, femininity, traditional roles in society, etc.) is explored		0
	c. Power relationships are explored and challenged		0
	d. Gender discrimination towards girls is addressed and challenged		0
	e. Gender-based cultural practice is explored and challenged		0
	2. The material exposes and explains the factors making girls and women more vulnerable to HIV and AIDS		
	a. Biological factors		0
	b. Social factors		0
	c. Economical and political factors		0
	3. The overall presentation is adapted to gender issues:		
	a. Images and pictures encourage respect and equity between men and women		0
	b. Situations and examples encourage respect and equity between men and women		0
	c. Language encourages respect and equity between men and women		0
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The content of these materials does not address gender issues. Nevertheless, a learner has to acquire knowledge and understanding on the differences between man and woman, what is gender equity and what are the negative impacts of inequities between men and women on communities. A learner should also understand why achieving gender equity is crucial in the response to HIV and AIDS and how to behave in a manner which demonstrates an understanding of the importance of the equity.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VII	Promoting human rights and overcoming stigma and discrimination	mean score : _____	Rating
	1. Human rights:		
	a. The material provides key elements on universal human rights		0
	b. The material addresses children's rights		0
	c. The right to physical integrity is explained		0
	2. Coercion and abuse:		
	a. The issues of coercion, sexual harassment and abuse are addressed and challenged		0
	b. Strategies to fight sexual abuse and coercion are given		0
	c. The possible steps to take in case of sexual abuse or coercion are explained		0
	3. Stigma and discrimination:		
	a. The material explains that HIV and AIDS can affect everyone		0
	b. The material explains how and why stigma and discrimination can have negative effects		0
	c. The material explains strategies to combat prejudices		0
	d. The material explains the importance of empathy and ways to show empathy are explored		0
	e. The material gives opportunities to test and experiment on how to avoid stigmatizing and discriminating		0
	f. The material explores how to respond to stigmatization, discrimination and prejudice		0
	4. Language used is non-discriminatory and non-judgemental towards:		
	a. People affected or infected by the virus		n.a.
	b. Orphans and vulnerable children		n.a.
	c. Sex workers		n.a.
	d. Homosexuals		n.a.
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The content of the materials addresses the following themes: stigma, discrimination (topic : non-discrimination and understanding) but not in the context of HIV & AIDS education. Nevertheless, a learner should understand human rights, and learn to respect his/her and others' rights. Also in the context of HIV and AIDS, a learner should know how to overcome stigma and discrimination, show empathy and respect, support families and communities affected by HIV & AIDS and contribute to their wellbeing.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VIII	Community and culture	mean score : ____	Rating
	1. Material is adapted to community environment:		
	a. Examples are appropriate in view of cultural and community context		
	b. Images used are appropriate to cultural and community context		
	c. Language is appropriate to cultural and community context		
	2. Material provides tools to identify and:		
	a. Explore cultural issues relating to SRH and rights, HIV & AIDS		
	b. Explore local norms regarding family, marriage, and sexuality		
	c. Reinforce positive community practices and beliefs regarding SRH, HIV & AIDS		
	d. Challenge negative community practices and beliefs regarding SRH, HIV & AIDS		
	3. Ways to overcome silence and stigma are explored regarding:		
	a. SRH, sexuality		
	b. HIV and AIDS		
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The material should provide the tools to support the learning to identify myths and misconceptions related to STIs, HIV & AIDS, sexual and reproductive health and rights and to analyse common community practices and beliefs. This will help to challenge beliefs and practices that have a negative impact, and strengthen those that have a positive impact on sexual and reproductive health and the prevention of HIV. A balance should be found between what are crucial skills and knowledge for young people living in a world with HIV and what is acceptable to the community.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IX	Teaching methods & strategies and teacher guidance (mean score:) _____	Rating
	1. Several teaching-learning methods are proposed and clearly explained in the material:	
	a. Icebreaker/building trust exercises	0
	b. Classroom discussion/debates/brainstorming/case studies	3
	c. Group work/co-operative project	3
	d. Games	3
	e. Role play	3
	f. Creative work (posters, songs, story-telling, poetry, theatre plays)	3
	g. Interviews/fieldwork/homework involving parents or the community	3
	2. Detailed & clear instructions are provided to teachers for each lesson / unit on :	
	a. Learning goal and objectives	
	b. Time required to complete the lesson/unit	0
	c. Which activities should be used (questions, role play, group work, etc.)	3
	d. How to facilitate specific activities, e.g. role play, field work	0
	e. Definition of key words and (sources of) background information & support	2
	f. List of necessary materials (scissors, paper, etc.)	4
	3. The material provides clear guidance on how to facilitate learning about:	
	a. HIV & AIDS: prevention, VCT, care and treatment	0
	b. Sexual and reproductive health	0
	c. Emotions and feelings	3
	d. Respect for oneself and for the others	4
	e. Human rights, stigma & discrimination	0
	f. Relations between men and women	0
	g. Social & cultural issues relating to HIV & AIDS, and SRH	0
	4. Are the activities and exercises:	
	a. Suitable and sufficient considering the objectives of the unit/lesson?	3
	b. Suitable considering the age group and literacy level of the target group?	3
	5. Are supporting materials for learners provided, e.g. worksheets, puzzles?	3
	6. Is formal training required to use the material?	3
	Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

It should be useful to add information and basic knowledge in order to provide basic facts on sexual and reproductive health and rights, HIV & AIDS. In order to deepen understanding, personalise risk and practice self-protective skills, learners should be given sufficient time and space to learn from active observation , role play, group work, individual research and practice of problem solving skills in real life situations and interactions. The manual intends to provide different activities. Nevertheless, it would be useful to explain more activities, contents and teaching methods.

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion X	Layout and packaging	mean score : ____	Rating
	1. Presentation and graphical quality :		
	a. The material is attractive		
	b. The font is readable		
	c. Efficient use is made of printed/printable space		
	d. Material contains sufficient & relevant pictures, graphs etc. to enhance content		
	2. Packaging :		
	a. Size & weight of material are reasonable		
	b. The material is durable if meant to be used by several generations of learners		
	c. The material can be reproduced relatively economically		
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

APPRAISAL : SYNTHESIS

Title : Health and Family life Education. Curriculum Guide/ Infusion guide Grade 9

Type of document : Curriculum

Year of publication: 2003 / 2005

Author/publisher : MOE Guyana, UNICEF

Number of pages : 126

Date of appraisal : January 2009

Abstract

Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Grade 9, Draft is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2003. It is a draft document designed to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are discussed. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum. The material is divided into 3 units: 1) coping with changes; 2) the new me; 3) launching out. Each unit is also divided into 5 core topics: education, family, health, human rights, human sexuality.

Note

These documents are part of a set of manuals that provide teachers with an integrated and consistent approach to the application of values education, and develop a Life Skills, Health and Family Life Education, Guidance and Citizenship curriculum using the five themes of: Education, Family, Health, Human Right and Human Sexuality.

Strengths

1) This curriculum was reviewed by the Ministry of Education in collaboration with the Ministry of Health, joint HRE programme and UNICEF to develop a Life Skills, health and Family Life and Citizenship curriculum using the following five themes : Education, Family,

Health, Human Rights and Human Sexuality and to support the teaching and learning of this area of the curriculum.

2) HIV & AIDS education is integrated into the official curriculum at unit 3 "Launching out" under the topic: "Preventing sexually transmitted Infection HIV & AIDS". This theme addresses the following content: differentiate between facts and myths; actions and consequence risk assessment; ways of transmission of STIs and HIV & AIDS; symptoms and treatment of STIs and HIV & AIDS; ways of preventing STIs and HIV & AIDS.

3) The material promotes the creation of a safe environment to deliver life skills education and promote active participation by both students and teachers. These guides have a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content.

4) The document can provide an interesting starting point to develop strategies and methods to develop complete curriculum. Each unit provides learning objectives, teaching methods, materials and evaluation which are very helpful for teachers and lessons preparation. Indeed, each theme presents relevant learning objectives tabs (life skills: able to..., knowledge: awareness that..., understanding: understand that..., attitude: demonstrate...) which enumerate goals briefly. As different learning objectives were identified, teachers can choose the areas of integration to deliver the skill.

5) The material does not include means to assess learners before the programme but contains ideas of evaluation after completing the programme. Teachers have to check if learners can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. For example, one evaluation consists of taking action to eliminate discrimination at schools and another is to discuss openly interpersonal relationships at home.

6) The manual covers a wide range of topics organized under several themes: "coping with changes, the new me, launching out" and refers to sexual and reproductive health. In particular, it deals with mental, psychological, social and emotional health. The document help learners to recognize and identify peer pressure on social and emotional health. The material emphasizes the importance of stress and anger management. The document shows how to deal with stress and anger and how learners should address positive responses to

stressful situations and control her/his anger. Two lessons are dedicated to suicide and its prevention.

7) The curriculum addresses the following topics: promoting human rights and overcoming stigma and discrimination with the theme "equality of opportunity" and "countering racism". The document shows that minority groups, indigenous people or PLHIV have equal rights as all citizens. Learners have to make an objective assessment of persons regardless of differences in terms of gender, sexuality, religion, disability, opinion, nationality and health status. The materials emphasizes the fact that despite differences in colour, texture of hair, ancestral origins, culture, religion, lifestyle and political persuasion, the people that make up the Guyanese nation are all equally Guyanese. The material also deals with the freedom of expression.

8) One lesson is dedicated to conflict resolution and problem-solving. The aim of this lesson is the aptitude to display empathy and tolerance in problem/conflict solving situations in particular concerning family planning and relationships at home.

Weaknesses / aspects to be improved

1) There is no specific allocation of time and no formal assessment of learning outcome. So it would become easy to ignore and neglect the subject, especially when curricula are already over crowded.

Suggestions for improvement

→The process of evaluation should be more elaborated for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects...) It is very important to give feedback to learners and other teachers about learner's progress in order to be able to improve the efficacy of their work.

It would be interesting to develop an outcomes-based curriculum, to specify outcomes that learners are expected to achieve in specific subjects or areas by the end of a specific stage of schooling. In order to prepare the development of each lesson or unit and the assessment, teachers should follow this framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has

acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools.

2) The integration of life skills education into the curriculum is too vague

Suggestions for improvement

→ It would be useful to add more details on the integration of life skills education into the four core subjects.

3) The range of pedagogical activities proposed in the curriculum is not explained.

Suggestions for improvement

→ It would be useful to explain why using one activity can lead to a certain result and using another one can lead to a different one. The teacher must plan adequate time to carry out the activity completely and have a clear understanding of the objectives of the activity before beginning. Therefore, it is very important to precise learning objectives and means necessary to develop a skill.

Participatory life skills education is considered the most appropriate teaching-learning method relevant to developing HIV & AIDS and sexual and reproductive health skills. Learning should be contextual, problem-based and social, i.e. there is feedback and interaction between learners and between learners and educators.

4) HIV & AIDS education is integrated into this curriculum. Nevertheless, the information is not precise or accurate enough. This curriculum does not deal with drugs, ARV treatment, VCT. It overlooks the question of protective attitudes and necessary behaviours to prevent the infection.

Suggestions for improvement

→ When HIV and AIDS education programmes are effectively and efficiently implemented, they can lead to outcomes such as: delay of the onset of sexual activity, reduction in the number of sex partners, increase the use of condoms, increased uptake of VCT and reduction in vulnerability and high risk behaviours. Expected learning outcomes could be the following: to explain in basic terms what STIs, HIV & AIDS are and to identify ways to protect oneself from STI and HIV in order to define serologic status and describe the meaning of being "HIV positive" and some of the main consequences for a person; impacts on health, relationships, work.

5) HIV and AIDS education is not a central core in the manual and it is difficult to measure the objectives.

Suggestions for improvement

→ HIV & AIDS education should be as important as life skills education. HIV and AIDS education is effective in reducing risk and fostering care and support for people with HIV within the community. Thanks to HIV & AIDS education, issues relating to gender equity as well as overcoming stigma and discrimination will be addressed and will facilitate changes in behaviour and values that will allow people to enhance their ability to protect themselves and better manage the impact of HIV & AIDS on individuals and communities. Implementing quality education and education on HIV and AIDS will contribute to the acquisition of life skills in schools and the realization of the objectives of EFA.

6) The material does not address vulnerability factors and the three components of the "Abstinence- Behaviour faithful- Condom use" approach are not explained. The Curriculum only promotes abstinence in particular with the theme "not ready for sex".

Suggestions for improvement

→ Older learners should learn about safer sex, how to obtain and use condoms. Learners should also be able to understand that alcohol and drugs increase vulnerability, notably by affecting judgement and ability to make decisions. It is also very important to enable learners to share their experiences on the loss of a family or community member in order to discuss some of the practical and emotional impacts of losing someone you care for.

7) Even if notions of community acceptance and respect for people are explained, these notions require more precisions and in-depth knowledge.

Suggestions for improvement

→ The curriculum should provide more information on these elements and on teaching-learning techniques. Teachers may feel they are overwhelmed and lost regarding the complexity of these topics.

8) The curriculum does not address gender issues.

Suggestions for improvement

→ Nevertheless, a learner has to acquire knowledge and understanding on the differences between men and women, what is gender equity and what are the negative

impacts of inequities between men and women on communities. A learner should also understand why achieving gender equity is crucial in the response to HIV and AIDS and how to behave in a manner which demonstrates an understanding of the importance of the equity

9) No reference is made to community and culture.

Suggestions for improvement

→ This theme is very useful to enable learners to identify religious and cultural issues relating to sexuality, reproduction, HIV & AIDS and SRH; to explore and discuss local traditional religious and cultural norms regarding family, marriage and sexuality; to explore why some traditional, religious and cultural practices can contribute to the effective prevention of HIV and provide support to PLHIV.

Internal consistency

There should be an introduction. Topics are not always covered in a logical sequence. It is sometimes difficult to follow the progression in the topics and why this logical sequence was chosen.

Transferability issues and more suggestions for adapting the manual

The materials do not provide tools to identify and explore cultural issues relating to life skills, they are not related to community environment or to a social and cultural context. Therefore, transferability and adaptation are easy to realize. The manuals should be more connected and linked to the Guyana context and should offer more references to local community and culture.

<p>TOOL 10: APPRAISAL CRITERIA FOR HIV & AIDS and SRH EDUCATION</p>
<p>B. MATERIAL FOR TEACHERS</p>
<p>* N.B. please read guidelines before completing the form.</p>

B. MATERIAL FOR TEACHERS

* N.B. please read guidelines before completing the form.

Country/ies of implementation	Guyana
Title of material	Life skills. Health & Family Life and Citizenship Education. Curriculum Guide. Grade 9. Infusion Guide. Grade 9
Author/publisher, year of publication	Author/publisher: MOE Guyana, UNICEF Year of publication:2003, 2005
Author of appraisal	Name: IBE Institution: IBE Contact:
Date of Appraisal	January 2009
Type of material	<input checked="" type="checkbox"/> Formal education <input type="checkbox"/> Non-formal education <input type="checkbox"/> Both
Target group	Age: Class / grade / level :Grade 9
Material part of set	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, please list other material part of the set:
Implementation mode *	<input type="checkbox"/> As stand-alone subject <input type="checkbox"/> In one main carrier subject <input type="checkbox"/> As cross-curricular issue
HIV & AIDS taught:	<input checked="" type="checkbox"/> Infused through the curriculum <input type="checkbox"/> As extra-curricular subject <input type="checkbox"/> Not specified
Size & pages	Size: Number of pages: 18 p., 17 p.

* For more information on the implementation mode, please refer to the introduction of TOOL 2.

Abstract

Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Grade 9, Draft is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2003. It is a draft document to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum. The material is divided into 3 units: 1) coping with changes; 2) the new me; 3) launching out. Each unit is also divided into 5 core topics: education, family, health, human rights, human sexuality.

Life Skills, Health & Family Life and Citizenship Education, Curriculum Guide for Grade 9, Draft is a guide edited by the Ministry of Education of Guyana in collaboration with UNICEF in 2003. It is a draft document to support the teaching and learning of this critical area of the curriculum. This document can serve as a focal point for departmental and regional sub-committee meetings, where methodologies and strategies for both teaching and assessing are deliberated on. It has a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The list of references should provide teachers with the relevant background for curriculum. The material is divided into 3 units: 1) coping with changes; 2) the new me; 3) launching out. Each unit is also divided into 5 core topics: education, family, health, human rights, human sexuality.

OVERALL EVALUATION- SYNTHESIS

a) Strengths (in relation to criteria with higher ratings)

This curriculum was reviewed by the Ministry of Education in collaboration with the Ministry of Health, joint HRE programme and UNICEF to develop a Life Skills, health and Family Life and Citizenship curriculum using the following five themes : Education, Family, Health, Human Rights and Human Sexuality and to support the teaching and learning of this area of the curriculum.

HIV & AIDS education is integrated into the official curriculum at unit 3 "Launching out" under the topic: "Preventing sexually transmitted infection HIV & AIDS". This theme addresses the following content: differentiate between facts and myths; actions and consequence risk assessment; ways of transmission of STIs and HIV & AIDS; symptoms and treatment of STIs and HIV & AIDS; ways of preventing STIs and HIV & AIDS. The material promotes the creation of a safe environment to deliver life skills education and promote active participation by both students and teachers. These guides have a direct focus on an integrated approach to curriculum delivery, in which the teacher is not unduly restricted by the subject content. The document can provide an interesting starting point to develop strategies and methods to develop complete curriculum. Each unit provides learning objectives. The material does not include means to assess learners before the programme but contains ideas of evaluation after completing the programme. Teachers

b) Weaknesses (in relation to criteria with lower ratings)

There is no specific allocation of time and no formal assessment of learning outcome. So it would become easy to ignore and neglect the subject, especially when curricula are already over crowded. The integration of life skills education into the curriculum is too vague. The range of pedagogical activities proposed in the curriculum is not explained. HIV & AIDS education is integrated into this curriculum. Nevertheless, the information is not precise or accurate enough. This curriculum deals not with drugs, ARV treatment, VCT. It overlooks the question of protective attitudes and behaviours necessary to prevent the infection. HIV and AIDS education is not a central core in the manual and it's difficult to measure the objectives. The material does not address vulnerability factors and the three components of the "Abstinence- Behaviour faithful- condom use" approach are not explained. The Curriculum only promotes abstinence in particular with the theme "not ready for sex". Even if notions of community acceptance and respect for people are explained, these notions require more precisions and in-depth knowledge. The curriculum grade 9 does not address gender issues.

c) Internal consistency

There is neither foreword nor introduction. Topics are not covered in a logical sequence. It is difficult to follow the progression in the topics and why this logical sequence was chosen.

d) Transferability and/or usefulness for developing/improving one's own material

The manuals should be more connected and linked to the Guyana context and should offer more references to local community and culture.

e) Special features/ additional comments

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion I	Material development and inclusion in the prescribed curriculum	mean score : _____	Rating
NB: This information is not always available in the document itself. But this is an important criterion to assess the quality of material	1. Material is part of a defined HIV and AIDS education policy framework		0
	2. Material has official endorsement (Ministry of education)		5
	3. The programme is part of the official curriculum		
	a. HIV and AIDS education is specifically assigned to one or several disciplines		5
	b. Time for HIV and AIDS education is specifically assigned by the prescribed curriculum		2
	4. Material was developed based on research, evaluating:		
	a. Needs and concerns of learners		2
	b. Needs and concerns of teachers and school staff		#
	c. Needs and concerns of parents and the community		#
	5. Material was developed based on analysis of existing resources & constraints:		
	a. financial resources		#
	b. number of available trained teachers		#
	c. available teaching and learning material		#
	6. Material was pilot tested		
	7. Material was developed involving:		
	a. A multi sectorial team		2
	b. learners		2
	c. School staff		2
	d. Parents and other representatives of the community		2
	8. Material was developed based on theoretical framework for behaviour change		3
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

This document is a Life Skills, Health & Family Life and Citizenship Curriculum for Grade 9 to support the teaching and learning of this area of the curriculum. The Ministry of Education in collaboration with the Ministry of Health, joint HRE programme and UNICEF has reviewed curriculum materials to develop a Life Skills, health and Family Life and Citizenship curriculum using the five themes of Education, Family, Health, Human Rights and Human Sexuality. Concerning HIV & AIDS education, this programme is integrated into the official curriculum at unit 3 "launching out" under the topic: "Preventing sexually transmitted infection HIV & AIDS". This manual refers to sexual and reproductive health. As different learning objectives were identified, the teachers can choose the areas of integration to deliver the skill. Nevertheless, it should be useful to add more details on the integration of life skills education into the four core subjects.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion II	Time frame and assessment	mean score : _____	Rating
	1. Time frame:		
	a. Number of programme units/lessons defined for certain (school) period is realistic		2
	b. Time allocated for each unit/lesson is realistic		2
	2. The topics are covered in a logical sequence		2
	3. The material includes means to assess learners before the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		0
	b. skills		0
	c. attitudes/values		0
	d. behaviours		0
	4. The material includes means to assess learners after completing the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		2
	b. skills		2
	c. attitudes/values		2
	d. behaviours		2
		Total score	
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>There is no time allocation defined. The material does not include means to assess learners before the programme but contains ideas of evaluation after completing the programme. Teachers have to check if pupils can accomplish several tasks or understand new behaviours, skills, knowledge or attitudes. The process should be more elaborated for example integrating different assessment tools (close-ended questions, analysis, role play or simulations, learner projects..) It's very important to give feedback to learners and other teachers about learner's progress to be able to improve the efficacy of their work. In order to prepare the development of each lesson or unit and the assessment, teachers should follow this framework: develop learning objective/ outcome, assessment question, criteria (to determine and to know if the learner has acquired a certain level of knowledge, skills or adopted a specific attitude or behaviour) and possible assessment tools. If there is no specific allocation of time and no formal assessment of learning outcome, it would become easy to ignore and neglect the subject, especially when curricula are already over crowded. It would be interesting to develop an outcomes-based curriculum (to specify outco</p>			

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion III	Goals, Objectives and Target group	mean score : ____	Rating
	1. The material outlines:		
	a. clear goals, that are linked to HIV and AIDS education		2
	b. precise and limited target group		3
	2. The objectives mentioned in the material are "SMART"		
	a. specific		4
	b. measurable		2
	c. achievable		2
	d. relevant		
	e. time-bound		
	3. Content is generally appropriate in view of:		
	a. age of target group		2
	b. literacy level of target group		2
	c. socio-cultural context		2
	d. probable status regarding sexual experience (mainly virgin or possibly sexually experienced)		2
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The manual covers a wide range of topics organized under several themes: "coping with changes, the new me, launching out". There is neither preface nor introduction. Learning objectives are divided into life skills, knowledge, understanding and attitude. This teaching method is relevant. Nevertheless, HIV and AIDS education is not a central core in the manual and it's difficult to measure the objectives. That's why a participatory life skills education is considered the most appropriate teaching-learning method relevant to developing HIV & AIDS and sexual and reproductive health skills. Learning should be contextual, problem-based and social, i.e. there is feedback and interaction between learners and between learners and educators. There are no information regarding the target group (literacy level or socio-cultural context).

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IV	Basic information for protecting and promoting health	mean score : _____	Rating
	1. Overall, the information provided is :		
	a. Clear		2
	b. Accurate		2
	c. Up to date		2
	2. Overall clear and comprehensive information is provided on :		
	a. Sexual and reproductive health (contraception, pregnancy, etc.)		2
	b. What HIV and AIDS are		2
	c. Ways of transmission of HIV		1
	d. Ways of protection from HIV		1
	3. Overall clear and comprehensive information is provided on :		
	a. What are the different drugs		0
	b. What are the main effects of drugs		0
	c. Why do children and young people take drugs		0
	d. What are the main physical, psychical and social consequences of drug use		0
	e. What are the possible warning signs that a learner is taking drugs and what to do?		0
	3. Overall precise and up-to-date information on treatment is provided :		
	a. What is ARV treatment and what are the results?		0
	b. When and why can a treatment be taken?		0
	c. What are the main side effects of treatment?		0
	d. What consequences can treatment have on daily life?		0
	e. What care and support do people under treatment need?		0
	4. Overall information on psycho-social aspects:		
	a. Care and support to people affected by HIV or AIDS		2
	b. Impact of HIV and AIDS on health, on relations with others and on daily life		2
	5. Overall precise and up-to-date information on Voluntary Counselling and Testing (VCT) is provided:		
	a. What is VCT?		0
	b. Why and when to make a test?		0
	c. Where can a test be done?		0
	6. Myths and misconceptions on SRH, HIV and AIDS are addressed		
	a. on HIV transmission		2
	b. on protection and prevention		2
	c. on treatment		2
	d. on the appearance of someone who is HIV positive		2
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

HIV & AIDS education is integrated into this curriculum. Nevertheless, the information is not precise or accurate enough. This curriculum deals not with drugs, ARV treatment, VCT. It overlooks the question of protective attitudes and behaviours necessary to prevent the infection. When HIV and AIDS education programmes are effectively and efficiently implemented, they can lead to outcomes such as: delay of the onset of sexual activity, reduction in the number of sex partners, increase the use of condoms, increased uptake of VCT and reduction in vulnerability and high risk behaviours. Expected learning outcomes should be the following: to explain in basic terms what STIs, HIV & AIDS are and to identify ways to protect oneself from STIs and HIV in order to define serologic status and describe the meaning of being "HIV positive" and some of the main consequences for a person; impacts on health, relationships, work.

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing
Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable	

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable		
Criterion V	Me, my emotions and my relations with others	mean score : _____	Rating
	1. Me and myself: the material helps to understand and practice		
	a. Self confidence and self esteem		2
	b. How to improve ones own self confidence and self esteem in various situations?		2
	c. How to manage emotions and stress?		2
	2. Me, my emotions and love. The material addresses the issue of love feeling		
	a. What does it mean to be in love?		0
	b. How do you feel when you are in love?		0
	c. How can you show that you are in love?		0
	d. How to deal with pressure when you are in love ? (from others, from your partner, from the family, etc.)		0
	e. How to respect the person that you love, your partner?		0
	3. The material helps to overcome personal fears:		
	a. How to react when someone I know is infected or affected?		1
	b. How to cope with loss and death?		1
	4. The material addresses vulnerability factors and helps avoiding risks:		
	a. How do alcohol and drugs increase vulnerability? Change the decisions and affect judgement?		0
	b. Are various strategies to avoid unwanted sexual intercourse explored?		0
	c. Are the three components of the "Abstinence - Behavior faithful - Condom use" approach explained?		0
	d. Depending on age and likely status of sexual experience: is condom use clearly explained?		0
	5. Peer pressure is addressed:		
	a. How to resist peer pressure?		2
	b. How to avoid putting pressure on others? (How to respect others?)		2
	c. Which different ways can be used for refusing, delaying or saying "no" ?		2
	6. Help, support and counselling		
	a. Where can I find help, support and/or counselling?		0
	b. When should I ask for help and support or counselling?		0
	c. How can I help and support the others?		0
	Total score		
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>The material does not address vulnerability factors and the three components of the "Abstinence- Behavior faithful- condom use" approach are not explained. The Curriculum only promotes abstinence in particular with the theme "not ready for sex". Older learners should learn about safer sex, how to obtain and use condoms. Learners should also be able to understand that alcohol and drugs increase vulnerability, notably by affecting judgement and ability to make decisions. It is also very important to enable learners to share own or others experience on the loss of a family or community member in order to discuss some of the practical and emotional impacts of losing someone you care for.</p>			

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VI	Relations between men and women (gender issues)	mean score : ____	Rating
	1. The content addresses gender issues, promotes gender equity and challenges gender stereotypes :		
	a. Understanding and respect between genders is promoted		
	b. Gender identity (masculinity, femininity, traditional roles in society, etc.) is explored		
	c. Power relationships are explored and challenged		
	d. Gender discrimination towards girls is addressed and challenged		
	e. Gender-based cultural practice is explored and challenged		
	2. The material exposes and explains the factors making girls and women more vulnerable to HIV and AIDS		
	a. Biological factors		0
	b. Social factors		0
	c. Economical and political factors		0
	3. The overall presentation is adapted to gender issues:		
	a. Images and pictures encourage respect and equity between men and women		
	b. Situations and examples encourage respect and equity between men and women		
	c. Language encourages respect and equity between men and women		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The curriculum grade 9 does not address gender issues. Nevertheless, a learner has to acquire knowledge and understanding on the differences between man and woman, what is gender equity and what are the negative impacts of inequities between men and women on communities. A learner should also understand why achieving gender equity is crucial in the response to HIV and AIDS and how to behave in a manner which demonstrates an understanding of the importance of the equity.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VII	Promoting human rights and overcoming stigma and discrimination	mean score : _____	Rating
	1. Human rights:		
	a. The material provides key elements on universal human rights		2
	b. The material addresses children's rights		2
	c. The right to physical integrity is explained		2
	2. Coercion and abuse:		
	a. The issues of coercion, sexual harassment and abuse are addressed and challenged		1
	b. Strategies to fight sexual abuse and coercion are given		1
	c. The possible steps to take in case of sexual abuse or coercion are explained		1
	3. Stigma and discrimination:		
	a. The material explains that HIV and AIDS can affect everyone		0
	b. The material explains how and why stigma and discrimination can have negative effects		1
	c. The material explains strategies to combat prejudices		0
	d. The material explains the importance of empathy and ways to show empathy are explored		0
	e. The material gives opportunities to test and experiment on how to avoid stigmatizing and discriminating		2
	f. The material explores how to respond to stigmatization, discrimination and prejudice		1
	4. Language used is non-discriminatory and non-judgemental towards:		
	a. People affected or infected by the virus		
	b. Orphans and vulnerable children		
	c. Sex workers		
	d. Homosexuals		
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The curriculum addresses the following topics : promoting human rights and overcoming stigma and discrimination with the theme "equality of opportunity". Notions of community acceptance and respect for people are explained. Nevertheless, the curriculum should provide more information on these elements and on teaching-learning techniques. Teachers could be feel overwhelmed and lost regarding the complexity of these topics.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion VIII	Community and culture	mean score : ____	Rating
	1. Material is adapted to community environment:		
	a. Examples are appropriate in view of cultural and community context		
	b. Images used are appropriate to cultural and community context		
	c. Language is appropriate to cultural and community context		
	2. Material provides tools to identify and:		
	a. Explore cultural issues relating to SRH and rights, HIV & AIDS		
	b. Explore local norms regarding family, marriage, and sexuality		
	c. Reinforce positive community practices and beliefs regarding SRH, HIV & AIDS		
	d. Challenge negative community practices and beliefs regarding SRH, HIV & AIDS		
	3. Ways to overcome silence and stigma are explored regarding:		
	a. SRH, sexuality		
	b. HIV and AIDS		
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

None references are mentioned in the curriculum to community and culture. Nevertheless, several this theme is very useful to enable learners to identify religious and cultural issues relating to sexuality, reproduction, HIV & AIDS and SRH; to explore and discuss local traditional religious and cultural norms regarding family, marriage and sexuality; to explore why certain traditional, religious and cultural practices can contribute to the effective prevention of HIV and provide support for PLHIV.

TOOL 10: B. MATERIAL FOR TEACHERS

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating: from **0** (not at all, or very badly done) to **5** (very good, very well done) **n.a.:** not applicable

Criterion IX	Teaching methods & strategies and teacher guidance (mean score:) _____	Rating
	1. Several teaching-learning methods are proposed and clearly explained in the material:	
	a. Icebreaker/building trust exercises	2
	b. Classroom discussion/debates/brainstorming/case studies	2
	c. Group work/co-operative project	0
	d. Games	2
	e. Role play	2
	f. Creative work (posters, songs, story-telling, poetry, theatre plays)	2
	g. Interviews/fieldwork/homework involving parents or the community	0
	2. Detailed & clear instructions are provided to teachers for each lesson / unit on :	
	a. Learning goal and objectives	
	b. Time required to complete the lesson/unit	
	c. Which activities should be used (questions, role play, group work, etc.)	
	d. How to facilitate specific activities, e.g. role play, field work	
	e. Definition of key words and (sources of) background information & support	
	f. List of necessary materials (scissors, paper, etc.)	
	3. The material provides clear guidance on how to facilitate learning about:	
	a. HIV & AIDS: prevention, VCT, care and treatment	1
	b. Sexual and reproductive health	2
	c. Emotions and feelings	3
	d. Respect for oneself and for the others	3
	e. Human rights, stigma & discrimination	3
	f. Relations between men and women	0
	g. Social & cultural issues relating to HIV & AIDS, and SRH	0
	4. Are the activities and exercises:	
	a. Suitable and sufficient considering the objectives of the unit/lesson?	2
	b. Suitable considering the age group and literacy level of the target group?	2
	5. Are supporting materials for learners provided, e.g. worksheets, puzzles?	2
	6. Is formal training required to use the material?	2
	Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The range of pedagogical activities proposed in the curriculum are not explained. It should be useful to explain why using one activity can lead to a certain result and using another one can lead to a different one. The teacher must plan adequate time to carry out the activity completely and have a clear understanding of the objectives of the activity before beginning. That's why it's very important to precise learning objectives and means necessary to develop a skill. Feedback and interaction are also very important.

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion X	Layout and packaging	mean score : _____	Rating
	1. Presentation and graphical quality :		
	a. The material is attractive		
	b. The font is readable		
	c. Efficient use is made of printed/printable space		
	d. Material contains sufficient & relevant pictures, graphs etc. to enhance content		
	2. Packaging :		
	a. Size & weight of material are reasonable		
	b. The material is durable if meant to be used by several generations of learners		
	c. The material can be reproduced relatively economically		
		Total score	
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			

APPRAISAL: SYNTHESIS

Title : Merundoi / HFLE Support Module 3

Type of document : Material for Teachers

Year of publication: 2007

**Author/publisher : Radio Merundoi the Centers for Disease Control and Prevention,
Global AIDS Program, Guyana.**

Number of pages : 160

Date of appraisal : January 2009

Merundoi/HFLE Support Module 3, Episode 31 – 45, is a guide developed by the Merundoi Radio Serial in collaboration with the Centres for Disease Control and Prevention, Global AIDS Program and with the support of Ministry of Education of Guyana in 2007. The module covers Episodes 31-45 of Merundoi. For each episode, the script and a list of issues for discussion and CDs of the episodes are provided. Each list identifies the topics in the Health and Family Life Education (HFLE) curriculum by grade for Grades 7-9 that can be developed using the episode. The subject, into which the topic can be integrated, is suggested and life skills that can be addressed using the episode are also identified. For each topic, at least one issue is identified. In this module, more attention is paid to developing refusal skills, assertiveness and negotiation skills. This activity workbook uses long-running serial dramas to show role models changing the behaviour. The dramas have interrelated stories, each one with key character(s) or role model(s) who represent people in the community. The characters face obstacles, overcome them and ultimately change their behaviour with support from other

characters. Because listeners/viewers/readers identify themselves with the characters, the drama suggests reasons for change and motivate change. The behavioural objectives being addressed by this guide are: delayed initiation/abstinence, monogamy/faithfulness, positive parent and child communication, alcohol reduction, correct and consistent condom use, adequate access to HIV and STI services, and reduction of stigma and discrimination. The multiplicity of social issues addressed by the radio series provides the opportunity to use this guide to teach life skills set out in the Ministry of Education's HFLE Curriculum. The goal of this activity workbook is to help to foster discussion about the particular scene/episode. The discussion will bring out the relevant life skills outlined in the HFLE curriculum. This manual does not focus specifically on HIV & AIDS. Indeed, this theme is briefly integrated in the manual.

Strengths

1) This document has been produced by the Merundoi Radio Serial and the Centers for Disease Control and Prevention, Global AIDS Program who developed the MARCH (Modeling and Reinforcement to Combat HIV/AIDS) strategy. This document has the support of the Ministry of Education in Guyana because it is made within the framework of the HFLE national program for the inclusion of Life Skills lessons in the curriculum.

2) The goals of the material are clear and relevant. The module is designed to provide a wide range of relevant life skills within the framework of the HFLE curriculum established by the Ministry of Education of Guyana. This manual aims to provide lessons

for teachers to implement life skills knowledge, specifically the HFLE curriculum lessons, in their classrooms.

3) It provides attractive and interactive activities supporting reflection and dialog rather than just explaining theoretical notions. It invites students to think about their own behaviour, feelings and emotions and to change if necessary, so they can become healthy, responsible and tolerant adults. It suggests that HIV prevention is more effective when it includes certain elements that are emotionally compelling, provides models of desired behaviours, addresses opportunities obstacles for change, and is linked to cultural stories found in communities. The module is accompanied by three CDs on which there are Merundoi radio serial short episodes easy to understand and which provides a pleasant and original support for young people to be more concerned on different relevant life skills.

4) The episodes are concrete and in accordance to Guyana's reality and culture. It puts relevant subjects into a realistic context. Activities, examples and language are appropriate to cultural and community context. The module explains that the radio Merundoi, launched in 2006, broadcasts those episodes twice weekly on the FM. The overwhelming response to the countrywide field test of the pilot episode suggested that Merundoi reflects the reality of life in Guyana and that embedded information on HIV/AIDS should be effective. Episodes are linked to cultural stories found in communities so that listeners/viewers/readers can identify with the characters, and can

encourage interpersonal and community communication network, which reinforce intention to the drama episode.

5) Another strong point is that the module suggests ways for students to integrate the different topics and life skills so that teachers can easily conduct the lesson. This module looks at how it is possible to use interactive radio episodes to improve Life Skills based HFLE curriculum. It proposes 3 main ways to use this module depending on the school and teacher level : (i) focus on the relevant HFLE content for a specific grade and subject, (ii) focus on a chosen theme (e.g. teenage sexuality), or (iii) focus on skills development. The activities associated with the different topics can be conducted in different ways but an order must be followed: (1) individual thinking/writing (to increase self-awareness and make a decision to act), (2) paired discussion/decision making (to improve communication, empathy and listening skills), and (3) finally whole class discussion making (to develop consensus building).

Weakness / aspects to be improved

1) The life skills education is very broad and some important subjects are not enough developed, like HIV and AIDS education. Even if the module is not specifically a document about HIV and AIDS education, the manual focuses too briefly and only in a limited way on HIV and AIDS, we however thought that this would be a central point when we read the introductory pages, in particular the one presenting MARCH strategy.

Suggestions for improvement

→ The document could include an episode specifically about HIV and AIDS and be sure that learners have good knowledge on the ways of transmission and protection of HIV, the relation between drugs and HIV, the treatment, the physical, psychological and social difficulties that people affected by HIV and AIDS have to endure, the myths (in a more precise manner than it is in the module). It should also offer precise information on Voluntary Counselling and Testing. Those are essential and basic issues that should be included in life skills education programme when focusing on attitudes and behaviours, sexuality, care and support, preventing STIs, decision making or empathy for example.

2) The module does not include gender issues. There is no episode about gender inequalities or anything challenging it, even if the life skills focusing on it (refusal skills, assertiveness and negotiation skills) could have been easily linked with this problematic.

Suggestions for improvement

→ It should be useful to include gender issues in the episode, in the debate and in the activities, to challenge stereotypes against girls and boys and to promote equity in the relevant life skills it focuses on (suggesting activities where learners have to know the difference between gender roles culturally determined and natural difference between men and women).

3) Even if the material offers an interesting place to personal reflection activities, it would have been useful to include means to assess learners before and after completing

the program and allocate some time to each unit to evaluate progress for key points to remember.

Suggestions for improvement

→ It should be important to add an evaluation form at the beginning and at the end of each episode to assess learners before and after the programme, so that they can compare their responses and see if they improve their knowledge, skills, attitudes and behaviour.

→ Description of activities could be improved by adding more details about approximate time, material, preparation, evaluation and learning outcomes.

4) This module is very general and has to be use with other more precise documents about the specific issues (in this case HIV and AIDS in particular.) Indeed, it doesn't explain, develop or inform but it just suggests ways to debate and thinking about those issues. It is based on the assumption that teacher and student already have basic knowledge on those issues (which is probably the case at this age) but nevertheless it would have been useful to recall the most important and basic points.

Suggestions for improvement

→ Some important and basic points about specific issues have to be recall in a more precise way when some topics or life skills introduce them. They could be added at the end of the module, in annex for example, or in references, to be sure that all teachers and learners have access to essential information and don't need do search them by themselves. For example, in each HIV and AIDS lessons, HIV transmission and

protection, treatment, discrimination, VCT and myths should be briefly recall or/and accessible.

Internal consistency

The First introductory pages do not provide any guidance and sometimes do not seem to be really linked to the following content of the module. The target group of the manual is clear and activities are adapted to this age.

Transferability issues and more suggestions for adapting the manual

The topics addressed in the guidebook are very relevant and can be used as a guideline to teach those life skills. Each episode includes a wide range of activities which could be used as examples for teaching life skills. The Merundoi serial episodes are specifically adapted to Guyana culture and societies. The language, the names and the accent of the character are in a typical English speaking Guyana.

<p>TOOL 10: APPRAISAL CRITERIA FOR HIV & AIDS and SRH EDUCATION</p>
<p>B. MATERIAL FOR TEACHERS</p>
<p>* N.B. please read guidelines before completing the form.</p>

B. MATERIAL FOR TEACHERS

* N.B. please read guidelines before completing the form.

[illegible]

* For more information on the implementation mode, please refer to the introduction of TOOL 2.

Abstract

MERUNDOI/HFLE Support Module 3, Episode 31 - 45, is a guide developed by the MERUNDOI Radio Serial in collaboration with the Centres for Disease Control and Prevention, Global AIDS Program and the support of Ministry of Education, Guyana in 2007. The module covers Episodes 31-45 of Merundoi and for each episode the script and a list of issues for discussion and CDs of the episodes are provided. Each list identifies the topics in the Health and Family Life Education (HFLE) curriculum by grade for Grade 7-9 that can be developed using the episode. The subject into which the topic can be integrated, is also suggested. Life skills that can be addressed using the episode are also identified. For each topic, at least one issue is identified. In this module, more attention is paid to developing refusal skills, assertiveness and negotiation skills. This activity workbook uses long-running serial dramas to show role models changing the behavior. The dramas have interrelated stories, each with key character(s) or role model(s) who are like people in the community. The characters face obstacles, overcome them and ultimately change their behavior with support from other characters. Because listeners/viewers/readers identify with the

OVERALL EVALUATION- SYNTHESIS

a) Strengths (in relation to criteria with higher ratings)

The goals of the material are clear and relevant. The module is designed to provide a wide range of relevant life skills within the framework of the HFLE curriculum established by the Ministry of Education of Guyana. It provides attractive and interactive activities supporting reflection and dialog rather than just explaining theoretical notions. It invites students to think about their own behavior, feelings and emotions and to change if necessary, so they can become adult healthy, responsible and tolerant. The module is accompanied by three CD on where there are Merundoi radio serial short episodes easy to understand and which provides a pleasant and original support for young people to be more concerned on different relevant life skills. The episodes are concrete and in accordance to Guyana's reality and culture. It put relevant subjects into a realistic context. Another point is that the module suggests ways for students to integrate the different topics and life skills so that teachers can easily conduct the lesson.

b) Weaknesses (in relation to criteria with lower ratings)

The first weak point is that the life skills education is very broad and some important subjects are not enough developed, like HIV and AIDS education. Even if the module is not specifically a document about HIV and AIDS education, the manual focus too briefly and only in an limited way on HIV and AIDS, we however thought that this would be a central point when we read the introductory pages, in particular the one presenting MARCH strategy. The second weak point is that the module does not include gender issues. There is no episode about gender inequalities or anything challenging it, even if the life skills it focus on (refusal skills, assertiveness and negotiation skills) could have been easily linked with this problematic. A third weak point is even if the material offers an interesting place to personal reflection activities, it would have been useful to include means to assess learners before and after completing the program and allocated some time to each unit to evaluate progress and know better which part must be specify, review and which point are very important to keep in mind. Finally, it is important to know that this module has to be use first with other documents more precise about the specific issues (in particular

c) Internal consistency

Some first introductory pages don't provide any guidance and sometimes don't seems do be really linked to following content of the module. The target group of the manual is clear and activities are adapted to this age.

d) Transferability and/or usefulness for developing/improving one's own material

The topics addressed in the guidebook are very relevant and can be used as a guideline to teach those life skills. Each episode includes a wide range of activities which could be used as examples for teaching life skills. Nevertheless, the Merundoi serial episodes are specifically adapted to Guyana culture and societies. The language, names and accent of the character are in a typical English speaking Guyana, so if used in other contexts, the material will need to be adapted as it currently designed specifically for learners in Guyana.

e) Special features/ additional comments

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion I	Material development and inclusion in the prescribed curriculum	mean score : ____	Rating
NB: This information is not always available in the document itself. But this is an important criterion to assess the quality of material	1. Material is part of a defined HIV and AIDS education policy framework		5
	2. Material has official endorsement (Ministry of education)		5
	3. The programme is part of the official curriculum		
	a. HIV and AIDS education is specifically assigned to one or several disciplines		3
	b. Time for HIV and AIDS education is specifically assigned by the prescribed curriculum		4
	4. Material was developed based on research, evaluating:		
	a. Needs and concerns of learners		5
	b. Needs and concerns of teachers and school staff		5
	c. Needs and concerns of parents and the community		0
	5. Material was developed based on analysis of existing resources & constraints:		
	a. financial resources		n
	b. number of available trained teachers		
	c. available teaching and learning material		
	6. Material was pilot tested		0
	7. Material was developed involving:		
	a. A multi sectorial team		3
	b. learners		2
	c. School staff		3
	d. Parents and other representatives of the community		0
	8. Material was developed based on theoretical framework for behaviour change		5
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

This document has been produced by the Merundoi Radio Serial and the Centers for Disease Control and Prevention, Global AIDS Program who developed the MARCH (Modeling and Reinforcement to Combat HIV/AIDS) strategy. It suggests that HIV prevention is more effective when it includes certain elements that are emotionally compelling, provides models of desired behaviors, addresses opportunities for and obstacles to change, and is linked to cultural stories found in communities. This document has the support of the Ministry of Education in Guyana because it is made within the framework of the Health and Family Life Education (HFLE) national program for the inclusion of Life Skills lessons in the curriculum. The curriculum in Guyana is developed around 5 themes – Education, Family, Health, Human Rights and Human Sexuality - which are carried through from Grade 1-9. At each level, the course is divided into 3 Units and these themes are addresses in each Unit. HIV/AIDS related information is incorporated in all of these themes.

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion II	Time frame and assessment	mean score : _____	Rating
	1. Time frame:		
	a. Number of programme units/lessons defined for certain (school) period is realistic		5
	b. Time allocated for each unit/lesson is realistic		n.a
	2. The topics are covered in a logical sequence		
	3. The material includes means to assess learners before the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		2
	b. skills		2
	c. attitudes/values		2
	d. behaviours		2
	4. The material includes means to assess learners after completing the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		2
	b. skills		2
	c. attitudes/values		2
	d. behaviours		2
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	
<p>This manual aims to provide lessons for teachers to implement life skills knowledge, specifically the HFLE curriculum lessons, in their classrooms. This module covers Episodes 31-45 of Merundoi and for each the script and a list of issues for discussion and CDs of the episodes are provided. Each list presents which grade topics of HFLE curriculum can be addressed in this episode, which life skills that can be developed and some issues in which the topic can be integrated. The module use serial radio dramas to show role models and characters who are like people in the community. All the activities are interactive, reflexive, and encourage dialog so each student has to think about what he/she would have done in such a situation, learn and maybe readapt his/her behavior in a more positive way. But the material does not really include means to assess learners before or after complementing the programme and no specific time allocated for each unit.</p>	

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion III	Goals, Objectives and Target group	mean score : ____	Rating
	1. The material outlines:		
	a. clear goals, that are linked to HIV and AIDS education		3
	b. precise and limited target group		5
	2. The objectives mentioned in the material are "SMART"		
	a. specific		5
	b. measurable		3
	c. achievable		5
	d. relevant		5
	e. time-bound		0
	3. Content is generally appropriate in view of:		
	a. age of target group		5
	b. literacy level of target group		5
	c. socio-cultural context		5
	d. probable status regarding sexual experience (mainly virgin or possibly sexually experienced)		5
Total score			
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>The goals of the material are clear and precise. The manual is designed to provide HFLE and life skills education and to use interactive radio drama to facilitate the discussion on developing refusal skills, assertiveness and negotiation skills in particular. This module is the last one in a series of 3, and its principal aim is to provide life-skills required for healthy and productive adult lives. So it is not specifically an HIV and AIDS education document.</p>			

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion IV	Basic information for protecting and promoting health	mean score : _____	Rating
	1. Overall, the information provided is :		
	a. Clear		4
	b. Accurate		4
	c. Up to date		5
	2. Overall clear and comprehensive information is provided on :		
	a. Sexual and reproductive health (contraception, pregnancy, etc.)		3
	b. What HIV and AIDS are		3
	c. Ways of transmission of HIV		2
	d. Ways of protection from HIV		3
	3. Overall precise and up-to-date information on treatment is provided :		
	a. What is ARV treatment and what are the results?		n.a
	b. When and why can a treatment be taken?		n.a
	c. What are the main side effects of treatment?		n.a
	d. What consequences can treatment have on daily life?		n.a
	e. What care and support do people under treatment need?		n.a
	4. Overall precise information is provided on:		
	a. What are the different drugs?		0
	b. What are the main effects of drugs?		0
	c. Why do children and young people take drugs?		0
	d. Why is it dangerous to take drugs?		0
	e. How to know if a learner is using drugs and how to intervene?		0
	5. Overall information on psycho-social aspects:		
	a. Care and support to people affected by HIV or AIDS		n.a
	b. Impact of HIV and AIDS on health, on relations with others and on daily life		n.a
	6. Overall precise and up-to-date information on Voluntary Counselling and Testing (VCT) is provided:		
	a. What is a VCT?		n.a
	b. Why and when making a test?		n.a
	c. Where can a test be done?		n.a
	7. Myths and misconceptions on SRH, HIV and AIDS are addressed		
	a. on HIV transmission		3
	b. on protection and prevention		3
	c. on treatment		3
	d. on the appearance of someone who is HIV positive		3
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

Episodes 35, 42, 44 and Appendix 2 briefly speak about HIV and AIDS (Preventing STI and HIV and AIDS, Condom, mothers living with HIV, sex worker and myths.) These notions are not specifically developed but suggested for debates and discussions in relation to the different life skills like critical thinking, decision making, assertiveness or empathy. This module is based on the assumption that the learners already acquired a certain number of knowledge about HIV and AIDS (maybe in the two other module?) and deals with this issue just as a subject among other in the life skills education programm. Nevertheless it would have been useful to add and point out the essential bases concerning the HIV like the modes of transmission of the HIV, the ways of protection, the relation with HIV and drugs, the ARV treatment, discrimination related to HIV, what and where is voluntary counseling and testing etc. It seems indeed that the furnished information about HIV and AIDS are insufficient for a document which was however elaborate in collaboration with the Centers for Disease Control and Prevention, Global AIDS Program with the MARCH strategy.

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable	
Criterion V	Me, my emotions and my relations with others <div>mean score : _____</div>	Rating
	1. Me and myself: the material helps to understand and practice	
	a. Self confidence and self esteem	5
	b. How to improve ones own self confidence and self esteem in various situations?	5
	c. How to manage emotions and stress?	2
	2. Me, my emotions and love. The material addresses the issue of love feeling	
	a. What does it mean to be in love?	3
	b. How do you feel when you are in love?	3
	c. How can you show that you are in love?	3
	d. How to deal with pressure when you are in love ? (from others, from your partner, from the family, etc.)	5
	e. How to respect the person that you love, your partner?	3
	3. The material helps to overcome personal fears:	
	a. How to react when someone I know is infected or affected?	0
	b. How to cope with loss and death?	0
	4. The material addresses vulnerability factors and helps avoiding risks:	
	a. How do alcohol and drugs increase vulnerability? Change the decisions and affect judgement?	0
	b. Are various strategies to avoid unwanted sexual intercourse explored?	5
	c. Are the three components of the "Abstinence - Behavior faithful - Condom use" approach explained?	0
	d. Depending on age and likely status of sexual experience: is condom use clearly explained?	0
	5. Peer pressure is addressed:	
	a. How to resist peer pressure?	5
	b. How to avoid putting pressure on others? (How to respect others?)	5
	c. Which different ways can be used for refusing, delaying or saying "no" ?	5
	6. Help, support and counselling	
	a. Where can I find help, support and/or counselling?	5
	b. When should I ask for help and support or counselling?	5
	c. How can I help and support the others?	5
	Total score	
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)		
<p>This module is focuses on life skills, specifically in developing refusal skills, assertiveness and negotiation skills. At the end of it, we find complete appendix about: (1) Developing Selected Social Skills, (2) Notes on Myths, (3) Teaching Children Protective Behaviors, and (4) An Explanation of the Components of Sexuality which all provide keys for negotiation, strategies for refusal, for being less vulnerable and more responsible and respectful.</p>		

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion VI	Relations between men and women (gender issues)	mean score : ____	Rating
	1. The content addresses gender issues, promotes gender equity and challenges gender stereotypes :		
	a. Understanding and respect between genders is promoted		0
	b. Gender identity (masculinity, femininity, traditional roles in society, etc.) is explored		0
	c. Power relationships are explored and challenged		0
	d. Gender discrimination towards girls is addressed and challenged		0
	e. Gender-based cultural practice is explored and challenged		0
	2. The material exposes and explains the factors making girls and women more vulnerable to HIV and AIDS		
	a. Biological factors		n.a
	b. Social factors		n.a
	c. Economical and political factors		n.a
	3. The overall presentation is adapted to gender issues:		
	a. Images and pictures encourage respect and equity between men and women		n.a
	b. Situations and examples encourage respect and equity between men and women		n.a
	c. Language encourages respect and equity between men and women		n.a
Total score			
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>The module does not address gender issues. Nevertheless, at the end of it, in the “Sexual Identity” section, there is a small part about gender role and gender bias which just exposes some facts without challenging those stereotypes.</p>			

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion VII	Promoting human rights and overcoming stigma and discrimination	mean score : _____	Rating
	1. Human rights:		
	a. The material provides key elements on universal human rights		3
	b. The material addresses children's rights		5
	c. The right to physical integrity is explained		3
	2. Coercion and abuse:		
	a. The issues of coercion, sexual harassment and abuse are addressed and challenged		5
	b. Strategies to fight sexual abuse and coercion are given		5
	c. The possible steps to take in case of sexual abuse or coercion are explained		3
	3. Stigma and discrimination:		
	a. The material explains that HIV and AIDS can affect everyone		0
	b. The material explains how and why stigma and discrimination can have negative effects		5
	c. The material explains strategies to combat prejudices		3
	d. The material explains the importance of empathy and ways to show empathy are explored		3
	e. The material gives opportunities to test and experiment on how to avoid stigmatizing and discriminating		5
	f. The material explores how to respond to stigmatization, discrimination and prejudice		5
	4. Language used is non-discriminatory and non-judgemental towards:		
	a. People affected or infected by the virus		4
	b. Orphans and vulnerable children		n.a
	c. Sex workers		4
	d. Homosexuals		5
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)
<p>Human Right is a specific theme in the HFLE curriculum in Guyana, so even if the module does not address directly the theme of human rights, through life skills and good practice promotion it clearly promotes self respect and respect for other. The part which is about refusal skills offers some keys to fight coercion, sexual harassment and abuse. It promotes assertiveness to develop the ability skill to honestly express our feelings, opinions and rights. It also focuses on information that should be given to children to avoid any child abuse. Episode 32 explores the stereotyping and prejudice topics, not in relation to HIV and AIDS specifically, and invites learners to think about it and to have empathy.</p>

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion VIII	Community and culture	mean score : ____	Rating
	1. Material is adapted to community environment:		
	a. Examples are appropriate in view of cultural and community context		5
	b. Images used are appropriate to cultural and community context		n.a
	c. Language is appropriate to cultural and community context		5
	2. Material provides tools to identify and:		
	a. Explore cultural issues relating to SRH and rights, HIV & AIDS		3
	b. Explore local norms regarding family, marriage, and sexuality		5
	c. Reinforce positive community practices and beliefs regarding SRH, HIV & AIDS		5
	d. Challenge negative community practices and beliefs regarding SRH, HIV & AIDS		5
	3. Ways to overcome silence and stigma are explored regarding:		
	a. SRH, sexuality		5
	b. HIV and AIDS		5
		Total score	
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>Activities, examples and language (english speaking Guyana) are appropriate to cultural and community context. The module explains that the radio Merundoi, launched in 2006 and broadcasts those episodes twice weekly on the FM. The overwhelming response to the countrywide field test of the pilot episode suggested that Merundoi reflects the reality of life in Guyana and that embedded information on HIV/AIDS should be effective. Episodes are linked to cultural stories found in communities so that listeners/viewers/readers can identify with the characters, and can encourage interpersonal and community communication network, which reinforce intention to the drama episode.</p>			

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion IX	Teaching methods & strategies and teacher guidance (mean score:) _____	Rating
	1. Several teaching-learning methods are proposed and clearly explained in the material:	
	a. Icebreaker/building trust exercises	5
	b. Classroom discussion/debates/brainstorming/case studies	5
	c. Group work/co-operative project	5
	d. Games	5
	e. Role play	5
	f. Creative work (posters, songs, story-telling, poetry, theatre plays)	5
	g. Interviews/fieldwork/homework involving parents or the community	5
	2. Detailed & clear instructions are provided to teachers for each lesson / unit on :	
	a. Learning goal and objectives	5
	b. Time required to complete the lesson/unit	0
	c. Which activities should be used (questions, role play, group work, etc.)	5
	d. How to facilitate specific activities, e.g. role play, field work	5
	e. Definition of key words and (sources of) background information & support	5
	f. List of necessary materials (scissors, paper, etc.)	n.a
	3. The material provides clear guidance on how to facilitate learning about:	
	a. HIV & AIDS: prevention, VCT, care and treatment	2
	b. Sexual and reproductive health	4
	c. Emotions and feelings	5
	d. Respect for oneself and for the others	5
	e. Human rights, stigma & discrimination	3
	f. Relations between men and women	0
	g. Social & cultural issues relating to HIV & AIDS, and SRH	2
	4. Are the activities and exercises:	
	a. Suitable and sufficient considering the objectives of the unit/lesson?	5
	b. Suitable considering the age group and literacy level of the target group?	5
	5. Are supporting materials for learners provided, e.g. worksheets, puzzles?	
	6. Is formal training required to use the material?	
	Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)
<p>This module looks at how it is possible to use interactive radio episodes to improve Life Skills based HFLE curriculum. It proposes 3 main ways to use this module depending on the school and teacher level : (i) focus on the relevant HFLE content for a specific grade and subject, (ii) focus on a theme chosen (e.g. teenage sexuality), or (iii) focus on skill development. It emphasizes on the importance of the students critical reflections instead of giving them lots of theoretical information. The activities associated with the different topics can be conduct in different ways but an order must be followed: (1) individual thinking/writing (to increase self-awareness and make a decision to act), (2) paired discussion/decision making (to improve communication, empathy and listening skills), and (3) finally whole class discussion making (to develop consensus building).</p>

TOOL 10: B. MATERIAL FOR TEACHERS		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion X	Layout and packaging	mean score : _____	Rating
	1. Presentation and graphical quality :		
	a. The material is attractive		5
	b. The font is readable		5
	c. Efficient use is made of printed/printable space		5
	d. Material contains sufficient & relevant pictures, graphs etc. to enhance content		3
	2. Packaging :		
	a. Size & weight of material are reasonable		5
	b. The material is durable if meant to be used by several generations of learners		5
	c. The material can be reproduced relatively economically		5
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>The material presentation is very simple and not especially attractive. It is bound with a metal ring binder and the paper is in a standard quality so the material can be quite durable. It would have been useful to add more graphs, pictures to enhance content but the texts are easy and pleasant to read. At first sight, the module looks a bit confuse because the introductory pages at the beginning do not indicate really the contents of the document. It is necessary to skim through the texts of the module to realize that it is quite well done and attractive.</p>			

APPRAISAL: SYNTHESIS

Title : **School-Based Training Programme for Health and Family Life Education & Compilation of Resources Materials for teachers of Health and Family Life Education**

Type of document : Material for teacher training

Year of publication: 2005

Author/publisher : Lorna McPherson, Ministry of Education, Guyana

Number of pages : 60 pages (Training Programme), 126 pages (Compilation Resources)

Date of appraisal : December 2008

"School-Based Training Programme for Health and Family Life Education, Facilitators Training Manual for Grades 1 -9", is a teacher training manual edited by the Ministry of Education in Guyana in 2005. It contains: detailed sample training programmes, life skills addressing health issues and realistic case studies based on the various units and topics. This facilitators training manual is designed to be used by the teachers who are conducting the Health and Family Life Education (HFLE) training Program, to train all teachers of the schools to which they are attached to deliver the life skills based HFLE curriculum. It consists of 8 discrete sessions, to be conducted at weekly intervals. It is accompanied by the "Compilation of Health and Family Life Education Resource Materials for Teachers" which provides (a) a clear definition of life skills; (b) scenarios, simulations and other participatory strategies; (c) an explanation of multiple intelligence and its relationship to life skills; (d) samples of life skills lesson plans; (e) suitable modes of learner assessment for HFLE; and (f) pertinent information which demonstrate the importance of life skills to major health topics, like sexual and

reproductive health and HIV/AIDS prevention. This resources package is intended to be used by HFLE trainers and school administrations to facilitate the management of HFLE on the school plan. This compilation is an attempt to enable teachers to obtain a deeper understanding of the Life Skills and how they can be taught. It is divided into 7 sections: (i) Explanation of Life Skills and the process of skill development; (ii) Learning styles; (iii) Strategies for Teaching Life Skills; (iv) Sample Life Skills Lessons; (v) Life Skills made specific to Major Health Topics; (vi) Background information on various topics; and (vii) Issues in Assessment. All items are referenced so that teachers could access the original sources. This manual does not focus specifically on HIV & AIDS and this theme is briefly integrated in the manual.

Strengths

1) The materials were developed by the Ministry of Education of Guyana and written by the HFLE Coordinator, Lorna McPherson. Therefore it is part of the official HFLE programme endorsed by the Ministry of Education for the development of a curriculum to deliver life skills based HFLE from Grades 1-9 in schools in Guyana.

2) The presentation of the training programme is clear: number of sessions, allocated time, homework, type of activities, necessary materials... Lessons are planned in a very interactive manner, with all teachers working together as a team and having to be proactive (they have to develop in detail, deliver and report on each lesson). The class is leading by a facilitator, not a teacher, who guides the learning process, and delivers methods that should be in use in the classrooms. It intends to familiarize teachers on

how to use interactive teaching methods and activities, to promote students participation. Furthermore, on completion of the course each teacher receives an official certificate of completion that will state he/she has completed 45 hours of study.

3) The goals of the material are clear and relevant. The Training Programme is designed to provide a teacher training to enhance the knowledge and skills of teachers in Guyana and make them able to infuse HFLE in their classrooms. It promotes interactive activities that teachers will reproduce in their classroom. The manual emphasizes the importance of posting the objectives at the beginning of each training sessions, where they can be easily seen. The sessions are about (1) Description of life skills, (2) The structure of the HFLE curriculum, (3) Identification of life skills in curriculum, (4) Development of scenarios, (5) Infusion of HFLE, (6) Strategies to teach life skills, (7) Delivering the HFLE curriculum 1, and (8) HFLE curriculum 2. Thus the manual is more an overview than a very detailed material about specific themes. It is not specifically an HIV and AIDS education document.

4) The compilation document defines life skills and suggests exercises to practice and discuss life skills in classroom. References are provided to allow access to more information. The compilation focuses on 10 life skills: decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self awareness, empathy, coping with emotions and coping with stress. It encompasses therefore the question of self-esteem, managing emotions and stress,

peer pressure... It also promotes the emotional intelligence, the ability to deal with his/her own emotions and the emotions of others in a constructive manner that promotes teamwork and productivity rather than conflict, which is essential to infuse and integrate life skills. At the end, there is a special part about stigma and discrimination related to HIV and AIDS.

5) Human Rights is a specific theme in the HFLE curriculum in Guyana, so even if the documents do not address directly the theme of human rights, it clearly promotes self respect and respect for others through life skills and good practice promotion. There are parts about refusal skills which offer some keys to fight coercion, sexual harassment and abuse. It promotes assertiveness to develop the ability skill to honestly express feelings, opinions and rights. It also focuses on information that should be given to learners to avoid any abuse.

Weakness / aspects to be improved

1) The life skills education is very broad and some important subjects are not enough developed. Even if the materials are not specifically about HIV and AIDS education, they focus too briefly and only in a limited way on HIV and AIDS.

Suggestions for improvement

→ The document could include specific parts about HIV and AIDS and be sure that learners have good knowledge on the ways of transmission and protection of HIV, the relation between drugs and HIV, the treatment, the physical, psychological and social

difficulties that people affected by HIV and AIDS have to endure, the myths (in a more precise manner than it is in the materials). The document should also offer precise information on Voluntary Counselling and Testing. Those are essential and basic issues that must be included in life skills education programme when focusing on attitudes and behaviours, sexuality, care and support, preventing STIs, decision making or empathy for example.

2) The module does not include gender issues. There is no part about gender inequalities or anything challenging it. But self and interpersonal relationships, sexuality and sexual health, eating and fitness are addressed.

Suggestions for improvement

→ It should be useful to include gender issues in the debate and in the activities, challenge stereotypes against girls and women and promote equalities in the relevant life skills (suggesting activities where learners have to know the difference between gender roles culturally determined and natural difference between men and women).

3) The compilation is confused and sometimes difficult to understand because some pages are missing, others are in a wrong place while some entire parts are repeated. It seems that in general, the materials does not follow a logical order. In the training programme, there is no page numbers.

Suggestions for improvement

→ It should be necessary to add page numbers and improve the table of contents and the presentation in general to facilitate the reader friendly quality of the documents.

4) This module is very general and has to be used with more precise documents about specific issues (for example for HIV and AIDS). Indeed, it does not explain, develop or inform but it only suggests ways to think and debate about those issues. It is based on the assumption that teacher and student already have basic knowledge on those issues and it would have been useful to recall the most important and basic points.

Suggestions for improvement

→ Some important and basic points about specific issues have to be recalled in a more precise way when some topics or life skills introduce them. They could be added at the end of the module, in annex for example, or in references, to be sure that all teachers and learners have access to essential information and don't need do search them by themselves. For example, in each HIV and AIDS lessons, HIV transmission and protection, treatment, discrimination, VCT and myths should be briefly recall or/and make accessible.

Internal consistency

It is sometimes difficult to know which document is useful to teach a topic or a grade because they are many and they are not always very well organized. The target group of the documents is clear and activities are adapted to this age.

Transferability issues and more suggestions for adapting the manual

The materials do not provide tools to identify and explore cultural issues related to life skills, they are not related to community environment or to a social and cultural context. Therefore, transferability and adaptation are easy to realize.

TOOL 10: APPRAISAL CRITERIA FOR HIV & AIDS and SRH EDUCATION

C. MATERIAL FOR TEACHER TRAINING

* N.B. please read guidelines before completing the form.

Country/ies of implementation	Guyana		
Title of material	School-Based Training Programme for Health and Family Life Education		
Author/publisher, year of publication	Author/publisher: Lorna McPherson, Ministry of Education, Guyana		Year of publication: 2005
Author of appraisal	Name: IBE	Institution: IBE	Contact:
Date of Appraisal	december 2008		
Type of material	<input checked="" type="checkbox"/> Formal education <input type="checkbox"/> Non-formal education <input type="checkbox"/> Both		
Target group	Age: _____ Class / grade / level : Grades 1 - 9		
Material part of set	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes : Compilation of Resources Materials for teachers of Health and family Life Education		
Implementation mode *	<input type="checkbox"/> As stand-alone subject <input type="checkbox"/> In one main carrier subject <input type="checkbox"/> As cross-curricular issue		
HIV & AIDS taught:	<input type="checkbox"/> Infused through the curriculum <input type="checkbox"/> As extra-curricular subject <input checked="" type="checkbox"/> Not specified		
Size & pages	Size:A4 Number of pages: 60		

* For more information on the implementation mode, please refer to the introduction of TOOL 2.

Abstract

"School-Based Training Programme for Health and Family Life Education, Facilitators Training Manual for Grades 1 -9", is a teacher training manual edited by the Ministry of Education in Guyana in 2005. It contains: detailed sample training programmes, life skills addressing health issues and realistic case studies based on the various units and topics. This facilitators training manual is developed to be used by the teachers who are conducting the HFLE training Program, to assist to train all of the teachers of the schools to which they are attached to deliver the life skills based HFLE curriculum. It consists of 8 discrete sessions, to be conducted at weekly intervals. It is accompanied by the "Compilation of Health and Family Life Education Resource Materials for Teachers" which provides (a) a clear definition of life skills; (b) scenarios, simulations and other participatory strategies; (c) an explanation of multiple intelligence and its relationship to life skills; (d) samples of life skills lesson plans; (e) suitable modes of learner assessment for Health and Family Life Education (HFLE); and (f) pertinent information which demonstrate the importance of life skills to major health topics, like sexual and reproductive health and HIV/AIDS prevention.

OVERALL EVALUATION- SYNTHESIS
<p>a) Strengths (in relation to criteria with higher ratings)</p> <p>The materials were developed by the Ministry of Education of Guyana and written by the HFLE Coordinator, Lorna McPherson. Therefore it is part of the official HFLE programme endorsed by the Ministry of Education. The presentation of the training programme is clear: number of sessions, allocated time, homework, type of activities, necessary materials... Lessons are planned in a very interactive manner, with all teachers working together as a team and having to be proactive. It intends to familiarize teachers on how to use interactive teaching methods and activities, to promote students participation. The goals of the material are clear and relevant. The Training Programme is designed to provide a teacher training to enhance the knowledge and skills of teachers in Guyana and make them able to infuse HFLE in their classrooms. The manual emphasizes the importance of posting the objectives at the beginning of each training sessions, where they can be easily seen. The sessions are about (1) Description of life skills, (2) The structure of the HFLE curriculum, (3) Identification of life skills in curriculum, (4) Development of scenarios, (5) Infusion of HFLE, (6) Strategies to teach life skills, (7) Delivering the</p>
<p>b) Weaknesses (in relation to criteria with lower ratings)</p> <p>The life skills education is very broad and some important subjects are not enough developed. Even if the materials are not specifically about HIV and AIDS education, they focus too briefly and only in a limited way on HIV and AIDS. The module does not include gender issues. There is no part about gender inequalities or anything challenging it. But self and interpersonal relationships, sexuality and sexual health, eating and fitness are addressed. The compilation is confused and sometimes difficult to understand because some pages are missing, others are in a wrong place while some entire parts are repeated. It seems that in general, the materials does not follow a logical order. In the training programme, there is no page numbers. This module is very general and has to be used with more precise documents about specific issues (for example for HIV and AIDS). Indeed, it does not explain, develop or inform but it only suggests ways to think and debate about those issues. It is based on the assumption that teacher and student already have basic knowledge on those issues and it would have been useful to recall the most important and basic points.</p>
<p>c) Internal consistency</p> <p>It is sometimes difficult to know which document is useful to teach a topic or a grade because they are many and they are not always very well organized. The target group of the documents is clear and activities are adapted to this age.</p>
<p>d) Transferability and/or usefulness for developing/improving one's own material</p> <p>The materials do not provide tools to identify and explore cultural issues related to life skills, they are not related to community environment or to a social and cultural context. Therefore, transferability and adaptation are easy to realize.</p>
<p>e) Special features/ additional comments</p>

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion I	Material development and inclusion in the prescribed curriculum	mean score : ____	Rating
NB: This information is not always available in the document itself. But this is an important criterion to assess the quality of material	1. Material is part of a defined HIV and AIDS education policy framework		5
	2. Material has official endorsement (ministry of education)		5
	3. The program is part of the official curriculum		
	a. HIV and AIDS education is specifically assigned to one or several disciplines		5
	b. Time for HIV and AIDS education is specifically assigned by the prescribed curriculum		5
	4. Material was developed based on research, evaluating:		
	a. Needs and concerns of learners		5
	b. Needs and concerns of teachers and school staff		5
	c. Needs and concerns of parents and the community		0
	5. Material was developed based on analysis of existing resources & constraints:		
	a. financial resources		
	b. number of available trained teachers		5
	c. available teaching and learning material		
	6. Material was pilot tested		0
	7. Material was developed involving:		
	a. A multi sectorial team		
	b. learners		0
	c. School staff		5
	d. Parents and other representatives of the community		
	8. Material was developed based on theoretical framework for behaviour change		5
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)
<p>This teacher training manual was developed by the Ministry of Education of Guyana. It is part of the Health and Family Life Education (HFLE) program endorsed by the Guyana Ministry of Education for the development of a curriculum to deliver life skills based Health and Family Education from Grades 1-9 in schools in Guyana. It is a facilitators training manual designed to be uses by the teachers who are conducting the training program (those who developed the activity and infusion guides) to assist to train all of the teachers of the schools to which they are attached to deliver life skills bases HFLE curriculum.</p>

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion II	Time frame and assessment	mean score : _____	Rating
	1. Time frame:		
	a. Number of programme units/lessons defined for certain (school) period is realistic		5
	b. Time allocated for each unit/lesson is realistic		5
	2. The topics are covered in a logical sequence		0
	3. The material includes means to assess learners before the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		2
	b. skills		4
	c. attitudes/values		2
	d. behaviours		2
	4. The material includes means to assess learners after completing the programme on:		
	a. knowledge/understanding of SRH, HIV & AIDS		
	b. skills		
	c. attitudes/values		
	d. behaviours		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	
<p>This manual presents a precise program of 8 discrete sessions, to be conducted at weekly intervals. Each session lasts approximately 1.25 hours and be followed by homework. It is intended that all of the teachers at each school work together as a team on this training. So timetable and adjustment might be necessary. Each teacher has to develop in detail, deliver and report on each lesson. The report will be then send to the HFLE primary team leader through the facilitator for the school. On completion of all the required work, each teacher will be given a certificate of completion that will state he/she has completed 45 hours of study. But the material does not include means to assess learners before or after complementing the programme even if this could be done in the debate. In the compilation, the pages are not neither in a good, neither in a logical order that make it cquite complicate to use.</p>	

TOOL 10: C. MATERIAL FOR TEACHER TRAINING		
Acronyms:	SRH: Sexual and Reproductive Health	VCT: Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable
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Criterion III	Goals, Objectives and Target group	mean score : ____	Rating
	1. The material outlines:		
	a. clear goals, that are linked to HIV and AIDS education		
	b. precise and limited target group		5
	2. The objectives mentioned in the material are "SMART"		
	a. specific		5
	b. measurable		5
	c. achievable		5
	d. relevant		5
	e. time-bound		5
	3. Content is generally appropriate in view of:		
	a. age of target group		5
	b. literacy level of target group		5
	c. socio-cultural context		
	d. probable status regarding sexual experience (mainly virgin or possibly sexually experienced)		n.a
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)	
<p>The goals of the material are clear and precise. The manual is designed to provide a teacher formation to enhance the knowledge and skills of teachers in Guyana and make them able to infuse HFLE in their classrooms. To be clearer, the manual emphasizes the importance of posting the objectives at the beginning of each training sessions, where they can be easily seen. The manual is designed to provide HFLE and life skills education for teachers in Guyana and to use interactive activities that they will reproduce in their classroom. The sessions are about (1) Description of life skills, (2) The structure of the HFLE curriculum, (3) Identification of life skills in curriculum, (4) Development of scenarios, (5) Infusion of HFLE, (6) Strategies to teach life skills, (7) Delivering the HFLE curriculum 1, and (8) HFLE curriculum 2. Thus the manual is more an overview than a very detailed material about specific themes. So it is not specifically an HIV and AIDS education document.</p>	

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Criterion IV	Basic information for protecting and promoting health	mean score : _____	Rating
	1. Overall, the information provided is :		
	a. Clear		2
	b. Accurate		2
	c. Up to date		
	2. Overall clear and comprehensive information is provided on :		
	a. Sexual and reproductive health (contraception, pregnancy, etc.)		4
	b. What HIV and AIDS are		0
	c. Ways of transmission of HIV		
	d. Ways of protection from HIV		
	3. Overall precise and up-to-date information on treatment is provided :		
	a. What is ARV treatment and what are the results?		0
	b. When and why can a treatment be taken?		0
	c. What are the main side effects of treatment?		0
	d. What consequences can treatment have on daily life?		0
	e. What care and support do people under treatment need?		0
	4. Overall precise information is provided on:		
	a. What are the different drugs?		
	b. What are the main effects of drugs?		
	c. Why do children and young people take drugs?		
	d. Why is it dangerous to take drugs?		
	e. How to know if a learner is using drugs and how to intervene?		
	5. Overall information on psycho-social aspects:		
	a. Care and support to people affected by HIV or AIDS		5
	b. Impact of HIV and AIDS on health, on relations with others and on daily life		4
	6. Overall precise and up-to-date information on Voluntary Counselling and Testing (VCT) is provided:		
	a. What is a VCT?		
	b. Why and when making a test?		
	c. Where can a test be done?		
	7. Myths and misconceptions on SRH, HIV and AIDS are addressed		
	a. on HIV transmission		
	b. on protection and prevention		
	c. on treatment		
	d. on the appearance of someone who is HIV positive		
		Total score	

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

The material is very general and introduces the way to teach life skills within the framework of HFLE curriculum. It presents briefly some Life skills made specific to major health topics like "Alcohol, tobacco and other drugs" or "Sexual and reproductive health and HIV/AIDS prevention" which enumerate point to be developed like abstinence, discrimination related HIV/AIDS, pregnancy, local prevalence rates, condoms etc. but don't explain or focus on it. Those topics are developed in relation to the different Life skills and not specifically. It explains that each school has to choose on which topics it want to focus on, HIV/AIDS for example within the theme Human Sexuality. So HIV/AIDS education is limited.

TOOL 10: C. MATERIAL FOR TEACHER TRAINING

Acronyms: **SRH:** Sexual and Reproductive Health **VCT:** Voluntary counselling and testing

Rating:	from 0 (not at all, or very badly done) to 5 (very good, very well done) n.a.: not applicable			
Criterion V	Me, my emotions and my relations with others	mean score : _____	Rating	
	1. Me and myself: the material helps to understand and practice			
	a. Self confidence and self esteem		5	
	b. How to improve ones own self confidence and self esteem in various situations?		5	
	c. How to manage emotions and stress?		5	
	2. Me, my emotions and love. The material addresses the issue of love feeling			
	a. What does it mean to be in love?			
	b. How do you feel when you are in love?			
	c. How can you show that you are in love?			
	d. How to deal with pressure when you are in love ? (from others, from your partner, from the family, etc.)			
	e. How to respect the person that you love, your partner?			
	3. The material helps to overcome personal fears:			
	a. How to react when someone I know is infected or affected?		4	
	b. How to cope with loss and death?			
	4. The material addresses vulnerability factors and helps avoiding risks:			
	a. How do alcohol and drugs increase vulnerability? Change the decisions and affect judgement?			
	b. Are various strategies to avoid unwanted sexual intercourse explored?			
	c. Are the three components of the "Abstinence - Behavior faithful - Condom use" approach explained?			
	d. Depending on age and likely status of sexual experience: is condom use clearly explained?			
	5. Peer pressure is addressed:			
	a. How to resist peer pressure?		5	
	b. How to avoid putting pressure on others? (How to respect others?)			
	c. Which different ways can be used for refusing, delaying or saying "no" ?			
	6. Help, support and counselling			
	a. Where can I find help, support and/or counselling?			
	b. When should I ask for help and support or counselling?			
	c. How can I help and support the others?			
	Total score			
	STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>The compilation document explains in detail the different life skills and consequently includes indirectly this theme. It defines life skills and suggests exercises to practice and discuss it in classroom. References are provided to allow access to more informations. The compilation focuses on 10 life skills: decision making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self awareness, empathy, coping with emotions and coping with stress. It encompasses therefore the question of self-esteem, managing emotions and stress, peer pressure... It also promotes the emotional intelligence, the ability to deal with his/her own emotions and the emotions of others in a constructive manner that promotes teamwork and productivity rather than conflict, essential to infuse and integrate life skills. At the end, there is a special part about Stigma and discrimination related to HIV and AIDS.</p>				

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Criterion VI	Relations between men and women (gender issues)	mean score : ____	Rating
	1. The content addresses gender issues, promotes gender equity and challenges gender stereotypes :		
	a. Understanding and respect between genders is promoted		0
	b. Gender identity (masculinity, femininity, traditional roles in society, etc.) is explored		0
	c. Power relationships are explored and challenged		0
	d. Gender discrimination towards girls is addressed and challenged		0
	e. Gender-based cultural practice is explored and challenged		0
	2. The material exposes and explains the factors making girls and women more vulnerable to HIV and AIDS		
	a. Biological factors		0
	b. Social factors		0
	c. Economical and political factors		0
	3. The overall presentation is adapted to gender issues:		0
	a. Images and pictures encourage respect and equity between men and women		0
	b. Situations and examples encourage respect and equity between men and women		0
	c. Language encourages respect and equity between men and women		0
Total score			
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
Neither the training programme neither the compilation resource address gender issues. It only concerns self and interpersonal relationships, sexuality and sexual health, eating and fitness...			

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Criterion VII	Promoting human rights and overcoming stigma and discrimination	mean score : _____	Rating
	1. Human rights:		
	a. The material provides key elements on universal human rights		3
	b. The material addresses children's rights		5
	c. The right to physical integrity is explained		3
	2. Coercion and abuse:		
	a. The issues of coercion, sexual harassment and abuse are addressed and challenged		5
	b. Strategies to fight sexual abuse and coercion are given		5
	c. The possible steps to take in case of sexual abuse or coercion are explained		3
	3. Stigma and discrimination:		
	a. The material explains that HIV and AIDS can affect everyone		0
	b. The material explains how and why stigma and discrimination can have negative effects		5
	c. The material explains strategies to combat prejudices		3
	d. The material explains the importance of empathy and ways to show empathy are explored		5
	e. The material gives opportunities to test and experiment on how to avoid stigmatizing and discriminating		5
	f. The material explores how to respond to stigmatization, discrimination and prejudice		4
	4. Language used is non-discriminatory and non-judgemental towards:		
	a. People affected or infected by the virus		n.a
	b. Orphans and vulnerable children		n.a
	c. Sex workers		n.a
	d. Homosexuals		n.a
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)
<p>Human Right is a specific theme in the HFLE curriculum in Guyana, so even if the module does not address directly the theme of human rights, through life skills and good practice promotion it clearly promotes self respect and respect for other. There are some part about refusal skills which offer some keys to fight coercion, sexual harassment and abuse. It promotes assertiveness to develop the ability skill to honestly express our feelings, opinions and rights. It also focuses on information that should be given to children to avoid any child abuse.</p>

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Criterion VIII	Community and culture	mean score : ____	Rating
	1. Material is adapted to community environment:		
	a. Examples are appropriate in view of cultural and community context		
	b. Images used are appropriate to cultural and community context		
	c. Language is appropriate to cultural and community context		
	2. Material provides tools to identify and:		
	a. Explore cultural issues relating to SRH and rights, HIV & AIDS		
	b. Explore local norms regarding family, marriage, and sexuality		
	c. Reinforce positive community practices and beliefs regarding SRH, HIV & AIDS		
	d. Challenge negative community practices and beliefs regarding SRH, HIV & AIDS		
	3. Ways to overcome silence and stigma are explored regarding:		
	a. SRH, sexuality		
	b. HIV and AIDS		
Total score			

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)

<p>The material does not provide tools to identify and explore cultural issues relating to life skills. The manual is not adapted to community environment. It is not related to a social and cultural context. Transferability and adaptation are easy to realize.</p>

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Criterion IX	Teaching methods & strategies and teacher guidance (mean score:) _____	Rating
	1. Several teaching-learning methods are proposed and clearly explained in the material:	
	a. Icebreaker/building trust exercises	
	b. Classroom discussion/debates/brainstorming/case studies	
	c. Group work/co-operative project	
	d. Games	
	e. Role play	
	f. Creative work (posters, songs, story-telling, poetry, theatre plays)	
	g. Interviews/fieldwork/homework involving parents or the community	
	2. Detailed & clear instructions are provided to teachers for each lesson / unit on :	
	a. Learning goal and objectives	
	b. Time required to complete the lesson/unit	
	c. Which activities should be used (questions, role play, group work, etc.)	
	d. How to facilitate specific activities, e.g. role play, field work	
	e. Definition of key words and (sources of) background information & support	
	f. List of necessary materials (scissors, paper, etc.)	
	3. The material provides clear guidance on how to facilitate learning about:	
	a. HIV & AIDS: prevention, VCT, care and treatment	
	b. Sexual and reproductive health	
	c. Emotions and feelings	
	d. Respect for oneself and for the others	
	e. Human rights, stigma & discrimination	
	f. Relations between men and women	
	g. Social & cultural issues relating to HIV & AIDS, and SRH	
	4. Are the activities and exercises:	
a. Suitable and sufficient considering the objectives of the unit/lesson?		
b. Suitable considering the age group and literacy level of the target group?		
5. Are supporting materials for learners provided, e.g. worksheets, puzzles?		
6. Is formal training required to use the material?		
Total score		
STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)		
<p>The materials serve to train teachers to integrate and then infuse HFLE curriculum in their classroom. The Training Programme is very general and explains what life skills and HFLE programme are. It suggests interactive lessons, with time allocated, objectives, type of the activity and necessary resources to train teachers. The materials emphasizes the importance of using participatory teaching methods like class discussion, brainstorming, role play, buzz group, games and simulations, case studies, debates, story telling. The class is leading by a facilitator, not a teacher, who guides the learning process, and deliveries methods that would use in their classroom. It intends to familiarize teachers on how to use interactive teaching methods and activities to encourage students participation. The Resource material is very confuse and difficult to understand because some pages are missing while some entire parts are repeated. It seems that in general, the manual don't follow a logical order and the table of contents is incomplete (don't indicate all the pages numbers). It's sometimes also difficult to know which document is useful to teach which topics, and for which grade because there are so many and not v</p>		

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Criterion X	Layout and packaging	mean score : _____	Rating
	1. Presentation and graphical quality :		
	a. The material is attractive		2
	b. The font is readable		4
	c. Efficient use is made of printed/printable space		4
	d. Material contains sufficient & relevant pictures, graphs etc. to enhance content		1
	2. Packaging :		
	a. Size & weight of material are reasonable		5
	b. The material is durable if meant to be used by several generations of learners		3
	c. The material can be reproduced relatively economically		5
	Total score		

STRENGTHS & WEAKNESSES (in relation to the items with higher ratings and lower ratings)			
<p>The material presentation is very simple and not especially attractive. The paper is in a standard quality so the material can be quite durable. It would have been useful to add more graphs, pictures to enhance content but the texts are easy and pleasant to read. Most of all, references to other documents and relation between them are pretty unclear. It would have been useful to indicate it on the front cover for example.</p>			

Appendix:

List of persons met

- Permanent Secretary of Ministry of Education, Mr Pulandar Kandhi
- Chief Planning Officer, Ms. Evelyn Hamilton
- Chief Education Officer, Ms Genevieve Whyte-Nedd
- HIV and AIDS focal point for Ministry of Education, Ms Sharlene Johnson
- Assistant Chief Education Officer, Nursery
- Assistant Chief Education Officer, Primary
- Principal of Cyril Potter College of Education
- Representative of Technical and Vocational Education Training
- Literacy Officer of Cyril Potter College of Education
- Representative of Education Department of Cyril Potter College of Education, Ms Thomas
- Representative of Social Studies Department of Cyril Potter College of Education, Ms Willis
- Representative of Curriculum Department of Cyril Potter College of Education