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the 1990s, the number of people in the UK who are aged 65 and over has increased from 10.5 million to 13.5 million, and the number of people aged 75 and over has increased from 4.5 million to 6.5 million (Office for National Statistics 2000).

There is a growing awareness of the need to address the needs of older people, and the need to ensure that the health care system is able to meet the needs of this population. The Department of Health (2000) has identified the need to ensure that the health care system is able to meet the needs of older people, and has set out a number of objectives for the health care system to meet the needs of older people.

The objectives of the health care system to meet the needs of older people are: to ensure that older people have access to the health care services they need; to ensure that older people receive the best possible care; to ensure that older people are able to live independently; and to ensure that older people are able to participate in the decisions that affect their lives.

The health care system has a number of challenges to meet the needs of older people. One of the main challenges is to ensure that older people have access to the health care services they need. This is a challenge because older people often have complex health needs, and may have difficulty accessing health care services.

Another challenge is to ensure that older people receive the best possible care. This is a challenge because older people often have complex health needs, and may have difficulty understanding health care information. It is also a challenge because older people often have limited resources, and may have difficulty affording health care services.

A third challenge is to ensure that older people are able to live independently. This is a challenge because older people often have limited resources, and may have difficulty affording health care services. It is also a challenge because older people often have limited social support, and may have difficulty living independently.

A fourth challenge is to ensure that older people are able to participate in the decisions that affect their lives. This is a challenge because older people often have limited resources, and may have difficulty affording health care services. It is also a challenge because older people often have limited social support, and may have difficulty participating in the decisions that affect their lives.

The health care system has a number of strategies to meet the needs of older people. One of the main strategies is to ensure that older people have access to the health care services they need. This is done by providing health care services in a way that is accessible to older people.

Another strategy is to ensure that older people receive the best possible care. This is done by providing health care services in a way that is tailored to the needs of older people. It is also done by providing health care services in a way that is respectful of the dignity and autonomy of older people.

A third strategy is to ensure that older people are able to live independently. This is done by providing health care services in a way that is designed to help older people live independently. It is also done by providing health care services in a way that is designed to help older people live in their own homes.

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Key strategies and approaches to integrate HIV into broader agency mandate

As one of the six founding UNAIDS Cosponsors, the United Nations Educational, Scientific and Cultural Organization (UNESCO) is responsible for supporting the contribution of national education sectors to end AIDS and promoting better health and well-being for all children and young people. UNESCO uses its comparative advantage with the education sector to support Member States to advance young people’s health and well-being, including HIV.

Contributing to progress towards the Sustainable Development Goals (SDGs)

In 2016, UNESCO launched its *Strategy on education for health and well-being*, which is aligned to the UNAIDS Fast-Track Strategy and to the SDGs, with a specific focus on the mutually reinforcing linkages between SDG 4 on education, SDG 3 on health, and SDG 5 on gender equality. Priorities for UNESCO’s work over the 2016–2021 period include:

Strategic Priority 1: All children and young people benefit from good quality comprehensive sexuality education	Strategic Priority 2: All young people have access to safe, inclusive, health-promoting learning environments
<ul style="list-style-type: none">• Preventing HIV and other sexually transmitted diseases• Promoting awareness of HIV testing, knowing one's status, and HIV treatment• Strengthening puberty education• Preventing early and unintended pregnancy• Developing attitudes, values and skills for healthy and respectful relationships	<ul style="list-style-type: none">• Eliminating school-related violence and bullying, including based on gender, gender identity and sexual orientation• Preventing health- and gender-related discrimination towards learners and educators• Increasing awareness of the importance of good nutrition and quality physical education• Preventing use of harmful substances

Combination Prevention and Young People

In 2020, UNESCO supported more than 80 countries in their efforts to implement and scale-up good quality HIV and CSE, reaching more than 28 million learners in sub-Saharan Africa with strengthened access to CSE through the landmark “Our Rights, Our Lives, Our Future” programme.

UNESCO worked with ministries of education and other partners to support the uptake of the *UN international technical guidance on sexuality education*, which it had produced with UNFPA, WHO, UNAIDS Secretariat, UN Women and UNICEF in 2018.

To further CSE implementation, in 2020, UNESCO launched an online toolkit on CSE programme implementation—a regional CSE Learning Platform to facilitate knowledge exchange and learning across countries in Africa—and an updated version of the *Sexuality Education Review and Analysis Tool*. UNESCO also contributed to the development of an important companion piece to the technical guidance, the *International technical and programmatic guidance on out-of-school comprehensive sexuality education*, led by UNFPA.

Building on the historic 2013 commitment to CSE by Ministers of Health and Education in eastern and southern Africa, UNESCO is leading a process to develop a post-2020 commitment. UNESCO, UNFPA and partners are supporting countries to develop a similar regional commitment for educated, healthy and thriving adolescents and young people in western and central Africa. Another key development in 2020 was the launch of a new companion project to the “Our Rights, Our Lives, Our Future” programme, “O3 Plus,” which is focused on scaling up efforts to meet the unmet needs for CSE and access to SRH services in higher and tertiary education institutions in Zambia and Zimbabwe.

In eastern and southern Africa, UNESCO developed a regional coaching and mentorship strategy to facilitate ongoing teacher support, and in western and central Africa, it supported the development of an online teaching and learning platform in Cameroon, an online teacher training module in Nigeria, the development of CSE competency frameworks in Côte d’Ivoire, and validation of 12 student manuals and three teacher’s guides in the Democratic Republic of the Congo. In China, UNESCO worked with the Ministry of Education to integrate CSE and strengthen the national health education curriculum framework. In Armenia, UNESCO provided technical assistance to develop new educational standards for HIV and health, including sexuality education, and through UNESCO, UNFPA and WFP joint advocacy, the government retained HIV and health education in the new school curriculum and expanded it across all grades.

To advance understanding of the state of sexuality education globally, UNESCO developed a milestone 2020 Global Review through a survey tool implemented in 60 countries and involving interviews with stakeholders to inform country case studies. The review builds on a regional status review of school-based CSE conducted in 2019–2020. UNESCO also conducted a situational analysis on CSE and SRH services covering 24 countries in western and central Africa, developing 24 country fact sheets.

An international symposium exploring sexuality education in the digital space entitled “Switched on”, was organized by UNESCO and UNFPA in Istanbul in 2020, in partnership with the International Planned Parenthood Federation and the Federal Centre for Health

Education. Youth engagement supported strong social media results, with a potential reach of 2.1 million people on Twitter and including 143 000 views of social media graphics on Weibo.

UNESCO's Institute for Information Technologies in Education has been at the forefront of innovative multimedia approaches to HIV and sexuality education. About 2 million young people in eastern Europe and central Asia improved their knowledge on HIV and SRH issues through various digital platforms, including through a new artificial intelligence (AI)-powered chatbot "ELI". With UNESCO support, the regional youth network "Teenergizer" rolled out a new online sexuality education programme comprising five sessions on topics such as HIV, STIs, contraception, violence and relationships.

To reach young people, especially during times of school closures, UNESCO supported the development of a series of "edutainment" videos and in China, with Marie Stopes International, UNESCO supported the translation and adaptation of 62 short videos on CSE for Chinese adolescents to support an online learning project. UNESCO also provided technical support to a pilot CSE programme for students with disabilities and is adapting 24 videos into sign language. In Kyrgyzstan, 50 videos on HIV and healthy lifestyle education were developed for the national educational platform and a YouTube channel for teachers to organize distance or classroom-based lessons.

In 2020, in western and central Africa, UNESCO and partners launched the "Hello Ado" app. In addition to providing information on health, puberty, gender and other issues, the app lists health services available to young people that are closest to their location. UNESCO and partners have already mapped nearly 3,000 SRH, protection and legal support services in Burkina Faso, Burundi, Cameroon, Côte d'Ivoire, the Democratic Republic of the Congo, Gabon, Mali, and Senegal. "Hello Ado" also contributed to the COVID-19 response with school-related and health tips, including on HIV prevention.

HIV Prevention among key populations

UNESCO supported Member States to provide more inclusive education for all learners, including to prevent, address, and monitor school violence and bullying, inclusive of sexual orientation and gender identity and expression. The UNESCO report, *Out in the open*, notes that school violence and bullying is experienced in some countries by up to 85% of LGBTI+ learners, as well as non-LGBTI+ identifying learners perceived to be not conforming to gender norms. Without responsive action, this leads to school drop-out and loss of protective impacts on health, including HIV.

On 5 November 2020, UNESCO commemorated the first International Day against Violence and Bullying at School, including Cyberbullying. A virtual conference in partnership with the French Ministry of Education, Youth and Sport marked the occasion. Featuring youth testimonials, a UNESCO animated video, commitments from policy makers, and a statement

by the First Lady of France, it attracted more than 75 000 views. In Mexico, UNESCO held an event to raise awareness of harassment and violence in the lives of students before and during the COVID-19 pandemic. In China, the launch of a bullying prevention program was supported by Tsinghua University and a company promoting holistic development of adolescents, Talent Cradle Edu. A posting on the People's Daily at Sina Weibo attracted more than 45 million views and 25 000 comments.

In Kazakhstan, Kyrgyzstan and Ukraine, UNESCO and UNAIDS Secretariat supported the youth empowerment programme, Journey4Life's move to online training sessions, reaching more than 1 000 young people. Through the UNESCO Institute for Information Technologies in Education and UNAIDS, in cooperation with AIDS Foundation East-West country offices, more than 70 trained champions for peer education and more than 1,000 young people were reached.

To strengthen knowledge and evidence on school violence and bullying, and its drivers, UNESCO continued to support the use of the SDG Thematic Indicator 4.a.2 through its Institute for Statistics to measure safe, nonviolent, inclusive, and effective learning environments using data from existing school-based surveys to determine the "Percentage of students who experienced bullying during the past 12 months, by sex".

Gender Equality and Gender-based violence

In 2020, UNESCO supported the inception of the "Education Plus" initiative, which is co-convened with UNAIDS, UNFPA, UNICEF and UN Women. The initiative seeks to address the unacceptably high and disproportionate rate of HIV among adolescent girls and young women in sub-Saharan Africa through high-level advocacy to promote universal access to quality secondary education, including CSE, and a "plus" package of empowerment interventions that young women need to build healthy, vibrant futures.

UNESCO co-chairs the Global Working Group to End School-Related UN Nations Girls' Education Initiative. Work on sexual and gender-based violence includes the "Connect with Respect" curriculum, which supports teachers to prevent and address sexual and gender-based violence. The curriculum was piloted in seven countries in Africa and Asia. In Eswatini, "Connect with Respect" increased knowledge and understanding of gender and social norms, and positively influencing gender attitudes and behaviours of learners. The programme also positively influenced teachers' professional practices, with some reporting deeper introspection, and abandoning practices such as corporal punishment, threatening and name calling. In Zambia, "Connect with Respect" had a significant impact on teacher confidence and competence, with more than 87% of the teachers reporting a new and dynamic view of discipline. Students' attitudes, behaviours and experiences of gender-based violence and help-seeking improved as they gained knowledge about gender-based violence and help-seeking services.

In Viet Nam, UNESCO collaborated with the Ministry of Education and Training to develop a gender-responsive counselling training e-course targeting teachers. More than 700 teachers and educational administrators completed the course in the months following its launch. In Togo, UNESCO supported teacher training for nearly 400 teachers in 100 schools to prevent and address sexual and gender-based violence.

Contributing to the COVID-19 response

In 2020, UNESCO leveraged its experience to support the education sector response to the COVID-19, co-convening a Technical Advisory Group with WHO and UNICEF, and a research network working group with WHO and Educational Institutions. Technical briefings were developed on learner health and well-being during home learning, and contributions were made to enhanced accessibility of accurate COVID-19 and SRH information through distance learning, radio and TV lessons, videos, podcasts and infographics.

UNESCO advanced understanding of the gender dimensions of COVID-19 and preventing and addressing the negative impact of school closures on girls' health and education, including through international media coverage. A global study on the gender dimensions of COVID-19 was commissioned for publication in 2021.

A strategic guidance on gender-responsive COVID-19 planning—*Building back equal*—was produced through the Global Education Coalition's Gender Flagship. The guidance was released with the African Union, informed Liberia's national strategy for girls' education and Nepal's back to school planning. A large advocacy campaign, "Keeping girls in the picture", reached more than 360 million people in 2020, calling for attention to ensuring girls' continuity of learning through return to school, and that #LearningNeverStops. A special Back to School issue of *Gulli MAG*, an African weekly magazine, informed by material from the campaign, reached 1.5 million subscribers, and 25 countries in French-speaking Africa. Policy dialogues were also supported.

UNESCO launched the "Let's Talk!" campaign to respond to the high and increasing rates of early and unintended pregnancies, in the eastern and southern Africa region where having ever been pregnant reported by young women aged 15–19 years extends to 25% in Malawi, Uganda, the United Republic of Tanzania and Zambia. Against the backdrop of school closures, UNESCO adapted the campaign to ensure continuous communication on SRHR with young people in their home environments, including through web campaigns encouraging dialogue between parents and adolescents. In Kenya, UNESCO supported the Ministry of Education in the development of *National guidelines for school re-entry in early learning and basic education* and signed a memorandum of understanding with Kenya's National Council of Population and Development, Plan International and UN Women, to

implement a media campaign on the underlying causes of teenage pregnancy and increased gender-based violence due to COVID-19.

Case study: Reaching young people during school closures through the power of community radio




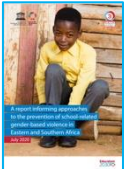


The COVID pandemic has an unprecedented impact on adolescent and young people's sexual and reproductive health, including increased early and unintended pregnancies, HIV and other STI incidence, child marriage and gender-based violence, with lockdowns and school closures removing protective effects. Outside of school, young people can be reached through digital media, though the digital divide remains stark. Many of the hardest-to-reach young people cannot easily engage through digital platforms. Community radio therefore remains a powerful tool to disseminate information, raise awareness and facilitate dialogue within households.



UNESCO and other “Let’s Talk” campaign partners supported a six-episode radio mini-drama also entitled “Say it Loud”, which touched on issues ranging from “The Pressures of Being a Teen: Economic stressors due to COVID-19 leading to increased rates of early and unintended pregnancies, and child marriage,” to “Condoms, Come-ons and Complications: Access to sexual and reproductive health services, including contraception,” and “Nowhere to Run: Youth mental health”. The radio drama was aired on national radio stations in the campaign focus countries, reaching at least 18 million listeners.

In Kenya, the campaign was broadcast through 42 community radio stations countrywide, using skits in Kiswahili and other local languages, reaching an estimated 10 million listeners. In the United Republic of Tanzania, broadcasts were made on 46 radio channels, and in Namibia, 4 radio jingles were disseminated through radio programmes reaching the Omusati and Ohangwena regions, where there are high levels of school dropout due to pregnancy. In South Sudan, radio and social media dissemination reached at least 10.9 million people, and in Zimbabwe, an estimated 1.7 million people were reached.

Knowledge products

	<p><u>Switched on: sexuality education in the digital space, UNESCO 2020</u></p>
	<p><u>Comprehensive Sexuality Education Implementation Toolkit</u></p>
	<p><u>Covid-19: Policy Brief and Recommendations “Strengthening efforts to prevent and respond to school-related gender-based violence as schools reopen,” SRgender-based violence Working Group, July 2020</u></p>
	<p><u>A report informing approaches to the prevention of school-related gender-based violence in Eastern and Southern Africa, UNESCO, July 2020</u></p>
	<p><u>Eli, the first Russian-language Chatbot for health and well-being</u></p>
	<p><u>UNESCO and UNAIDS information cards on COVID-19</u></p>

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