

# United Nations Educational, Cultural and Scientific Organization (UNESCO)

Unified Budget Results and Accountability  
Framework (UBRAF) 2016-2021





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# Achievements

## Introduction

UNESCO uses its comparative advantage with the education sector to advance young people's health and well-being. In 2016, UNESCO launched its new Strategy on Education for Health and Well-Being, which is aligned to the UNAIDS Fast-Track Strategy and to the Sustainable Development Goals, with a specific focus on the mutually reinforcing linkages between SDG 4 (Education), 3 (Health), and 5 (Gender Equality). The Strategy establishes two strategic priorities for UNESCO's work over the 2016-2021 period:

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

**Strategy Result Area 3: - Young people, especially young women and adolescent girls, access combination prevention services and are empowered to protect themselves from HIV**

### Combination Prevention and Young People

UNESCO works to scale-up CSE as a core component of targeted combination prevention programming. In partnership with UNFPA, UNAIDS Secretariat, WHO, UN Women and UNICEF, UNESCO spearheaded the publication of the revised UN International Technical

Guidance on Sexuality Education (ITGSE). The ITGSE was prepared with input from a Global CSE Advisory Group and integrates results of an evidence review, an online survey and a global technical consultation hosted by UNESCO in October 2016. It reflects new evidence and good practices, and reinforces the focus on areas such as early pregnancy, puberty, and gender equality.

Over 30 African countries received UNESCO training to integrate core HIV/CSE indicators in Education Management Information Systems (EMIS). 14 countries participated in a six-week online course run by UNESCO's International Institute for Educational Planning (IIEP) virtual campus in 2017, to build country capacity to integrate, collect, analyse and report on indicators through EMIS. As follow-up, UNESCO commissioned research to measure the delivery of CSE in the ESA region, using data collected from various sources. The findings from the research were used to develop an intensive one-week training of EMIS and policy staff in September 2017, where 12 countries participated.

A key success has been the adoption by the SDG 4 Technical Cooperation Group (TCG) of an indicator on the delivery of CSE (including HIV prevention education), to monitor progress against Education Thematic target 4.7. The Working Group included representatives from EI, OECD, UNESCO, Brazil, Germany, Oman and Sweden. Indicator 4.7.2 Percentage of schools that provided life skills-based HIV and sexuality education within the previous academic year will be included for reporting in 2018. Data on this indicator is already being collected in a number of ESA countries through EMIS, as well as by UNESCO's Institute of Statistics, through its annual Survey of Formal Education

The Commitment of Eastern & Southern African countries to provide quality CSE was reaffirmed at the 2016 AIDS Conference with the "Let's Step up and Deliver" Call to Action. Teacher-training courses have reached over 421 200 teachers across the ESA region.

In West & Central Africa a regional conference for representatives from 17 countries resulted in a Call for Action to strengthen CSE and access to SRH services, with follow-up in nine countries. New CSE curricula were developed in Senegal, DRC and Benin, and teacher training was strengthened in Cameroon, Chad, DRC, Cote d'Ivoire, Benin and Senegal.

In Eastern Europe and Central Asia, a series of 11 edutainment videos for adolescents on healthy lifestyle, HIV/STI prevention and relationships were produced in Russian, reaching over 8.5 million views in YouTube. In Latin America and the Caribbean, UNESCO reviewed CSE curricular content in 19 countries. Results were incorporated in an online platform designed by IPPF and will inform future technical support for CSE. In Asia Pacific, UNESCO, UNFPA and UNICEF completed CSE implementation reviews in China, India and Thailand, collecting data from over 18 500 students.

**Strategy Result Area 4: Tailored HIV combination prevention services are accessible for key populations, including sex workers, men who have sex with men, people who inject drugs, transgender people and prisoners, as well as migrants**

**HIV prevention among key populations**

While UNESCO's work to prevent violence in schools on the basis of sexual orientation and gender identity/expression (SOGIE) benefits all students, it is particularly relevant to the needs of adolescent and young key populations, who are often more vulnerable to discrimination and bullying. On 17-18 May 2016 an International Ministerial meeting was held in Paris, bringing together Education Ministers from all world regions for the launch of the report "Out in the Open: education sector responses to violence based on sexual orientation and gender identity/expression". It is the first-ever UN Global Report on this type of violence. A total of 27 000 hard and electronic copies of the report have been disseminated. A Call for Action was also affirmed by 56 countries, with a video and infographic released under the hashtag #OutInTheOpen, which trended on Twitter and generated over 2820 tweets and an audience of 20 million.

Over the course of the biennium, UNESCO produced four regional publications (Asia Pacific, Southern Africa, Latin America and the Caribbean) and two national reports (Thailand and Vietnam) on SOGIE-based violence in schools. An Asia Pacific regional consultation on education sector responses to SOGIE-related violence was convened in 2017, with the participation of 30 delegates from nine countries. UNESCO also coordinated an LGBTI Pre-Conference prior to Education Internationals' (EI) 8th Asia Pacific Regional Conference. In Latin America, a publication and teacher facilitation guide on SOGIE violence in schools was produced and in Chile, UNESCO supported Ministry of Education efforts to develop guidelines for the inclusion of LGBTI people in the educational system. In India, UNESCO supported a study on the experiences of bullying among young transwomen and same-sex attracted males in Tamil Nadu.

In collaboration with UNODC and WHO, UNESCO is also working to strengthen the education sector response to substance use, by providing guidance to support schools and teachers to prevent school dropouts and expulsion, and refer students who are struggling with substance use to youth-friendly health services. Following a joint publication and expert-group meeting with UNODC and WHO in Istanbul in 2015, UNESCO published a good practice and policy booklet on education sector responses to substance use in 2017. It was presented at the UNGA Special Session on Drugs in April 2016, as well as at a meeting in June 2016 organized by WHO and government of Turkey and at the 60th Commission on Narcotic Drugs

at UNODC in March 2017. The publication was referenced in the revised version of the International Standards on Drug Use Prevention developed by UNODC.

### **Strategy Result Area 5: Women and men practice and promote healthy gender norms and work together to end gender-based, sexual and intimate partner violence to mitigate risk and impact of HIV**

#### **Gender equality and gender-based violence**

In 2016-2017, a key focus for UNESCO has been on strengthening the education sector response to school-related gender-based violence (SRGBV), in line with the 2nd strategic priority of the UNESCO Strategy on Education for Health and Well-Being. In 2017, UNESCO produced a global guidance document on SRGBV, launched during the 16 Days of Activism against Violence Against Women. The SRGBV guidance was developed in collaboration with UN Women and the global partners working group on SRGBV, which UNESCO co-chairs with UNGEI.

Between 2016 and 2017, capacity-development workshops on the guidance were held in Johannesburg, Dakar, Harare and St Lucia, with a total of 40 countries represented. UNESCO and UNGEI also hosted a Global Learning Symposium in November 2017 in Dakar, bringing together stakeholders to share country experiences and plan the next phase of action for the SRGBV working group. The group met in January 2017 in Seoul, at the International Symposium on School Violence and Bullying, and at the annual conference of the Comparative International Education Society (CIES), in Vancouver.

The SRGBV guidance was used in teacher training workshops in Zambia, to support curriculum review in Kenya and as a key resource during a regional meeting hosted by UNESCO in Panama for MoE officials from Costa Rica, Guatemala, Honduras, Mexico, Nicaragua and Panama. In Moldova, a guide for educators on addressing violence in schools was developed, based on UNESCO's global guidance. SRGBV desk reviews were completed in Indonesia and Vietnam, while in India, UNESCO collaborated with the National Council of Educational Research & Training to produce a policy paper, toolkit and teaching and learning materials on SRGBV.

A new tool was developed and used to assess the education sector response to SRGBV in Cameroon, Senegal and Togo. The validation of the diagnoses in the three countries led to concrete action plans aimed at curricula, teacher training, regulation and sectoral planning. UNESCO's Beirut Office undertook a desk review on SRGBV in nine Arab States countries, along with a case study on SRGBV in Palestine. In DRC, UNESCO supported a magazine for young people on the response to HIV and GBV, with 3500 copies distributed to student and discussion groups organized at six higher education institutes.

In 2017, UNESCO and partners published recommendations on education sector responses to early and unintended pregnancy (EUP). EUP is a major concern for many education systems and can lead to stigma, discrimination, descolarization and as a result, an increased risk of HIV for adolescent girls and young women. The EUP guidance was developed in close consultation with UNFPA and WHO, and seeks to help education sector stakeholders identify ways to prevent EUP and ensure that pregnant and parenting girls can continue education in a safe and supportive school environment. The guidance has resulted in the adoption of school re-entry guidelines in Kenya. In South Africa, UNESCO provided technical and financial support to the Department of Basic Education to develop its first ever Pregnancy Prevention and Management Policy in schools. The Policy seeks to strengthen efforts in curbing EUP among learners and, in case of a pregnancy, to provide a supportive environment to keep the girl learner in school and facilitate re-entry post-delivery.



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