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Organizational report 2018-2019

the fact that the number of children in the household is an indicator of the size of the household. The larger the household, the more children there are, and the more children there are, the more likely are the parents to be in the lowest income group. This is because larger households are more likely to be in the lowest income group.

There are several reasons why the number of children in the household is an indicator of the size of the household. First, the number of children in the household is a direct measure of the size of the household. Second, the number of children in the household is a good indicator of the size of the household because the number of children in the household is a good indicator of the size of the household.

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Key strategies and approaches to integrate HIV into broader agency mandate

UNESCO is a specialized agency of the UN, founded with the mission of contributing to peace and security by promoting international collaboration through education, science, and culture. As one of the six founding UNAIDS Cosponsors, UNESCO supports the contribution of national education sectors to ending 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 wellbeing. In 2016, UNESCO launched its Strategy on Education for Health and Well-Being, which establishes two priorities for UNESCO's work in 2016–2021:

- 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.

HIV is anchored across these strategic priorities. A network of over 50 HIV and health education specialists, at global, regional and country levels, support implementation of the Strategy and the integration of health considerations in broader education sector work, with a particular focus on advancing gender equality in and through education, and on inclusive education.

Contributing to progress towards the SDGs

The UNESCO Strategy is aligned to the UNAIDS Fast-Track Strategy and to the SDGs, with a specific focus on the mutually reinforcing linkages between SDG 4 (Education), 3 (Health), and 5 (Gender Equality). The table below illustrates some of the key SDG targets that UNESCO's work contributes to.

		
<p>3.1 Reduce maternal mortality</p> <p>3.3 End the epidemic of AIDS, TB and malaria</p> <p>3.4 Reduce premature mortality from noncommunicable diseases</p> <p>3.5 Strengthen the prevention and treatment of substance use</p> <p>3.7 ensure universal access to sexual and reproductive health-care services, including for family planning, information and education</p>	<p>4.1 Ensure all girls and boys complete primary and secondary education</p> <p>4.5. Eliminate gender disparities in education and ensure equal access...</p> <p>4.7 Ensure all learners acquire the knowledge and skills needed...to promote... human rights, gender equality, peace and non-violence</p> <p>4a...provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>5.1 End all forms of discrimination against all women and girls everywhere</p> <p>5.2 Eliminate all forms of violence against all women and girls</p> <p>5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation</p> <p>5.6 Ensure universal access to sexual and reproductive health and reproductive rights</p>

Strategic Priority 1: All children and young people benefit from good quality comprehensive sexuality education

In 2018–2019, UNESCO supported 65 countries to strengthen quality comprehensive sexuality education (CSE). A key focus has been on implementation of the revised UN International Technical Guidance on Sexuality Education, produced by UNESCO with UNFPA, WHO, UNAIDS, UN Women and UNICEF in January 2018. In response to high demand from Member States, the guidance is being translated into 17 languages. It has been viewed more than 150 000 times and has received global media coverage.

In 2018, UNESCO launched the “Our Rights, Our Lives, Our Future” (O³) program, which aims to strengthen access to good-quality CSE and youth-friendly services across sub-

Saharan Africa. In 2018–2019, nearly 15 million learners were reached with life-skills based HIV and sexuality education. By 2022, the programme will reach 24.9 million learners in 72 000 primary and secondary schools and 450 000 pre- and in-service teachers. Additionally, it will reach 30.5 million people (parents, guardians, religious leaders, and young people out of school) through community engagement activities and 10 million young people through social media. A needs assessment was completed in 2019, providing valuable recommendations to guide country programming.

Through concerted advocacy efforts, CSE has been positioned as a key issue at the intersection of education, health, gender equality and human rights. CSE was referenced explicitly as a part of quality education in the Brussels Declaration, the outcome statement of the 2019 Global Education Meeting. The ITGSE was presented at several prominent events and fora, including the Commission on the Status of Women, the Human Rights Council, the International AIDS Conference, and the ICPD+25 Summit. Advocacy on CSE has also been strengthened through a global communications campaign, “A foundation for life and love”, launched on World AIDS Day 2018, which explores discussions between young people and their parents in Chile, China, Ghana, Thailand and the United Kingdom.

To build knowledge and advocacy among education policy makers on the value of CSE within the SDG4 agenda, UNESCO developed a briefing paper for the Global Education Monitoring Report’s policy paper series, “Facing the Facts: the case for comprehensive sexuality education.” Launched at the 2019 Women Deliver conference, it discusses how governments can scale up CSE as part of their commitment to SDG 4. UNESCO also partnered with the Guttmacher Institute on the technical paper “From ideas to action: Addressing barriers to comprehensive sexuality education in the classroom”.

Another key achievement has been the endorsement of SDG thematic indicator 4.7.2, which will advance the measurement of country progress in providing comprehensive sexuality education. UNESCO supported three regional e-training courses on monitoring and evaluating the delivery of CSE, including HIV education, benefitting 27 countries.

Strategic Priority 2: All young people have access to safe, inclusive, health-promoting learning environments

UNESCO strengthened the capacity of Member States to provide young people with safe, inclusive learning environments free from all forms of violence and bullying. Efforts have been focused on preventing and addressing school-related gender-based violence and violence based on sexual orientation and gender identity/expression.

Continued support was provided at country level for implementation of Global Guidance on school-related gender-based violence, co-published by UNESCO and UN Women. UNESCO supported South Sudan in explicitly integrating gender-based violence in its 2019 education

strategy and included several activities to prevent and address it through policy and teacher training. In Zimbabwe, UNESCO has a role in the Spotlight Initiative which addresses gender-based violence in institutions of higher education.

UNESCO also continued to co-chair, with UNGEI, the global partners working group to end school-related gender-based violence. It convened two meetings in 2019 to facilitate knowledge exchange, peer networking and learning on preventing and responding to gender-based violence. The March 2019 learning symposium provided the opportunity to showcase several UNESCO-supported initiatives on school-related gender-based violence, including the Connect with Respect curriculum support tool. The tool was first used in Thailand and Viet Nam, and was subsequently adapted and field tested in 2019 for schools in Eswatini, United Republic of Tanzania, Zambia and Zimbabwe. The tool is still being used in the Asia and Pacific region.

Teacher training workshops were carried out in 2018–2019 in Thailand and Viet Nam for 250 teachers and educational staff. UNESCO is also working with UNICEF and Plan International on a joint programme to prevent and address school-related gender-based violence in western and central Africa. UNESCO supported national education sectors in Cameroon, Côte d'Ivoire, Senegal and Togo to train 1357 teachers on student-centred approaches, case reporting and referrals.

UNESCO worked to amplify the voices of young key populations to promote inclusive, equitable education free from all forms of stigma and discrimination. In 2019, it supported the participation of young people living with HIV and LGBTI young people in the 2019 International Forum on Inclusive Education and Equity in Education in Cali, Colombia. The participants received one-on-one capacity building with UNESCO health and education staff, and their voices were featured prominently at the event. UNESCO also supported a global web-based consultation conducted by a youth organization on how to make the 2030 SDG Agenda for education and health more inclusive. The inputs of more than 20 000 LGBTI youth were presented during the second conference of the Equal Rights Coalition in Canada in August 2018.

To enhance country capacity to monitor violence based on sexual orientation and gender identity/expression, UNESCO in 2019 published the technical brief “Bringing it out in the open” in English and French. It provides evidence-based recommendations for governments and organizations on managing large school-based or household surveys for monitoring such violence. UNESCO contributed to enhancing the evidence base on inclusive education through work with a youth organization to launch an LGBTQI inclusive education index which measures the progress of 47 European countries.

The “LGBTQI Inclusive Education Index and Report” was reviewed at a January 2018 meeting at the European Parliament in Brussels. UNESCO also collaborated with the Council

of Europe to publish a report offering recommendations to 48 European states on how to ensure that all children can enjoy their right to education in a safe and inclusive learning environment. UNESCO published a 2018 synthesis report on violence based on sexual orientation and gender identity/expression in schools in China, the Philippines, Thailand and Viet Nam to broaden awareness and understanding about this issue, while also identifying best practices and policies.

Case study: Fighting discrimination through film

In Belarus, UNESCO’s Institute of Information Technologies in Education partnered with the visual and performing arts centre ART CORPORATION to create a 60-minute feature film “II” (Two). Directed by Belarusian filmmaker Vlada Senkova and produced in a documentary style, the film addresses sensitive issues faced by many young people, but not considered appropriate for public discussion, let alone artistic representation, in many eastern European countries and beyond.

“II” addresses such inter-related topics as adolescent relationships and behaviour, sexual and reproductive health, HIV, gender-based violence and violence against LGBTIQI persons, and HIV-related stigma and discrimination—issues of importance for Belarus and for eastern Europe—more broadly, in light of its growing HIV epidemic.






The movie narrates the stories of Nastya, Sasha and Kristina—all 16 years old and wondering where life will take them. While Kristina is absorbed in new love affairs, timid Sasha is violently bullied for being gay. Nastya is studying Polish in the hope that this will help her escape her small town. Then a rumour starts to circulate at school that she has HIV, news that awakens people’s hidden fears and prejudices.





UNESCO regional advisor for health and education, Tigran Yepoyan, said the movie aims to “explore the price of ignorance in matters such as health and sexual relations—the price that both children and their parents end up paying.” A core message of “II” is the importance of zero discrimination, which puts the movie at the centre of a regional campaign, implemented by UNESCO and UNAIDS, to address attitudes and common misconceptions about people living with HIV in the region. “In our countries there are a lot of people whose voices are very silent and very lonely, and I wanted those voices to be louder. Cinema is the best weapon

because you can't kill anyone with it but you can change their minds" said Aliaksandr Lesko, co-writer of *Il*, whose own experience of being bullied at school inspired the screenplay.

On 17 October 2019, "*Il*" premiered at the Warsaw International Film Festival and received a Special Mention award from the jury, followed by a successful tour at film festivals in Minsk, Goteborg and Brussels. "*Il*" was also widely released in Belarus and screened in movie theatre around the country during December 2019 and January 2020, attracting thousands of viewers—both adolescents, their parents and teachers. "A movie that must be shown at all schools in the country", writes Belarusian lifestyle media KYKY.ORG. "The Film '*Il*' is a test of our response to others pain and injustice," adds Independent media Gazetaby.com. The film will continue to be screened at other film festivals in the region, including the Moscow International Film Festival, and is expected to reach 1 million people online. A set of educational materials for social media with links to useful resources is being developed to accompany the online launch.

Knowledge products

	<p><u>Facing the Facts: the case for comprehensive sexuality education</u> CSE is an essential part of a good quality education that helps prepare young people for a fulfilling life in a changing world. It improves sexual and reproductive health outcomes, promotes safe and gender equitable learning environments, and improves education access and achievement. This paper, produced jointly with the Section for Health and Education at UNESCO, shows how governments can overcome social resistance and operational constraints to scale up these programmes as part of their commitment to SDG 4, the global education goal.</p>
	<p><u>From ideas to action: Addressing barriers to comprehensive sexuality education in the classroom.</u> This paper presents seven recommendations, which are applicable beyond these four countries, for overcoming common bottlenecks in LMICs and thereby improving CSE implementation.</p>
	<p><u>UN International Technical Guidance on Sexuality Education: An evidence-informed approach</u> The International technical guidance on sexuality education was developed to assist education, health and other relevant authorities to develop and implement school-based and out-of-school comprehensive sexuality education programmes and materials.</p>

	<p><u>Bringing it out in the open: Monitoring school violence based on sexual orientation, gender identity or gender expression in national and international surveys.</u> UNESCO this document to strengthen the routine monitoring of school violence that is based on sexual orientation, gender identity or gender expression.</p>
	<p><u>Connect with Respect: Preventing gender-based violence in schools</u> This tool has been designed to assist teachers, like you, to deliver education programmes in early secondary school. It has been designed for students aged 11–14 years but can be adapted for use with older students. It provides age-appropriate learning activities on important themes and concepts relating to the prevention of gender-based violence and promotion of respectful relationships. regularly based on feedback on its use, particularly in the Asia-Pacific region.</p>
	<p><u>A Foundation for Life and Love Campaign</u> UNESCO's Foundation of Life and Love campaign (#CSEandMe) aims to highlight the benefits of good quality CSE for all young people. Because CSE is not just about sex. It is about relationships, gender, puberty, consent, and sexual and reproductive health, for all young people.</p>
	<p><u>“II” Trailer https://youtu.be/ePDaLhKScpE</u> Directed by Belarusian filmmaker Vlada Senkova and produced in a documentary style, the film addresses sensitive issues faced by many young people, but not considered appropriate for public discussion, let alone artistic representation, in many eastern European countries and beyond.</p>

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