

UNAIDS 2019

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

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

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Organizational report 2018



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## **Key strategies and approaches**

UNESCO is a specialized agency of the United Nations. It was 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 is responsible for supporting 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 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 SDGs, with a specific focus on the mutually reinforcing linkages between SDG 4 (education), SDG 3 (health) and SDG 5 (gender equality).

The Strategy establishes two strategic priorities for UNESCO work over the period 2016–2021. The first aims to ensure that all children and young people benefit from good-quality comprehensive sexuality education. Within this strategic priority, UNESCO undertakes efforts to prevent HIV and other sexually transmitted diseases; to promote awareness of HIV testing, knowing one's status, and HIV treatment; to strengthen puberty education; to prevent early and unintended pregnancy; and to develop attitudes, values and skills for healthy and respectful relationships.

The second strategic priority for UNESCO is to ensure that all young people have access to safe, inclusive, health-promoting learning environments. Within this strategic priority, UNESCO works to eliminate school-related violence and bullying, including based on gender, gender identity and sexual orientation; to prevent health- and gender-related discrimination towards learners and educators; to increase awareness of the importance of good nutrition and good-quality physical education; and to prevent use of harmful substances.

## **Highlights of results**

UNESCO supported 63 countries to strengthen delivery of good-quality comprehensive sexuality education through support for orientation to, and use of, the revised United Nations International Technical Guidance on Sexuality Education, published in January 2018 in partnership with the UNAIDS Secretariat, UNFPA, UNICEF, UN Women and WHO. The revised guidance has been translated into six languages, with eight other translations under way. The majority of these translations are undertaken at the explicit request of Member States, which is a sign of the strong interest in the guidance and its relevance to country needs.

As a result of concerted advocacy efforts, UNESCO has succeeded in positioning comprehensive sexuality education as a key issue at the intersection of education, health, gender equality and human rights. Comprehensive sexuality education was referenced explicitly as a part of good-quality education within the Brussels Declaration, the outcome statement of the 2019 Global Education Meeting, and is included in the report of the SDG 4 Steering Committee to the High-level Political Forum. A key achievement has been the endorsement of SDG thematic indicator 4.7.2, developed and validated by UNESCO, to measure countries' progress in providing comprehensive sexuality education. Work is ongoing to support strengthened country capacity to collect and analyse data on this indicator.

UNESCO is leading the Our Rights, Our Lives, Our Future programme, which aims to strengthen access to good-quality comprehensive sexuality education and youth-friendly services across sub-Saharan Africa. The programme aims to reach over 20 million young people by 2022. Among the projected impact and outcomes of the programme are a decrease in the number of new HIV infections, increased comprehensive HIV and sexual and reproductive health and rights knowledge, and reduced stigma and discrimination towards young people living with HIV and young key populations.

## **Key achievements by SRA**

### **SRA 3: Young people, especially young women and adolescent girls, access combination prevention services and are empowered to protect themselves from HIV**

In 2018 a key achievement has been the endorsement of SDG thematic indicator 4.7.2, developed and validated by UNESCO, to measure countries' progress in providing comprehensive sexuality education. Work is ongoing to support strengthened country capacity to collect and analyse data on this indicator. This will be informed by an evaluation study being prepared by the UNESCO International Institute for Educational Planning to assess the outcome and impact of its regional e-training courses on monitoring and evaluating the delivery of comprehensive sexuality education. The UNESCO Institute of Statistics also included an indicator on the delivery of life-skills HIV and sexuality education in its annual survey of formal education, which is aligned with indicator 4.7.2.

In order to increase understanding of the rationale and importance of delivering comprehensive sexuality education as part of a good-quality education, UNESCO developed a policy paper on comprehensive sexuality education in SDG 4 in collaboration with the Global Education Monitoring Report, for publication in June 2019. UNESCO supported the Guttmacher Institute to facilitate secondary analysis of data on barriers to implementation of comprehensive sexuality education curricula in Ghana, Guatemala, Kenya and Peru. One

article has been published in PLOS ONE using this new analysis, and a joint UNESCO and Guttmacher policy paper will be published in 2019. UNESCO also co-published with WHO a commentary in the Journal of Reproductive Health on the revised guidance.

Advocacy has been strengthened through a global communications campaign on comprehensive sexuality education, A Foundation for Life and Love, unveiled in September 2018. Exploring discussions between young people and their parents in four countries (Chile, Ghana, Thailand, United Kingdom of Great Britain and Northern Ireland), viewers watch videos, browse photos and engage in online conversations. The videos touch on a number of themes, including the role that comprehensive sexuality education plays in preventing and addressing HIV-related stigma and discrimination. It was released through a series of events including an Asia-Pacific regional multistakeholder dialogue on comprehensive sexuality education in Thailand, a conference on comprehensive sexuality education and sexual and reproductive health services in Côte d'Ivoire, and a global release at UNESCO headquarters to mark World AIDS Day 2018.

As part of its work to scale up good-quality comprehensive sexuality education, UNESCO is exploring a variety of innovative media and information and communication technology approaches. In the Asia and Pacific region, UNESCO collaborated with UNFPA, UNICEF, Youth LEAD and partners to co-organize a workshop, Turned On: Sexuality Education in the Digital Space. This workshop brought together various initiatives that provide comprehensive sexuality education to young people throughout the Asia-Pacific region, including social media influencers, digital content producers and marketers, and representatives from various civil society organizations.

In western and central Africa, UNESCO developed a smartphone application on comprehensive sexuality education for adolescents and young people, particularly those most at risk of HIV infection or teenage pregnancy in French-speaking countries. The application gives access to a variety of content through short articles, podcasts, videos, sharing of personal experiences, and games. It links users to health, social and legal services, and connects them through a chat function that provides a safe environment to talk about sexuality. At the end of 2018 UNESCO engaged in a partnership with a research team to collect in-depth information with potential users from six western and central African countries to further develop the application.

In Armenia and Kyrgyzstan, young people can access correct, age-appropriate information about sexual and reproductive health, HIV and relationships in Russian and national languages through the upgraded websites [www.teenslive.am](http://www.teenslive.am) and [www.teens.kg](http://www.teens.kg), Facebook and Instagram. Eight short videos on healthy behaviour were produced and published on [www.teens.kg](http://www.teens.kg), and the Instagram account was viewed by more than 200 000 people.

UNESCO supported teacher training in Armenia and Kyrgyzstan. A total of 647 teachers were trained in delivery of lessons on healthy lifestyles and prevention of HIV. HIV and health education was integrated into the curricula of teacher training institutions in Armenia, Belarus and Kyrgyzstan. On average, the level of educators' knowledge about HIV and sexual and reproductive health increased by 20–25%. All 1500 schools in Armenia were supplied with a revised teacher guide on healthy lifestyle lessons for grades 8–11. Comparative analysis of students' knowledge of HIV and healthy lifestyle-related issues conducted in Kyrgyzstan revealed students who had health education lessons demonstrated much better knowledge than those who did not.

#### **SRA 4: Tailored HIV combination prevention services are accessible to key populations, including sex workers, men who have sex with men, people who inject drugs, transgender people, people in prison, and migrants**

UNESCO contributed to strengthening the capacity of Member States to prevent, address and monitor school violence and bullying, including on the basis of sexual orientation and gender identity and expression. Lesbian, gay, bisexual, transgender and intersex students report a higher prevalence of violence at school than their heterosexual peers, with the proportion affected ranging from 16% in Nepal to 85% cent in the United States. Students who experience school violence and bullying are more likely to miss classes or drop out of school as a result. Education has a proven protective effect against HIV infection; combating sexual orientation and gender identity and expression-related stigma and discrimination in schools helps to dispel myths about HIV and to combat HIV-related stigma and discrimination.

Lesbian, gay, bisexual, transsexual and intersex youth voices were better represented in the 2030 Agenda through UNESCO support for a global online consultation. The consultation informed the Equal Rights Conference in Vancouver, Canada in August 2018 and will also inform the update of the Salamanca Statement on Inclusive Education.

Recognizing that the lack of data on lesbian, gay, bisexual, transsexual and intersex young people is a significant barrier to addressing their needs, in 2018 UNESCO developed a technical brief to strengthen the routine monitoring of this form of school violence. The brief, *Bringing It Out in the Open: How to Increase and Improve the Routine Monitoring of School Violence Based on Sexual Orientation, Gender Identity or Gender Expression in International and National Surveys*, was developed throughout 2018 and published in March 2019. UNESCO also contributed to enhancing the evidence base on inclusion of lesbian, gay, bisexual, transsexual and intersex people in the education sector through work with an international youth organization to launch the LGBTQI-inclusive Education Index to measure the progress of 47 European countries in the implementation of the ministerial commitment to ensuring safe and inclusive learning environments for lesbian, gay, bisexual, transsexual and intersex learners.

The LGBTQI-inclusive Education Index and Report were reviewed at a January 2018 meeting at the European Parliament in Brussels, convened by IGLYO, and bringing together representatives from European countries that have affirmed the UNESCO call for action to prevent and address homophobic and transphobic bullying in schools. Together, they reviewed progress towards the implementation of inclusive and equitable education for all learners, identified good practice, and planned future actions, including the release of a joint publication by UNESCO and the Council of Europe on education-sector responses to violence based on sexual orientation and gender identity and expression in the region. The research showed that less than half (21) of Council of Europe Member States have national or regional action plans to explicitly prevent and address school-based bullying based on sexual orientation and gender identity and expression.

Efforts are under way to ensure an inclusive approach to the prevention of school-based violence and bullying. In October 2018 UNESCO published an infographic report summarizing the latest available evidence on school-based violence and bullying. It was presented at the United Nations General Assembly during a side-event organized by the Special Representative of the Secretary-General on Violence Against Children. Following this, a full report, *Behind the Numbers: Ending School Violence and Bullying*, was published in January 2019 and presented at the Education World Forum in London. The infographic report and the full report address the prevalence of school-based violence and bullying linked to sexual orientation and gender identity and expression.

With Education International, UNESCO supported training of teachers in Fiji, Nepal and the Philippines on the rights of lesbian, gay, bisexual, transsexual and intersex people, and education-sector responses to address sexual orientation and gender identity and expression-based school violence. UNESCO also conducted a survey, with Education International and Curtin University, on the attitudes of teaching personnel towards the rights of lesbian, gay, bisexual, transsexual and intersex people. Findings will be finalized in early 2019. A report was also published entitled *School-related Violence and Bullying on the Basis of Sexual Orientation and Gender Identity and Expression: Synthesis Report on China, the Philippines, Thailand and Viet Nam*.

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

UNESCO continues to provide global leadership, standard-setting and strategic vision on gender equality in education. The 2018 Global Education Monitoring Report Gender Review, published by UNESCO with support from the United Nations Girls' Education Initiative, revealed that only 44% of countries have made legal commitments through international treaties to gender parity in education, and highlighted issues such as early marriage, early or unintended pregnancy, and school-related gender-based violence as major barriers to girls' education. At the country level, UNESCO improved access of marginalized girls and women



to good-quality learning opportunities, including supporting the enrolment of more than 55 250 girls in formal education. More than 15 000 teachers, teacher educators and non-formal literacy providers from over 25 countries were trained in gender-responsive pedagogy and gained skills in the delivery of education content that promotes gender equality and respectful relationships, builds knowledge for healthy sexuality and well-being, and teaches skills for life and work.

Efforts are ongoing to support countries to implement guidance from the technical brief on strengthening the education sector response to early and unintended pregnancy. The guidance seeks to help education sector stakeholders identify ways to prevent early and unintended pregnancy and ensure that pregnant and parenting girls can continue their education in a safe and supportive school environment. Keeping girls in school is a key approach to preventing HIV in adolescent girls and young women. The brief contains a summary of the evidence and a set of key recommendations for the education sector based on the global review of evidence.

UNESCO commissioned a situation analysis on early and unintended pregnancy in 10 countries in eastern and southern Africa to assess the magnitude of the problem in the region. The study revealed that early and unintended pregnancy in the region is very high, with at least 15% of girls aged 15–19 years ever having been pregnant. The recommendations informed and inspired a regional campaign that will be formally launched in early 2019 and was previewed in June 2018 during the SADC Ministers of Education Meeting in Durban, South Africa. The global team is exploring ways to provide technical backstopping and support to address early and unintended pregnancy in other regions.

The capacity of national education sectors to prevent and address gender-based violence was strengthened through support for implementation of global guidance on school-related gender-based violence. UNESCO organized a consultation workshop in Eswatini in March 2018 with 40 education sector officials and partners from 7 eastern and southern African countries, with the aim of adapting the content of a lower secondary classroom tool, *Connect with Respect*, for use in the region. This curriculum tool, published by UNESCO, the United Nations Girls' Education Initiative and other partners, was developed for teachers in Asia and the Pacific to help them deal with school-related gender-based violence in their local context. A follow-up workshop for training of master trainers was carried out in June 2018 in Zimbabwe involving ministry of education teams from Eswatini, the United Republic of Tanzania, Zambia and Zimbabwe.

UNESCO rolled out the *Connect with Respect* tool in Thailand and Viet Nam through national orientations, capacity-building workshops for teachers, and training workshops for school counsellors and ministry representatives. UNESCO is working with UNICEF and Plan International on a programme funded by France to support governments to address school-

related gender-based violence in Cameroon, Senegal and Togo, with a focus on strengthening curriculum content and building teachers' skills.

At the global level, UNESCO continues to co-chair, with the United Nations Girls' Education Initiative, the Global Working Group to End School-related Gender-based Violence. The Working Group of more than 40 partners continues to share research and support national-level policy, programming and technical assistance alongside global advocacy, including in key education fora in 2018 such as the Comparative and International Education Society, EducAid, EU Development Days, the Gender 360 Summit, and the Pan-African High-level Conference on Education.

As a member and part of the steering committee of the United Nations Girls' Education Initiative, UNESCO was represented at the Initiative's Global Advisory Committee meeting in Ottawa, Canada in December 2018. This meeting brought together participants from more than 25 organizations. At the request of members who have noted an increased interest in comprehensive sexuality education in recent years, especially in relation to girls' education, the Initiative invited UNESCO to deliver a special session on comprehensive sexuality education. There is increasing understanding from within this community about the value of comprehensive sexuality education and its importance for many key issues in girls' education and gender equality.

## Financial information

**Table 1**  
**Funds available in 2018 (US\$)**

Fund available in 2018	
2018 Core Global	2,000,000
2017 Carry-forward funds	1,730,673
<b>Sub-total</b>	<b>3,730,673</b>
2018 country envelope	1,300,450
<b>TOTAL</b>	<b>5,031,123</b>

**Table 2****Expenditure and encumbrances by Strategy Result Area (US\$)**

Strategy Result Area (US\$)	Core *	Non-core	TOTAL
SRA 1: HIV testing and treatment	44,903	625,284	670,187
SRA 3: HIV prevention and young people	1,687,444	5,193,697	6,881,141
SRA 4: HIV prevention and key populations	217,402	1,483,683	1,701,085
SRA 5: Gender inequalities and gender-based violence	624,922	3,223,212	3,848,134
SRA 6: Stigma, discrimination and human rights	84,171	292,528	376,699
SRA 7: Investment and efficiency	74,659	141,268	215,927
SRA 8: HIV and health services integration	37,508	-	37,508
<b>TOTAL</b>	<b>2,771,009</b>	<b>10,959,672</b>	<b>13,730,682</b>

\* includes expenditures and encumbrances against 2018 budget and 2017 carry-forward funds

**Table 3****Expenditure and encumbrances by region (US\$)**

Region	Core *		Non-core	TOTAL
	Core	Core- country envelope		
Asia and Pacific	509,242	133,534	1,139,851	1,782,627
Eastern Europe and central Asia	411,713	39,674	124,961	576,348
Eastern and southern Africa	354,090	484,553	3,107,515	3,946,158
Latin America and the Caribbean	316,108	141,709	3,392,454	3,850,271
Western and central Africa	108,200	202,737	1,974,409	2,285,345
Global	1,071,657	-	1,220,483	2,292,140
<b>TOTAL</b>	<b>2,771,009</b>	<b>1,002,207</b>	<b>10,959,672</b>	<b>14,732,889</b>

\* includes expenditures and encumbrances against 2018 budget and 2017 carry-forward funds

**Table 4****Core expenditure and encumbrances by category (US\$)**

<b>Cost Category</b>	<b>Core Global</b>	<b>Core Country Envelope</b>	<b>TOTAL</b>
Staff and other personnel costs	1,975,087	86,865	2,061,952
Contractual services	229,518	360,736	590,253
General operating expenses	42,242	13,843	56,085
Transfers and grants to counterparts	56,266	174,776	231,041
Equipment, furniture and vehicles	26,122	4,907	31,029
Travel	166,136	156,911	323,047
Programme Support cost	149,722	47,882	197,604
<b>Total Expenditure</b>	<b>2,645,093</b>	<b>845,919</b>	<b>3,491,011</b>
Encumbrances	125,917	156,288	282,205
<b>TOTAL</b>	<b>2,771,009</b>	<b>1,002,207</b>	<b>3,773,216</b>

## **Case study: promoting positive health, education and gender equality outcomes for young people in Myanmar**

Young people in Myanmar make up more than half of the national population, with people aged 5–14 years making up the largest group. This youthful population brings incredible potential for sustaining Myanmar’s recent development momentum, but only if investments are made to address the challenges that prevent them from making informed decisions about their health and well-being.

Research shows that young people in Myanmar have a limited understanding of sexual and reproductive health, with 38% of adolescents stating they did not know a woman could become pregnant if she has sex only once, and only 16.67% of young people aged 15–24 years having accurate HIV prevention knowledge.

To address these issues, UNESCO has been collaborating with the Myanmar Ministry of Education in Yangon to introduce the International Technical Guidance on Sexuality Education, which has been translated into the Myanmar language. The revised United Nations International Technical Guidance on Sexuality Education was presented during a policy seminar that brought together more than 50 representatives from governmental and

nongovernmental organizations to share good practices and to identify opportunities for strengthening sexuality education policy, curriculum and teaching.

The National Life Skills Education curriculum in Myanmar, developed by the Ministry of Education in collaboration with UNICEF, has been part of the core curriculum in primary schools since 2006, and in middle schools as a compulsory co-curricular subject since 2008. The lower secondary curriculum (grades 5–8) covers seven themes, including reproductive health, HIV and sexually transmitted infections, substance use, disease prevention and nutrition.

A 2012 assessment of life skills education in middle schools found that knowledge around reproductive health was low, with the study suggesting that cultural sensitivity and lack of teacher training may be contributing factors. A recent UNICEF U-Report, a free SMS social monitoring tool for youth participation in Myanmar, found that most survey respondents learnt about sexuality education through social media, a source that is often not scientifically accurate or age-appropriate.

At the UNESCO-led policy seminar, representatives from the Government of Myanmar agreed to review life skills education in the context of the United Nations technical guidance, ensuring that the sexuality education being delivered is comprehensive and age-appropriate. Representatives also indicated that comprehensive sexuality education should be strengthened as part of current education reforms to the basic education curriculum and pre-service teacher education curriculum.

Delegates at the policy seminar discussed ways in which to introduce comprehensive sexuality knowledge and related life skills to current and future generations of children and young people in Myanmar. The seminar provided a platform that bridged key stakeholders such as public service providers, development partners and nongovernmental organizations, with a view to starting a dialogue on comprehensive sexuality education, understanding the gaps and identifying the best.

## Knowledge products



**UN International Technical Guidance on Sexuality Education: An Evidence-informed Approach**



**Bringing It Out in the Open: Monitoring School Violence Based on Sexual Orientation, Gender Identity or Gender Expression in National and International Surveys**



**Behind the Numbers: Ending School Violence and Bullying**



**A Foundation for Life and Love Campaign**



**Challenges To Implementing National CSE Curricula In Low- And Middle-Income Countries**



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