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UNESCO at the International AIDS Conference

The XIX International AIDS Conference (AIDS 2012), 22-27 July 2012, in Washington DC, is occurring at a time when the scale-up of HIV programmes has begun to impact the spread of HIV. However, financial challenges are threatening these gains. AIDS 2012 is an opportunity for stakeholders to bring together their expertise to enable effective national responses.

UNESCO will support presentations, workshops, and satellite sessions to highlight the critical role of education in the HIV response. It is co-chairing a moderated discussion on approaches to scaling-up programmes, and facilitating workshops on mapping, mobilizing and building the capacity of young key populations. Posters on diverse topics such as the health-seeking behaviour of men who have sex with men, use of geographic information systems for vulnerability mapping, and the Sexuality Education Review and Analysis Tool (SERAT) will be presented.

The Red Ribbon Awards (RRA) for innovative and outstanding community work in the AIDS response will be announced during AIDS 2012.



The planned RRA Special Session, which UNESCO strongly supports, aims to provide a pivotal policy platform for grassroots activists to be heard at an international AIDS forum and inspire communities, policy makers and programme planners.

In addition, UNESCO will be active in an UNAIDS Inter-Agency Task Team on Education (IATT) networking side event, on 24 July from 18:30 – 20:30 at Busboys & Poet's, at 5th & K Streets near the conference venue, which will gather education stakeholders and others. This networking event will be an opportunity to share information on the findings of the 2011 Education Sector Global Progress Survey (GPS). The aim of the survey is to provide participating countries and their development partners with a comprehensive analysis of their Education Sector's response to HIV and AIDS, in order to guide future joint planning, funding and implementation. The IATT will also present the findings of the 39 country GPS at a meeting on Wednesday 25 July, 11:00 – 12.30 PM in the UNAIDS Office Space, Meeting Room 103A-103B, Area 2. For further details of UNESCO's activities at AIDS 2012, please click [here](#).



Monitoring and evaluating the education sector response – the new imperative of a difficult funding environment

The UNESCO-convened UNAIDS Inter-Agency Task Team (IATT) on Education, working with a broad range of stakeholders, has developed a set of indicators, expanding upon the UNGASS set to track the education response to HIV and AIDS. Building on this and additional consultations at global and regional levels, UNESCO has developed a draft *Global M&E Framework for Comprehensive Education Responses to HIV and AIDS*, and embarked on field tests of the school-based indicators in four countries in East and Southern Africa (ESA) – Namibia, South Africa, Tanzania and Zambia; two countries in the Caribbean – Jamaica and Dominica; and one country in Asia Pacific – Viet Nam.

In the four countries of ESA, data has been collected and entered. Data analysis has begun following a recent regional training workshop. Another regional meeting will be held in October 2012 to validate and disseminate the findings from the pilot countries. In Vietnam, school-based surveys were conducted in 30 primary, secondary and tertiary schools (10 each). The surveys involved school principals, heads and HIV staff of Provincial and District Education and Training Departments. Data processing, analysis (using SPSS 16.0 for quantitative data) and reporting were completed by the end of 2011. In the Caribbean, the process was initiated early in 2012, through an evaluation of the existing M&E systems, using the [UNAIDS 12 component model](#) of a functional M&E system. Subsequent steps will follow for data collection, processing, analysis and reporting, with the aim of completing the pilot testing by the end of 2012.

The field testing process has produced a series of technical products, including guidelines and tools for data collection, entry, analysis and reporting. The processes and outputs of, as well as challenges, lessons learnt and recommendations generated from, the field tests have been documented in each of the pilot countries. For further information please contact aids@unesco.org.

Addressing the needs of people living with HIV in Lesotho

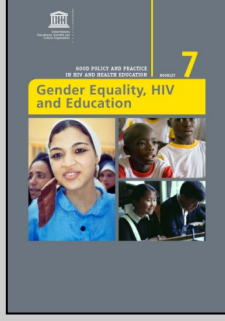
People living with HIV (PLHIV) are the focus of much of UNESCO's work in Lesotho where the Organization has been working to make the education sector a safe and supportive environment for positive learners and educators. To that end, in the run-up to the first ever National Prevention Symposium (November 2011), UNESCO in collaboration with UNAIDS supported the pre-symposium forum for PLHIV. In addition, an organisation of teachers was registered and launched in December 2011 to provide support for educators who are infected or affected by the disease. Subsequent to this there has been a discernible increase in the numbers of teachers disclosing their HIV status and receiving support. Working with the Lesotho Network of PLHIV (LENEPWAHA), and in collaboration with teachers' organizations and the Ministry of Education and Training, UNESCO supported positive speaking sessions by young people living with HIV among learners in schools. As a result of these sessions, cases of abuse by adults have been unearthed and reported to the police.



measures to increase in depth knowledge of HIV and related disease, develop life skills in order to put their knowledge into practice and to collectively address the structural factors that make it difficult for young people to change and develop certain behaviours, exhorted EFAIDS Coordinator Tlali Matela at a review meeting. The publication has received an overwhelmingly positive response with the Lesotho National Commission for UNESCO receiving many requests for copies from parents, individual teachers, schools and even the Lesotho Correctional Services.

Future activities include: working with UNFPA and UNICEF to provide technical and financial support to the National Curriculum Development Centre (NCDC) in the review and revision of Life Skills Education Curriculum for Primary 4-7 to provide comprehensive sexuality education; working with the Lesotho Network of People Living With HIV and AIDS, to establish a network of young people living with HIV; exploring the possibility of anchoring the Organisation of Teachers Responding to HIV and AIDS (TOREHA-Les) at the Teaching Service Commission, as well as the establishment of and capacity building for district structures; and working with the HIV and AIDS Unit of MOET and Director-Human Resources to explore ways of establishing a workplace programme for the Ministry of Education and Training. This is highly apt given the formation of a network of teachers living with HIV last year and the base of support that has thus been created for positive educators. For further information please contact Lethola Mafisa at LetholaM@unaids.org.

Good Policy and Practice in HIV and Health Education - Booklet 7: Gender Equality, HIV and Education

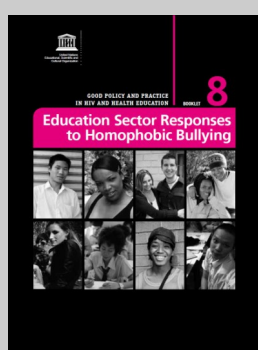


This booklet presents new thinking and emerging research alongside a series of case-studies and examples of new and time-tested programmes on the issues of gender equality, HIV and education and the interrelation between the three domains. It includes discussion papers, which explore issues and

emerging evidence in greater depth, as well as case study examples of programmes and interventions from a range of countries. These are intended to illustrate the links between gender, HIV and education by highlighting experiences, innovative approaches and lessons learned, in order to inform policy and programming. It is intended for policy makers, planners and professionals in the education sector as well as those working on HIV and gender equality.

Good Policy and Practice in HIV and Health Education – Booklet 8: Education Sector Responses to Homophobic Bullying.

This booklet sets out the rationale for the education sector to address homophobic bullying, by providing an overview of the nature, extent and consequences of homophobic bullying in educational institutions. It provides a practical guide to possible action that can be taken which countries can adapt according to what is feasible in their specific context, and outlines strategies to prevent and address homophobic bullying in educational institutions, highlighting examples of good policy and practice as well as research findings, innovative interventions and lessons learned.



Recent Publications

Positive Learning: Meeting the needs of young people living with HIV (YPLHIV) in the education sector

Young people living with HIV are experiencing stigma, discrimination and challenges in balancing their health and treatment needs with their education attendance. The Global Network of People Living with HIV (GNP+) and UNESCO collaborated to identify and document the needs of learners living with HIV and develop a set of recommendations for action. The recommendations are simple, practical and feasible, and are intended to give guidance to educators, policy- and decision-makers, as well as activists and professionals working with young people to enable YPLHIV to realise their personal, social and educational potential.



Can We Be More Effective? Strengthening Linkages Between HIV & AIDS and Education and Nutrition

UNAIDS IATT on Education Symposium



This paper, which recaps some of the proceedings of the IATT on Education's Symposium, discusses the history of the development of school health programmes and policies, including events or trends that have had a major influence on the trajectories of school health and HIV and AIDS in the education sector. The Symposium convened members of the IATT and other stakeholders to review, identify and discuss existing practices, opportunities and challenges for improving the efficiency and effectiveness of education sector responses to HIV and AIDS by strengthening linkages with school health and nutrition.

HIV prevention in Chile, an intercultural perspective

UNESCO Santiago supported a "trawün" (meeting) on sexuality and HIV on 26-27 May 2012, on the premises of "Kiñe Pu Liwen" (New Dawn), located in La Pintana, Santiago, where many residents are of mapuche origin. The Mapuche are one of the largest ethnic minorities in Chile. This activity is representative of UNESCO's work on HIV prevention from an intercultural perspective, emphasizing the need to address issues within the cultural diversity that exists in every country and context. In countries like Chile, where over 95% of infections occur through unprotected sexual relations, strategies that allow indigenous groups to be included, and that respect their particular cosmo-vision of the world, of the human being, and as such, of sexuality, is key to the success of a national response.

During a *trawün* on HIV in 2011, UNESCO was asked to support a specific *trawün* for traditional mapuche educators. These educators are entrusted with the protection of their culture, traditions and language among Mapuche children and youth in Chile. Juana Cheuquepán, a traditional educator and representative of Kiñe Pu Liwen organized and led the meeting, and brought together networks

of traditional educators from different regions.

Student teachers from the Metropolitan University of Education Sciences and Teachers from the Liceo Alcalde Jorge Indo of Quilicura, a UNESCO associated school that offers intercultural education, also participated. Health professionals from the Metropolitan Health Service also contributed basic information about HIV, AIDS and STIs, including modes of transmission, prevention strategies, and emphasized the importance of talking about the issues among families and communities.



Among concerns raised by the participants was the need to train more traditional educators -- recognized and respected authorities in Mapuche communities -- so they can address HIV and related issues, especially with younger generations that have much more contact with the "huinca" (white, Western) world. The need to raise awareness in Mapuche communities about the stigma and discrimination experienced by many people living with HIV is another priority, and the role of the "machi" (traditional healers) can play in delivering reliable and credible information, to affected people, their families and communities, in keeping with the Mapuche world vision, needs to be developed.



HIV & AIDS eNewsletter 13 will be available in French and Spanish on www.unesco.org/aids

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