

In 2012, UNESCO convened a high-level consultation on the International Day against Homophobia and Transphobia (IDAHOT). The UNESCO meeting featured the launch of Good Policy and Practice in HIV and Health Education – **Booklet 8: Education Sector Responses to Homophobic Bullying (GPPB)** and the **IDAHO Lesson Plan**, both are tools to help teachers create safer learning environments, address discrimination and encourage respect and tolerance between and amongst learners. One year later, UNESCO has positioned itself as a global leader on the issue and continues to drive the international

International Day Against Homophobia and Transphobia

debate by presenting its work at high-level conferences and conducting activities in the field (see below). Additionally, the UNESCO booklet has been downloaded nearly 4 000 times and is now available in English, French, and Spanish, with Portuguese, Chinese, Polish, Flemish, Italian and Korean versions in development. On the occasion of IDAHO 2013 the European Union presented a **report** that clearly recommends that Member States and institutions in “the EU should promote existing best practices tackling homophobic and trans-phobic bullying and also seek synergies with UNESCO’s work on improving educational responses to homophobic bullying”.

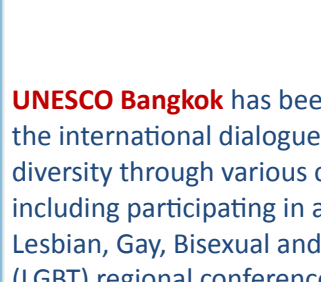


In a message on the occasion of the world since 2005, UNESCO Director-General Irina Bokova declares: *“I reconfirm my deep personal commitment to strengthening UNESCO’s work to promote universal human rights for all, including the right to education and safety for LGBT people.”*

Young Lesbian, Gay, Bisexual and Transgender (LGBT) people are often denied their right to education because of discrimination and violence based on real or perceived sexual orientation or atypical gender identity. Homophobic bullying is an obstacle to quality Education for All. UNESCO recognizes the scale of the challenge and is dedicated to stopping all forms of discrimination and gender-based violence in schools.

[More information](#)

Spotlight on UNESCO IDAHO activities in the field



UNESCO Santiago took the opportunity of IDAHO 2013 to reflect on the role of education in promoting an understanding and appreciation for diversity, including sexual diversity. In alliance with the Citizen Forum of Radio Universidad de Chile (Chile), UNESCO organised a cycle of six programmes, which were aired on IDAHO to address different aspects of sexual diversity. The radio programmes include:

1. Homophobia and transphobia: political participation.
2. Sexualphobia: how much progress have we made in Chile?
3. The school community, sexual dissidence and cultural diversity
4. Sexual diversity: what happens in families?
5. Bullying and sexual diversity: are there any exit strategies?
6. IDAHO: education for a social change.

[More information](#)

In June 2012, **UNESCO Moscow** and the Russian edition of PSYCHOLOGIES, an international magazine, launched a parent education and sensitization project.



As part of the project and to mark IDAHO day 2013, PSYCHOLOGIES featured a story of a young gay man named Pasha who shares his experience of telling his mother about being gay, hiding his sexual orientation from peers, and suffering from living a “secret” life to avoid denial and discrimination. The article explores the roots of homophobia and its harmful effect on all aspects of educational, social and personal life.

[More information \(in Russian\)](#)

UNESCO Bangkok has been contributing to the international dialogue on sexual diversity through various channels, including participating in an International Lesbian, Gay, Bisexual and Transgender (LGBT) regional conference in Bangkok on 29-31 March. This conference was the largest international LGBT meeting in Asian history with more than 200 participants representing 150 LGBT networks and organizations from the Asia-Pacific region. Representation at this conference gave UNESCO the opportunity to learn from good practice, including in addressing sexual orientation and gender identity in curricula. UNESCO also contributed to the first ever LGBT National Community Dialogue in Thailand, hosted by the United Nations Development Programme, the UN Agency for International Development, and the United Nations Economic and Social Commission for Asia and the Pacific. This meeting, attended by over 50 activists, researchers, and programme staff,

reviewed challenges and support in different areas including education, community and politics, employment, and health.

Through these activities, UNESCO Bangkok aims to achieve a clearer picture on how legal, social, and political environments impact on LGBT people’s rights to education, health and well-being and how UNESCO can mainstream these issues in its work. This includes on-going support to research, advocacy and capacity development on homophobic bullying in educational institutions and working in partnership with organizations supporting LGBT rights. The observance of human rights is at the heart of UNESCO’s mission and activities. UNESCO is committed to working with other partners to fulfil the principles clearly set out in the UN Declaration on Human Rights which establish that all human beings are born free and equal, with full dignity and rights.

Highlights from Africa

Support to teachers infected and affected by HIV Accra, Ghana 14 February 2013.

The Ghana HIV/AIDS Secretariat of the Ministry of Education, with technical and financial support from UNESCO, implemented the first activity on its HIV Plan of Action, which was to conduct a meeting of stakeholders to delegate responsibilities and establish focal points in support of the movement of teachers infected by HIV. This workshop brought together representatives from different groups such as the Positive Teachers and Educational Workers Association (POTWEA), School Health Education Programme (SHEP) of Ghana Education Service (GES), Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT), UNAIDS, UNESCO, ILO, Partnership for Child Development (PCD) and National Association of People Living with HIV (NAP+).



Mr Carl Ampah of UNESCO Accra Office leading the session

In line with Ghana’s HIV Plan of Action, the next activity to be organized is a Strategic Plan Development Workshop. It is intended to achieve the following: Strategize for funds mobilization; develop a sustainable plan to mobilize teachers; develop an advocacy and communication strategy.

Communication for comprehensive sexuality education Democratic Republic of Congo, 28 February - 1st March 2013

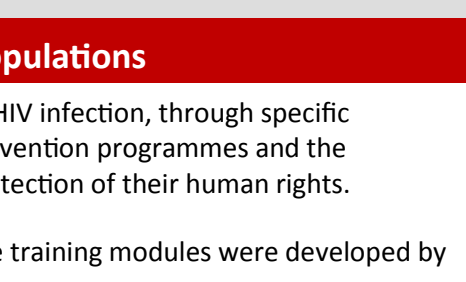
UNESCO, with the support of the OPEC Fund (OFID), is implementing a programme on HIV and AIDS in 14 countries in Francophone Africa for youth leaders and media professionals.

Organised by the UNESCO Kinshasa, the workshop was facilitated by experts from sister UN agencies and national partners of the Directorate of Education for family life EVF / Emp Ministry of Primary and Secondary Education (EPSP) and the National Programme for adolescent Health of the Ministry of Health. The workshop aimed to:

- Educate students about health issues related to youth sexuality
- Conferring communication skills on issues of sexuality among young people
- Encourage the development of media programmes for young people

Family life and HIV Education using culturally appropriate strategies Abuja, Nigeria 5-8 December 2012

The Culture Sector of UNESCO Paris in conjunction with UNESCO Abuja held a workshop on “Strengthening youth and youth-led NGO involvement with Family Life and HIV Education (FLHE) in Nigeria using culturally appropriate strategies.” Participants included representatives from youth-led NGO’s representing the six geo-political zones of the country such as the Youth Network on HIV and AIDS in Nigeria, Rural Youth Advocate for Health and Development in Nigeria, and the National Youth Council of Nigeria. The meeting included keynote addresses delivered by Professor Alfred Adegoke, a Nigerian youth development expert; Professor Collins Airhihenbuwa, an internationally recognized scholar in the cultural aspect of health; and Chris Ihidero, the Chief Executive Officer of Amaka Igwe Studios.



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Participants identified a number of cultural practices that are positive and can be used for strengthening FLHE and prevention of HIV. For example, they suggested that traditional films, tales and songs can be used to convey youth cultural identity and value systems that in turn will influence HIV prevention activities. They also identified a number of negative cultural practices that can inhibit FLHE and HIV prevention. A pathway for intervention at the community level was proposed with the identification of key persons in society who could help in driving the campaign to strengthen FLHE and HIV prevention in Nigeria. The workshop came to a close with a group dinner and cultural entertainment. As a follow up, UNESCO is working with Amaka Igwe Studios to develop a short advocacy tool on ways to strengthen youth engagement with Family Life and HIV Education activities in Nigeria using culturally appropriate strategies. The tool will be disseminated as part of the 2013 World AIDS Day activities in Nigeria, throughout Africa and worldwide.

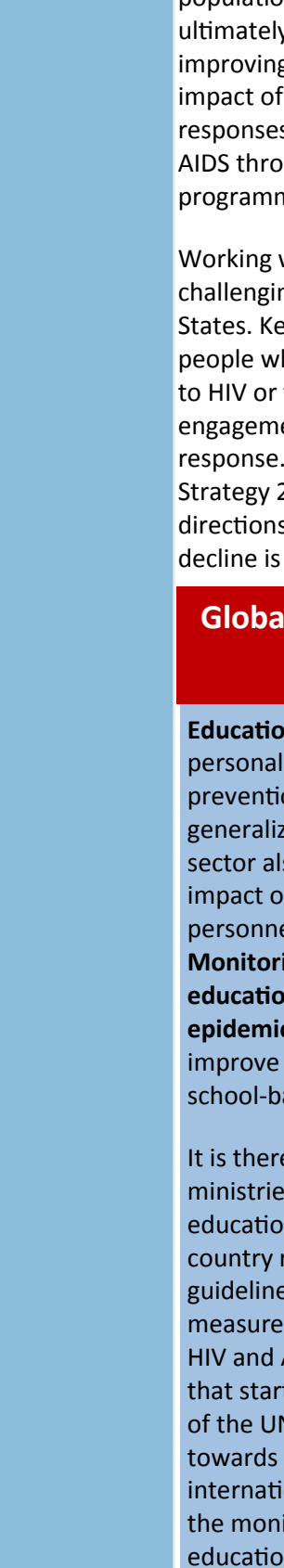
Commitment on HIV prevention and sexual health for young people in East and Southern Africa

UNESCO, Germany’s Ministry for Economic Cooperation and Development (BMZ) and UNAIDS have launched an initiative on HIV prevention and sexual health for all young people that has the potential to change the course of the HIV epidemic in Eastern and Southern Africa and make good quality HIV and sexuality education and youth-friendly services widely available.

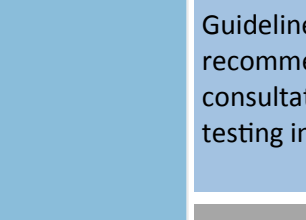
The initiative is led by a High-Level Group composed of regional leaders in education, sexual and reproductive health and rights and development. It is chaired by Prof Sheila Tlou, former Minister of Health of Botswana and Director of the UNAIDS Regional Support Team for ESA.

At regional level the Southern African Development Community, the East African Community and the Common Market for Eastern and Southern Africa will play a key role in facilitating dialogue at intergovernmental level.

[More information](#)



Commitment to Adolescents' and Young People's Needs and Rights: Scaling up Comprehensive Health Education and Services in Eastern and Southern Africa

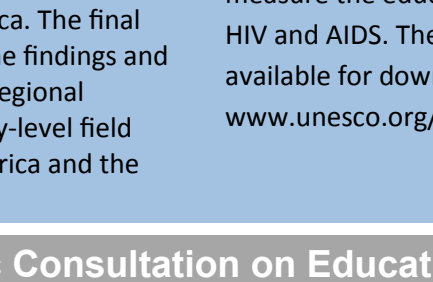


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Focus on Key Populations

Capacity Building Programme for Staff of UNESCO and other UN Agencies on quality programming with, and for, Young Key Populations

Within the framework of a project funded by the UNESCO Inter-sectoral Platform on HIV and AIDS, UNESCO has developed a training programme to strengthen its work with young key populations, which ultimately aims at improving the quality and impact of Member States’ responses to HIV and AIDS through effective programming.



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Working with key populations is a challenging new area for many Member States. Key populations are groups of people who are more likely to be exposed to HIV or to transmit it and whose engagement is critical to a successful HIV response. According to the UNAIDS Strategy 2011-2015 one of the strategic directions to accelerate the epidemic’s decline is to focus on people at higher risk

of HIV infection, through specific prevention programmes, and the protection of their human rights.

The training modules were developed by UNESCO Bangkok. It is based on a short course produced jointly by UNESCO, UNFPA and UNICEF in Asia-Pacific on Understanding the focus on young key populations in concentrated and low prevalence HIV epidemics. The modules are used in a series of regional training workshops and are adapted to the socio-cultural context and the specific needs of Member States in each region. The first capacity building workshop was held in Asia-Pacific in February 2013. Other regional workshops will be organized in 2013 in East and Southern Africa (June), Latin America and the Caribbean (October) and West and Central Africa (November).

Global Monitoring and Evaluation Framework for Comprehensive Education Responses to HIV and AIDS

Education contributes to knowledge and personal skills that are essential for HIV prevention. In countries with a generalized HIV epidemic, the education sector also contributes to mitigating the impact of AIDS on students, education personnel, their families and communities.

Monitoring and evaluating the role of education in the response to the HIV epidemic is important for countries to improve the quality of their policies and school-based programmes.

It is therefore important to provide ministries of education and other education stakeholders involved in country responses to AIDS with clear guidelines on the use of core indicators to measure the education sector response to HIV and AIDS. It is the result of a process that started in 2008, building on the work of the UNAIDS IATT on Education to work towards identifying a limited number of internationally recognized indicators for the monitoring and evaluation of the education sector response to HIV and AIDS.

A draft of the document was presented to education ministry representatives during the Southern African Development Community (SADC) Education and Skills Development Programme in May 2013 in Johannesburg, South Africa. The final Guidelines incorporate the findings and recommendations from regional consultations and country-level field testing in Sub-Saharan Africa and the

Caribbean.

The Guidelines recommend 15 indicators for measuring national and global education sector responses to HIV and AIDS. Each of the indicators included in the document have been defined according to a standard structure. This structure is aligned to the indicator construction guidelines used by UNAIDS for UNGASS indicators (now GARP indicators), and includes the definitional categories identified by the UNAIDS IATT on Education.

According to UNAIDS Global AIDS Response Progress Reporting, over 95% countries across the world have the education sector included in the multi-sectoral strategy/framework for HIV and AIDS. However, at country level, the contribution of the education sector to national AIDS responses has often been poorly appreciated, as the behavioural data are limited and difficult to measure. These Guidelines will therefore serve as an important tool to provide ministries of education and other education stakeholders with clear guidelines on the construction and use of core indicators to measure the education sector response to HIV and AIDS. The Framework will be available for download on www.unesco.org/aids in July 2013.

Thematic Consultation on Education in the Post-2015 Development Agenda

The post-2015 education thematic consultation in Dakar, Senegal, 18-19 March 2013, was organized by UNICEF and UNESCO and sponsored by Germany, Canada and Senegal, for key member states and other education stakeholders to develop final recommendations for education beyond 2015.

The overall objective of the thematic consultation on education was to further the discussion on the relevance, achievements and challenges of both the Education For All goals and the Millennium Development Goals adopted in 2000 to inform the development of recommendations on how best to reflect education, training and learning in the post-2015 agenda.

Quality education has been identified as central to the post-2015 education agenda, and includes life skills education in order to equip young people with tools, knowledge and attitudes for their adult life and provide skills for a living-together society at national and global level. This includes sexuality education within a Sexual and Reproductive Health Rights perspective.

Upcoming Event: Menstrual Hygiene Management (MHM) and the Education Sector Nairobi, Kenya 16 - 18 July 2013

Studies suggest that around 66 per cent^[1] of girls know nothing about menstruation until confronted with their first menstruation event, making it a negative and sometimes even traumatic experience. This lack of knowledge transfer from older women/parents and teachers to young girls are most often the result of cultural taboos, discomfort in discussing the topic and/or a lack of knowledge. There is a strong argument for improving school-based responses. Schools are an ideal location to access a large proportion of the female population before they start menstruating and after. It also has a large educated workforce that can, if properly trained, provide accurate knowledge and is able to develop a relationship of trust with students. In addition, education in general and through comprehensive sexuality education, can challenge the gendered roles of girls and women, and provide resources and support to mitigate the increased physical and social vulnerability associated with the onset of puberty.

(MHM) and the Education Sector. The consultation will be held from 16 to 18 July 2013 in Nairobi, Kenya and will bring together a broad range of international stakeholders from government, UN agencies, academia and civil society to:

- Review available evidence and discuss the challenges of managing menstruation and its impact on providing a quality education.
- Identify the characteristics of quality menstruation education within the context of comprehensive sexuality education.
- Identify and share good practices in terms of programmes and practical tools that currently exist and are used in different regions in the world.
- Identify barriers and opportunities to scale-up programmes within the education sector.
- Agree on practical guidance for the development and implementation of education sector responses.

While access to commodities and infrastructure is important, knowing how to use them correctly is essential. Raising awareness for both girls and boys is thus a key aspect of any programme.

UNESCO plans to address this issue by first organising an International Consultation on Menstrual Hygiene Management

The output from the consultation will inform the development of a publication on Menstrual Hygiene Management (MHM) and the Education Sector as part of UNESCO’s series on Good Policy and Practice in HIV and Health Education.

[1] A. Moolji, M. Snel, S. Ganguly and K. Shordt, 2010. Strengthening Water, Sanitation and Hygiene in Schools: A WASH guidance manual with a focus on South Asia. IRC, The Netherlands.

Recent publications

Education Sector Responses to HIV and AIDS: Progress, Regression or Stagnation?

The 2011-2012 Global Progress Survey (GPS) is a 39 country survey of HIV and AIDS policy and programmes in the education sector, it reviews the data collected and highlights some of the critical action points that need to be addressed to improve the effectiveness of the education sector’s response to HIV and AIDS. The survey provides a picture of how countries’ education sectors are responding to HIV and AIDS, what progress has been made since a similar 2004 survey, and points out the main policy implications of the current situation. It is designed to act as a catalyst to revitalise the education sector’s response by providing insight and initiating discussion among stakeholders on the in-country situation and how the response can be improved.

The survey was commissioned by the UNAIDS Inter-Agency Task Team on Education (IATT), which approved and released the publication during its annual meeting in Accra, Ghana, in February 2013. The IATT meeting was preceded by a symposium hosted by the Association of African Universities, “HIV and Tertiary Education: Prevention, Protection and Scholarship” to explore issues and good practices regarding HIV in tertiary educational settings. The symposium was attended by over 100 participants from government, academia, civil society, and UN agencies.

Education and HIV & AIDS: Bold targets, bold responses: a review of HIV and AIDS policy response and implementation in the SADC region

This publication summarizes the findings from the *Reinvigorating Education Sector Responses to HIV and AIDS* process in the SADC region, commissioned by UNESCO, UNICEF and the SADC Secretariat during the course of 2010. The publication gives advice on mainstreaming HIV in the education sector policies, programmes and functions, as well as on better delivery of life skills-based sexuality education and the importance

In the second half of 2012, UNFPA and PRB released a *Status Report on Adolescents and Young People in sub-Saharan Africa: Opportunities and Challenges*. The report reviews indicators for population, education, employment, sexual and reproductive health, HIV and AIDS, and gender equality and social protection for the region. The report also provides these indicators through individual country profiles which allows comparison across the region.

Sexuality Education: A ten-country review of school curricula in East and Southern Africa.

In the ESA region, there is a great need to improve and scale up effective comprehensive sexuality education programmes that recognize young people’s rights to access the information they need to make life-saving and informed decisions that effectively nurture adoption of safe behaviours – thus empowering them to protect themselves from HIV, sexually transmitted infections (STIs), unintended pregnancies and related unsafe abortions, as well as sexual violence and coercive sex. Young people in ESA also need sexuality education that prepares them for accessing sexual and reproductive health services if and when they need such services.

Practical Recommendations for HIV Policy Implementation in the Education Sector in Ukraine

A new publication has been developed for use by the Ukrainian Education Sector to uphold the rights of, and to ensure a discrimination free, safe and supportive learning environment for all learners and workers including those living with or affected by HIV.

This publication is based on the *Methodological Recommendations for HIV Policy Implementation in the Education Sector and the Regional Recommendations on HIV Policy for Education Sector in Eastern Europe and Central Asia*.

It provides practical recommendation for education authorities and educators to develop and implement measures focused on reducing stigma and discrimination. To access the recommendations, please click here for [Russian](#) and [Ukrainian](#).