



UNESCO's response to HIV and AIDS



United Nations
Educational, Scientific and
Cultural Organization

HIV/AIDS Coordination Unit

Credits • cover



- 1 Orphans: Two children who have lost their parents as a result of AIDS.
Credit: Andrew Mogridge.
- 2 Mabathogna High School in Maseru. Students in class discuss issues related to sex education. Students in group look and comment on some of the AIDS prevention material produced by UN agencies and local NGOs with the Government of Lesotho. *Credit: UNAIDS/G. Pirozzi.*
- 3 Injecting drug user arrives at a needle exchange bus in Geneva, Switzerland. *Credit: UNAIDS/Anne Sterck.*
- 4 A well known football player talking about HIV/AIDS in schools as a prevention tool. Kenya. *Credit: UNAIDS/G. Pirozzi*
- 5 A village school. Hargeisa, Somalia. *Credit: UNAIDS/Liba Taylor.*
- 6 A former IDU (Injecting Drug User) having his Methadone treatment at a health centre, Beijing, People's Republic of China. *Credit: UNAIDS/P.Virot.*
- 7 Barcelona, Spain. A banner advocates treatment for all people living with AIDS at the International AIDS Conference held in Barcelona, Spain July 7-12, 2002. *Credit: © 2002 Sara A. Holtz, Courtesy of Photoshare.*
- 8 Olga is an HIV+ mother of five children. Currently she is healthy and able to support her family, but there was a time when doctors told her that she might have only days to live. She started antiretroviral treatment (ART) a year and a half ago. "I didn't even have the side effects that doctors warn might happen. The hope ART gave me to live again and see my children grow up made me stronger with every passing day," says Olga. Ukraine. *Credit: WHO/UNAIDS/V.Suvorov.*
- 9 Abuja, Nigeria: World AIDS Day 2004. Giant red ribbon projected onto the front of UN House. *Credit: WHO.*
- 10 Boys and girls in class at a secondary school near Accra, Ghana. *Credit: UNAIDS/Liba Taylor.*
- 11 World AIDS Day 2002 activities in Kiev, Ukraine. *Credit: UNAIDS/Liba Taylor.*
- 12 Moscow, Russian Federation: World AIDS Day 2004. "I've got AIDS. Hug me, I will not infect you." Poster campaign displayed in Luzhniki Stadium, Moscow at the "Time to Live" rock concert. *Credit: WHO.*
- 13 Street children at the Mith Samlanh/Friends. Phnom Penh, Cambodia. *Credit: UNAIDS/S.Noorani.*
- 14 A Red Crescent Society meeting in a suburb of Cairo, teenagers talk about health issues including learning about AIDS and they sing songs related to health prevention. Egypt. *Credit: UNAIDS/G.Pirozzi.*
- 15 AIDS orphans in Zambia. *Credit: © 2002 Dr. Emmanuel Dipo Otolorin, Courtesy of Photoshare.*
- 16 Ganges' Delta 9. HIV and AIDS awareness and prevention meeting in India. *Credit: UNAIDS/M.Jensen.*
- 17 Photo taken in Khayelitsha, during a survey about the consequences of HIV/AIDS. *Credit: Marnix Bras.*
- 18 The Anonymous AIDS Testing Centre in Rio de Janeiro, Brazil, provides information and counselling on AIDS, as well as confidential testing for its clients. *Credit: WHO/Waak.*
- 19 Young students in high school. Canada. *Credit: UNAIDS.*
- 20 India. A rally on World AIDS Day (December 1, 2004) organized by the Collector of Nagpur in India. The All India Population Education Research Centre in India (AIPERC) participated in rally, distributing pamphlets about AIDS and POPLINE. *Credit: © 2004 Amok Nagrare, Courtesy of Photoshare.*
- 21 The Reference and Training Centre for AIDS is a medical facility in downtown Sao Paulo, Brazil, which provides treatment for people with HIV/AIDS. *Credit: WHO/UNAIDS/A.Waak.*
- 22 Windhoek, Namibia. A model presents a red ribbon jacket at a fashion show in Windhoek, Namibia with the theme of AIDS and self-esteem. *Credit: © 2003 Henrica A.F.M. Jansen, Courtesy of Photoshare.*
- 23 Village children. Baidoa, Somalia. *Credit: UNAIDS/Liba Taylor.*
- 24 M/MC Health Communication Materials Database. A condom in its wrapper, with the edges of it painted like a life-preserver. *Credit: © Deutsche AIDS-Hilfe.*
- 25 Jakarta, Indonesia: World AIDS Day, 2004. MTV Indonesia "Staying Alive" concert. A girl wearing the Campaign T-Shirt: "Have You Heard Me Today?" in Indonesian. *Credit: WHO.*

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Public HIV awareness meeting organized by "Vivre+" AIDS NGO, Sahr, Chad. *Credit: UNAIDS/Hervé Vincent-AVECC.*

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Cambodia. Project "Drawing the pain of AIDS." *UNESCO/UNICEF*

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Digi-Arts portal. © RZurba/USAID.

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Zanzibar. A woman living with HIV/AIDS in Stone Town, Zanzibar. The stigma attached to the disease means that people living with HIV/AIDS do all they can to keep their health status a secret.

Credit: © 2003 Lydia Martin, Courtesy of Photoshare.

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Poster: *UNESCO Nairobi.*

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Pakistan: HIV/AIDS and education, a toolkit for Ministries of education.

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Egyptian children attend IMPACT/Egypt World AIDS Day 2004 events. © *Copyright 2005, Family Health International (FHI).*

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Egypt. Poster: "To ignore AIDS leads to its spread", "Prevention is the only mean to stop AIDS."

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Injecting drug users can collect free condoms at a needle exchange bus in Geneva, Switzerland.

Credit: UNAIDS/Anne Sterck.

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Foreword

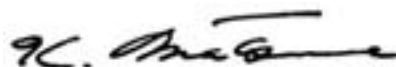
The spread of the HIV and AIDS epidemic and the severity of its impact have been marked by repeated failures of imagination. In 1981, when the first five cases of a new disease were identified, no one thought that two decades later it would have mushroomed into the greatest epidemic in human history, with the cumulative number of infected people larger than the entire population of France. No one dreamt that it would generate a mass of orphans which by 2010 would reach 25 million, overwhelming the capacity of many societies to cope. No one suspected that, by decimating the ranks of teachers, health workers and other professionals, it would undermine the institutional fabric of whole societies. No one believed that, two decades into the epidemic, despite the mobilization and funding of medical research, a vaccine would not be found.

These failures of imagination have been costly because responses to the epidemic came too late and were not commensurate to the magnitude and urgency of the challenge. But it has to be acknowledged that heightened awareness has grown. Improved levels of funding have materialized. Better leadership has emerged – locally, nationally and globally. We know that the epidemic is truly global – affecting all countries and, one way or another, touching all citizens. When five million people are newly infected each year, it is imperative that prevention reaches all, particularly the young. And when three million are dying from the epidemic each year, the availability of treatment must be guaranteed.

UNESCO has pledged to play its role as part of the broader UNAIDS family. Its contribution will be complementary to and supportive of governments as they endeavour to scale up their response. Its efforts will be primarily directed towards the young, who are the most vulnerable but who are also accessible in large numbers through schools. Schools are critical for preparing the young to live in a world with AIDS and for stopping the spread of HIV. In that case, it is vital that the core functions of schools are protected from the impacts of the epidemic: teachers who fall ill, parents who succumb, communities that disintegrate. The Global Initiative on Education and HIV/AIDS, which is led by UNESCO and through which it collaborates with UN partners and Member States, is called EDUCAIDS. Its twin goals are to prevent the spread of the HIV and AIDS epidemic through education and to protect the core functions of education systems under threat from the epidemic's advance.

This short publication bears a strong message – prevention education works. If it is done well, it is effective. If done immediately, it will have long-term impacts. If done massively, it can turn the tide. Education programmes must help young people to understand the nature of the epidemic, know the behaviours and situations to avoid, and establish relationships that are protective of themselves and others as well as supportive of those infected and affected by HIV and AIDS.

This booklet provides illustrations of the many diverse activities that UNESCO undertakes to prevent the spread of the epidemic. These activities are admittedly just a beginning but we hope that others will join us in the direction we and our partners are taking. Prevention makes sense. Prevention saves lives. And education is the key to effective prevention.



Koïchiro Matsuura
Director-General
UNESCO



Where we are now

Over the past five years there has been a **sea-change in the global AIDS response**, mobilising unprecedented human and material resources in all regions of the world, and on many different levels: national governments and local communities, civil society and the private sector, multilateral and bilateral cooperation. According to UNAIDS, global funding has increased from roughly USD 2.1 billion in 2001 to an estimated USD 6.1 billion in 2004, and access to key prevention and care services has improved markedly. The Global Fund to Fight AIDS, Tuberculosis and Malaria was established in 2002. To date, the Global Fund has committed USD 3 billion in 128 countries to support interventions against all three diseases. The number of secondary school students receiving AIDS education has nearly tripled since 2001, the number of women offered services to prevent mother-to-child transmission has increased by 70%, and the number of people receiving antiretroviral therapy has increased by 56%, according to a recent survey in 73 low- and middle-income countries which represent almost 90% of the global burden of HIV (UNAIDS/WHO 2004 AIDS epidemic update).

Yet, despite these efforts and improvements, **coverage remains uneven** and, in several respects, highly unsatisfactory. In 2004, the total number of people living with HIV reached the highest level ever: an estimated 39.4 million people are living with the virus, and the global AIDS epidemic has killed 3.1 million people in the past year. Every region of the world is experiencing an increase in HIV and AIDS cases compared with two years ago, with the steepest increases occurring in East Asia, Eastern Europe and Central Asia. Sub-Saharan Africa remains by far the worst affected region, with 25.4 million people living with HIV and AIDS at the end of 2004 (UNAIDS/WHO, 2004).



Why is the epidemic spreading?

The steady progress of HIV and AIDS in severely affected countries has already led to significant **economic, social and security setbacks**. The disease is unravelling hard-won development gains and is having a crippling effect on future prospects. Unless appropriate measures are adopted, particularly in massively expanded prevention efforts, the epidemic will continue to spread and threaten sustainable development. Providing access to treatment and care for those infected and affected is another major challenge for countries, in particular reaching key populations that include women and girls, young people, marginal people and migrant populations.

The most direct consequences of the epidemic are increases in morbidity and mortality. These, in turn, have wide-ranging effects in a variety of socio-cultural and socio-economic areas:

- Increased levels of poverty
- Declining numbers of adults in their most productive years
- Declining agricultural productivity
- Weakened public capacity to provide basic social services and efficient economic management and regulation, and lower levels of public security and safety
- Greater burdens on already fragile health systems
- Declining capacity of school systems to provide quality education
- Many more out of school children and orphans
- Reduced potential to care for the elderly
- Changes in traditional and customary practices
- Great physical and psychological pain and frequent grief and mourning

A **complex combination of factors** is driving the epidemic in many different parts of the world, ranging from different (and changing) norms and practices among young people, including sexual practices and increased drug use, to changes in lifestyle due to the influence of the media and globalisation. Moreover, unequal social and economic development, gender inequalities, political instability and the lack of political will and commitment in some areas to face the issue compound the problem. The vulnerability of individuals and communities to HIV is further increased by a greater mobility and massive migration of populations, poverty and inadequate access to health and social services. In addition, the stigma attached to sex and sexuality, illness, death and drug use, combined with prevailing social attitudes, often make it difficult for efforts in prevention and care to be effective.



UNESCO's approach

UNESCO's distinctive combination of expertise in **education, science, social sciences, culture and communications** gives it an interdisciplinary organizational and technical capacity that is particularly suited to working on education for prevention in an effort to halt the spread of HIV and AIDS.

With all its partners, UNESCO has adopted a strong **advocacy role** for issues relating to HIV and AIDS. It is emphasising the linkages between HIV and AIDS education and poverty eradication; overcoming the disadvantages and disparities experienced by women and girls; supporting the understanding and practice of human rights; and adapting messages to diverse cultural and traditional contexts. This work is being carried out within the context of achieving the goals and targets of the Education for All (EFA) effort and the Declaration of Commitment on HIV/AIDS, adopted at the United Nations General Assembly Special Session on HIV/AIDS (UNGASS).

UNESCO is strengthening its engagement with **regional, sub-regional and national institutions** for a better coordination of efforts to support locally owned plans and strategies for responding to HIV and AIDS. When dealing with education ministries, UNESCO ensures that its support for HIV and AIDS education accords with the financial, management and programme framework of the country's educational plans, in particular those relating to EFA goals and HIV and AIDS prevention.

The response to the HIV epidemic and the efforts in curbing its spread must be multidisciplinary and far-reaching, involving all levels of society. That is why UNESCO is working in **partnership** with many different actors, including a variety of government agencies, other UN organisations, multilateral and bilateral agencies, regional organisations, and international and local NGOs.

UNESCO supports responses to HIV and AIDS that are **inclusive and sensitive** to the needs and issues of all of the population, but with particular attention to key populations especially vulnerable to HIV. It also supports responses that are gender and age sensitive, culturally appropriate, grounded in human rights, and that involve people living with HIV at all stages.



Within UNAIDS, UNESCO's role includes fully involving the education sector to reduce the spread and impact of the epidemic. HIV and AIDS education must make people aware that they are at risk, and why – and how HIV infections can be prevented.

UNESCO has set the following priorities for its work in HIV and AIDS education:

1. Advocacy at all levels:

UNESCO will engage ministries, other agencies and NGOs, in particular those involved in education, science, culture, communication and sports, as well as civil society and the private sector, in the response to HIV and AIDS.

2. Customising the message and finding the right messenger:

Development of effective, culturally appropriate, age specific and gender responsive messages towards key populations, especially those with particular vulnerability to HIV and AIDS, such as youth, women and girls.

3. Changing risk behaviour and vulnerability:

Promoting education programmes – formal and non-formal – so that all people know the facts about HIV and AIDS and act on this knowledge.

4. Caring for the infected and affected:

The knowledge, attitude and skills to provide support and care for the infected and affected are a vital part of any programme in preventive education.

5. Coping with the institutional impact:

Increased demands for care and the loss of professionals severely strain already overburdened health and education systems. A critical task is to protect the core functions of key social, economic and political institutions under the effects of HIV/AIDS. UNESCO is developing and disseminating tools for monitoring, assessing and responding to the impact of the epidemic on schools, students, teachers and other key institutions at the country level.

UNAIDS: a unique response

The multifaceted problem of HIV and AIDS represents many epidemics with diverse and devastating effects. In order to address this, six United Nations agencies combined forces in 1996 to establish the Joint United Nations Programme on HIV/AIDS (UNAIDS). They encompassed the United Nations Educational, Scientific and Cultural Organisation (UNESCO), a founding co-sponsor, the United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), United Nations Population Fund (UNFPA), World Health Organization (WHO) and the World Bank. Four additional cosponsoring organizations have since joined UNAIDS: United Nations Office on Drugs and Crime (UNODC) in 1999, International Labour Organization (ILO) in 2001, World Food Programme (WFP) in 2003 and United Nations High Commissioner for Refugees (UNHCR) in 2004, bringing the total to ten. By reducing overlap, focusing on results, and enhancing the effectiveness and transparency of its members, UNAIDS is a prime example of UN reform in action. All global and regional AIDS activities of the UNAIDS Secretariat and Cosponsors, for example, are strategically coordinated every two years in a Unified Budget and Work plan – a key instrument for accountability and fundraising. At country level, UN Theme Groups on HIV/AIDS coordinate AIDS-related work by diverse UN agencies to maximize their collective impact. UNESCO also leads the Inter-Agency Task Team on HIV/AIDS and Education, which comprises not only the UN system, but also donors and civil society.



Global goals

UNESCO's work on HIV and AIDS is part of its contribution to **Education for All** (EFA) and other international goals, such as the Millennium Development Goals (MDG) and goals established by the United Nations General Assembly Special Session on HIV/AIDS (UNGASS).

The **Millennium Development Goals** (MDGs), adopted at the UN Millennium Summit in 2000, are the world's target for dramatically reducing extreme poverty by 2015 while promoting gender equality, education, health, and environmental sustainability. MDG 6 is to combat HIV/AIDS, malaria, and other diseases. Under this initiative, developed countries are jointly launching (in 2005) a group of Quick Win actions to save and improve millions of lives and to promote economic growth.

At the groundbreaking Special Session on HIV/AIDS of the United Nations General Assembly (UNGASS) in 2001, 189 Members States adopted the **Declaration of Commitment on HIV/AIDS**, which reflects global consensus on a comprehensive framework for effective action to reduce the spread, and alleviate the impact, of HIV and AIDS. The Declaration's goals on prevention are particularly relevant to the work of UNESCO, especially goals 52 and 53, which refer to cultural and educational issues. The Commitment addresses global, regional and country-level responses to prevent new HIV infections, expand health-care access, and mitigate the epidemic's impact. Although it was governments that initially endorsed the Commitment, its vision extends far beyond government – to private industry and labour groups, faith based organizations, NGOs and other civil society entities, and organizations of people living with HIV/AIDS.

At the 2005 UN World Summit, world leaders reaffirmed the UN Millennium Declaration and recognised the importance of UNESCO's work in the Education for All effort for eradicating poverty, especially extreme poverty. They also recognised that HIV and AIDS, malaria, tuberculosis and other infectious diseases pose severe risks for the entire world and serious challenges to the achievement of development goals. They renewed their support to fully implementing all commitments established by the UNGASS Declaration of Commitment on HIV and AIDS.

EDUCAIDS: The Global Initiative on Education and HIV/AIDS

EDUCAIDS was launched by UNAIDS in 2004 and is led by UNESCO. Its twin goals are to **prevent the spread** of HIV and AIDS through education, and to **protect the core functions** of the education system. It aims to support governments to ensure that all young people receive relevant and integral education for living in a world with HIV and AIDS, including complete and accurate information on prevention and care that is effective for avoiding risk, reducing vulnerability and providing support. An equally important function is to shield education institutions so that they can offer the training and knowledge young people need to become active participants in all aspects of social life in a rapidly changing world. EDUCAIDS also works to radically improve national HIV prevention and mitigation of the impact of AIDS by supporting governments in the implementation of comprehensive, nationwide, community level education programmes for young people.

The objectives of EDUCAIDS rest on the premise that in order to make HIV and AIDS education widely accessible and effective for children and young people, one must take a life-cycle perspective, and take action

to limit risk and vulnerability of young people, in both **formal** and **non-formal educational** settings. The three main objectives of EDUCAIDS are to:

- **Build capacity** in pilot countries as they prepare a comprehensive educational response to HIV and AIDS;
- **Mitigate the impact** of HIV and AIDS on education in selected countries;
- **Address structural causes** of vulnerability in and around the learning environment;
- And furthermore, **expand this work** to a larger number of countries, building on the experience gained in pilot countries.

EDUCAIDS requires the combined and joint expertise and effort of UN system organisations, governments and civil society partners. Countries will lead the process and define their needs, with international partners bringing collective experience and expertise to formulate and finance interventions. With its partners, UNESCO will carry out preparatory work in countries in order to:

- Map on-going HIV and AIDS education programmes and projects;
- Assess unmet needs for a comprehensive education sector response;
- Advise on national education sector plans and on HIV and AIDS plans;
- Work within existing development assistance mechanisms;
- Review and put national numbers on targets in light of the in-country situation; and
- Assess and specify financial needs and potential resources.

UN country teams, working through **HIV/AIDS theme groups**, will mobilise government ministries to develop a framework of action, including monitoring and evaluation in concert with other national programmes and information systems. Technical assistance will be made available to secure funding, and to monitor and evaluate progress. Technical briefs and manuals will be prepared in partnership with UN partners.

Global Business Coalition on HIV/AIDS

UNESCO is working with the Global Business Coalition on HIV/AIDS (GBC) to build sustainable education programmes. Headquartered in New York, with offices in Paris and Johannesburg, GBC is the leading business organization in the effort to halt the spread of HIV and AIDS. This rapidly growing alliance of over 170 international companies is dedicated to responding to the AIDS epidemic, drawing on the business sector's unique skills and expertise

At a forum organised jointly by UNESCO and GBC, held on World AIDS Day in 2004, representatives of several leading multinational corporations came together at UNESCO's headquarters in Paris to discuss HIV and AIDS education and prevention programmes implemented by business. Participants included representatives from the offices of L'Oréal, Virgin, Unilever, Total, Bayer, and BBC. The forum highlighted innovative prevention and education programmes run by businesses to address the HIV and AIDS crisis, and considered new strategies for the future.

In different parts of the world, the private sector is helping to prevent the spread of HIV among employees and local communities, for example by increasing access to HIV and AIDS prevention information, testing services and antiretroviral treatment.



UNESCO priorities on HIV and AIDS

As mentioned earlier, UNESCO has set five priorities for its work in HIV and AIDS education. This section describes them in greater detail.

Advocacy at all levels

Currently prevention is the only way to limit the spread of HIV, and education is the foundation for developing behaviours that can reduce risk and vulnerability – the two main factors that contribute to the spread of HIV. By HIV and AIDS education, UNESCO offers **learning opportunities** (including HIV prevention, access to care and counselling and education for treatment) for all to develop the knowledge, skills, competencies, values and attitudes that will limit the impact of the pandemic. This means getting the message across to all sectors of society and levels of government, and consequently to all those most at risk.

Within the **Education For All** effort, HIV and AIDS have been identified as one of the three priority areas along with teacher training and literacy, which also contain components on HIV/AIDS education. Work done by UNESCO's Education Sector on HIV and AIDS stresses the need for quality education in both formal and non-formal learning environments and revolves around two main themes, first safe, secure and supportive learning environments, and second educator conduct, development and support.

Curricula prepared by the Ministries of Education are the main orientation for teachers in schools and the main guidelines for teaching and learning. It is therefore a priority that HIV/AIDS prevention education is effectively addressed in the official school curricula and that good quality teaching and learning materials are made available. In that area, UNESCO's International Bureau of Education (IBE) in Geneva works to:

- Sensitise Ministries of Education at the highest level about HIV and AIDS;
- Make key information and data available (e.g. through a clearinghouse website and resource bank on curricula for HIV and AIDS education and the promotion of good practices); and



- Build capacity for the development of curricula and teaching and learning material for HIV/AIDS education (e.g. through training curriculum technicians and specialists).

The clearinghouse has now become the reference point for documentation and exchanges on good practices for HIV and AIDS education content and methods.

Moreover, an interactive network of experts for exchanges and dissemination of HIV and AIDS curricular good practices has been set up.

Peer Education for HIV Prevention

This innovative project, which aims to promote an exchange between Brazilian and Mozambican youth for peer education on HIV prevention, is a collaborative project between UNESCO offices in Brazil and Mozambique. It focuses on developing the activities of young educators to share HIV and AIDS education messages.

Training and non-formal education are key entry points for addressing HIV and AIDS issues, in particular for those who do not have access to formal education.

For example, UNESCO has been training stakeholders in HIV and AIDS education, such as non-formal educators, curriculum developers, health and social workers, police, and the media, in the development of illustrated, easy-to-read booklets and radio programmes. The materials

address local cultural issues such as concepts of manhood, power relationships in couples, and the exaggerated materialism of the four Cs (Car, Cash, Clothes, and Cell phone) among youth, and discuss behaviours and attitudes that influence the spread of HIV and AIDS and exacerbate its impact. Workshops on these issues have been conducted in five countries in Africa (Malawi, Namibia, Swaziland, Zambia and Zimbabwe) and in Thailand.

The UNESCO Institute for Education (UIE) in Hamburg is implementing a six-year project on prevention education strategies that target groups at risk and key populations in the most affected regions. Regional workshops will provide guidelines and action plans to build capacities for effective HIV and AIDS prevention work.

Non-formal education programmes for preventing drug use have been coordinated with the Caribbean, South Asia, and Southern Africa regions. Using theatre and media training, various programmes have focused on reaching key populations, and in particular social groups who may be vulnerable to HIV and/or marginalised, to promote literacy and life skills for the prevention of HIV and the elimination of stigma and discrimination.

As part of UNESCO's literacy initiative, a booklet series entitled *Literacy, Gender and HIV/AIDS* resulted from a workshop held in Swaziland to develop gender-responsive learning materials in the southern Africa region.



Selected activities

- **Focusing Resources on Effective School Health (FRESH) EFA Flagship** uses the framework of school health to teach about HIV and AIDS in schools. FRESH partners include UNAIDS, WHO, UNICEF, World Bank, Education International and other civil society partners. The FRESH website contains over 70 tools on HIV and AIDS. Plans are currently under way to translate/adapt the FRESH toolkit website into Spanish, French and Russian.
- **UNESCO Chairs** have been created in universities to cover the educational needs of various regions dealing with the HIV/AIDS epidemic. These include: University of West Indies Chair in HIV/AIDS and Education, Tehran University of Medical Sciences and Health Services Chair in Health Education, University of Nairobi Chair in Women and Community Health, a Chair in Healthy Living at Tbilisi State University in Georgia, and a soon to be established Chair at the Lithuanian AIDS Centre in HIV/AIDS and Education.
- The **Living and Learning in a World with HIV/AIDS** tool kit was produced by the Education Sector in collaboration with the Associated Schools Project Network (ASPnet) to explore issues of stigma and discrimination in the learning environment. ASPnet is a network of over 7,500 educational institutions, ranging from pre-school education to teacher training in 175 countries that are committed to teaching UNESCO's ideals.



Customising the message and finding the right messenger

The need to develop **culturally appropriate responses** to HIV and AIDS is now stressed in most of the documents prepared by UN agencies and external partners, and there is an ongoing effort to base all HIV/AIDS related interventions on a sound understanding of the local socio-cultural environment. UNESCO's advocacy in this regard is concentrated on three levels:

- Key stakeholders on national level;
- UN system partners, such as UNAIDS, UNICEF, UNFPA; and
- UNESCO staff working in the field of HIV and AIDS prevention and care (sectors, field offices, institutes, etc.).

In terms of HIV and AIDS prevention and care, adopting a cultural approach means that any given population's cultural references and resources (ways of life, value systems, traditions, beliefs, religions and fundamental human rights) will be considered as key references when designing, implementing and monitoring prevention and care strategies, programmes and projects.

This is indispensable for achieving in-depth and sustainable changes in behaviour, and to give full coherence to preventive education, medical treatment, care and support of affected and infected people.

For a successful and sustainable result in HIV and AIDS prevention and care, the provision of training in the application of a cultural approach to all stakeholders is an essential pre-condition. To this end, UNESCO's culture sector organised (between 2000 and 2005) nine sub-regional and national capacity building workshops in Armenia, Azerbaijan, Cuba, Egypt, Georgia, Guatemala, India, Kazakhstan, Morocco, Mozambique, Russian Federation, Senegal and Uganda.

The joint UNESCO/UNAIDS project, *A Cultural Approach to HIV/AIDS Prevention and Care*, was launched in 1998 to stimulate reflection and action for a better application of a cultural approach in strategies, policies, projects and fieldwork in the response to HIV and AIDS. The project is also an integral part of UNESCO's main response to the AIDS pandemic: HIV and AIDS education.



Project "Drawing the pain of AIDS" Cambodia
UNESCO/UNICEF



Country studies have been carried out in Africa, Southeast Asia, Latin America and the Caribbean, Central Asia and Eastern Europe. Their findings were discussed and disseminated in several sub-regional workshops and at a major international conference (Nairobi 2000). The results of the first four years of research (1998-2002), which were summarised in the document *Summary of Country Assessments: An International Overview*, have served as the basis for the following four methodological handbooks on how to develop a culturally appropriate response to HIV and AIDS :

- *Culturally Adapted Information, Education, Communication for Behavioural Change*
- *Strategy and Policy Building*
- *Field Work and Building Local Response*
- *Project Design, Implementation and Evaluation*

The manuals were published in English, French and Spanish and were widely disseminated among HIV and AIDS policy makers and practitioners around the world. The manual was translated into Russian and Chinese, and the four handbooks are also available in Vietnamese.

Religious leaders benefit from a privileged relationship with their followers and so are potential key partners in HIV and AIDS prevention and care. In order to mobilise them, UNESCO organised a workshop on 'The Role of Religious Leaders and Faith-based Organizations in the Fight against HIV/AIDS in Africa' (Abuja, 2003). UNESCO has also closely worked with the World Council of Religions for Peace in the preparation of a Round Table and a CD-ROM addressing HIV and AIDS related stigma and discrimination to assist faith-based organisations and religious leaders of all faiths in their HIV and AIDS-related work.

It has been shown that the arts and creativity are a very effective means for conveying culturally appropriate messages, in particular to young people. Most UNESCO field offices, in collaboration with headquarters, are developing activities in this area, using a wide range of methods, from music, dance, theatre, TV and radio soap operas, to different writing competitions (poems, short stories, scenarios, etc).



Selected activities

- Manual for youth groups on the use of **theatre** in HIV/AIDS sensitisation, developed in collaboration with headquarters, the UNESCO Bureau régional pour l'éducation en Afrique (BREDA) and the Atelier Théâtre Burkinabé (an NGO specialising in theatre and development based in Burkina Faso); following the success of the French version, English, Arabic and Spanish versions are being finalised;
- The use of Hip-Hop in HIV and AIDS prevention and care;
- Digi-Arts Portal, which encourages young people of different cultures to express their thoughts on HIV and AIDS issues through digital creations; and
- Didactic games and HIV/AIDS: CD-Rom and manual for adult education (Cuba/Latin America and the Caribbean).



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If HIV and AIDS education is to be effective, it has to be able to communicate its message to all segments of society. For this reason UNESCO works with all social institutions that can spread the messages on HIV and AIDS prevention and care (e.g. businesses, religious institutions, the media, etc). Various media and **information and communication** technologies are obviously essential in this effort, and that is why UNESCO is working on several projects that focus on information and communication technologies (ICTs) in HIV prevention. For example:

- Creation of information and documentation centres on HIV/AIDS for young people;
- Development of regular training programmes for media practitioners on HIV/AIDS issues relevant for their regions to increase their level of understanding of the epidemic and their skills in using communication and information to support its prevention;

Information centres for youth

UNESCO is coordinating the implementation of a crosscutting project on **ICTs and HIV/AIDS** entitled "ICTs helping to fight HIV/AIDS: changing young people's behaviour through preventive education schemes." This project aims to provide support (financial, logistical, advisory) for the design of youth information centres; production of content; launching of web-sites on HIV prevention; developing information materials; media campaigns; and training in ICT skills. Under this project, HIV and AIDS information centres for youth have been established in Congo, Mozambique and Tanzania in Africa, and in Bulgaria in Eastern Europe. The information centres serve to improve access to information and raise awareness among youth, in particular young girls and rural youth, about potential risks and ways to protect themselves against contracting HIV. In Latin America, support has been provided for the production of TV programmes directed at youth, the creation of space for interaction, and the training of youth leaders in ICT skills, in Argentina, Ecuador and Nicaragua.



- Building networks of communication practitioners specialising in HIV and AIDS issues, such as Media Focus Groups on HIV and AIDS in Southern African countries, Journalists Reporting on AIDS in several West African countries, and a global network of young television producers on HIV and AIDS;
- Production and dissemination of information programmes and materials on HIV and AIDS through the media (print and electronic) and other communication and information channels; and
- Sub-regional training workshops for communication and information professionals in Southeast Asia, Latin America and Southern Africa on the science of HIV and AIDS and the use of ICTs to cover HIV and AIDS issues.





Reducing risk and vulnerability

Not all people are equally vulnerable or face the same risks with HIV and AIDS. Young people, and **young girls** in particular, are the most vulnerable group and this vulnerability can be exacerbated by factors such as gender inequalities,

norms and traditions, poverty, illiteracy, unstable living conditions and migration, and discrimination. Therefore developing gender and age responsive, and culturally appropriate programmes for them is crucial.

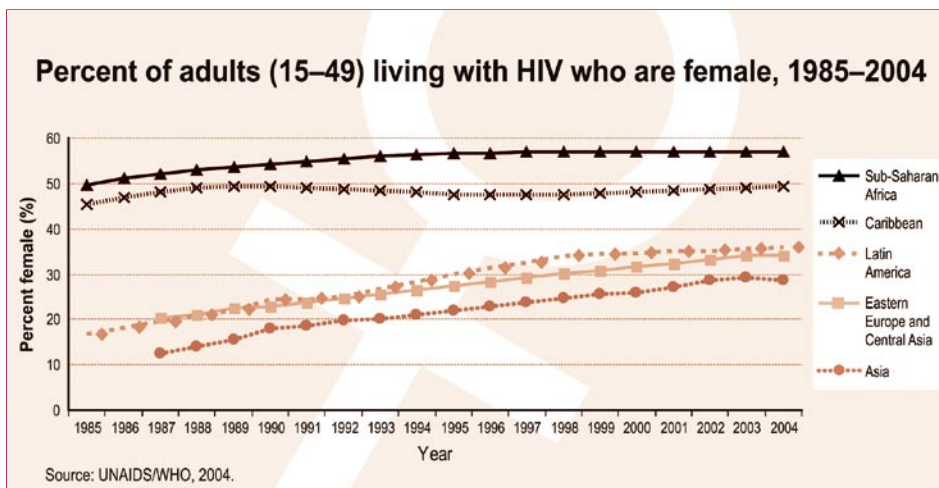
HIV, AIDS and poverty

Extreme poverty, and the living conditions that result from it, greatly increase vulnerability in the face of HIV and AIDS. The following poverty-related UNESCO projects have particular relevance for HIV/AIDS issues: “Contributing to the Eradication of Poverty by Strengthening Human Security in Burkina Faso, Mali, Niger and Benin,” “UNISOL: Universities in Solidarity with the Disadvantaged,” “Urban Poverty Alleviation Among Young and Female Migrants in China and Mongolia,” “Combating Exploitative Migration of Women and Children in Africa.” In addition, UNESCO’s “Children in Need” programme is providing financial support for various HIV and AIDS projects with the involvement of UNESCO field offices. These include: “Private Training for Slum Children – Phnom Penh, Cambodia,” “Children Affected by Armed Conflict – Haiti,” “Assistance to HIV Positive Orphans – Lesotho,” and “Assistance to HIV-positive children – Thailand.”

Also, in many countries, inadequate resources and a failure of political will and leadership still bar the way to HIV and AIDS prevention and care for **marginalised and stigmatised population groups**, such as women who sell sex, drug injectors and men who have sex with men.

Globally, just under half of all people living with HIV are female. The proportion of HIV-positive women has been increasing alarmingly, particularly in Eastern Europe, Asia and Latin America. Women and girls need more information about HIV and AIDS. Yet the vulnerability of women and girls to HIV infection stems not simply from ignorance, but from their pervasive disempowerment. Most women around the world become HIV-infected through their partner’s high-risk

behaviour, over which they wield little if any control. The plight of women and children in the face of AIDS underlines the need for realistic strategies that address the interplay between inequality – particularly gender inequality – and HIV. UNESCO has increasingly mainstreamed **gender issues** in all its activities relating to HIV and AIDS prevention.



Selected activities

- Research and development of appropriate prevention programmes: “HIV/AIDS, trafficking of girls and women, and intravenous drug abuse among ethnic minorities in Myanmar, Thailand, Laos, Cambodia, Vietnam and Yunnan, China” (UNESCO Bangkok);
- A round table on ‘Migrant Women and HIV/AIDS in the World: An Anthropological Approach’ (World AIDS Campaign 2004);
- Adaptation of the methodological handbooks to local conditions (India);
- Prevention work with young people (Uganda and Uruguay), women and young girls (Morocco), traditional leaders and healers (Mozambique); and
- Development of a module on culture and HIV/AIDS for teacher training programmes (Lesotho).

Migrants are another very vulnerable, high-risk group. Mobility separates people from their families and social support networks, making them more vulnerable to HIV. Mobility also may put people at risk to trafficking. Migrants to urban areas also often lack access to medical and social services, due to registration difficulties. UNESCO's Beijing Office, within the framework of UNESCO CCT/Poverty Programme, has launched the project “Urban Poverty Alleviation among Young and Female Migrants in China and Mongolia.” It organises activities for female and young migrants on health and prevention in order to halt the spread of infectious diseases, such as hepatitis, tuberculosis and sexually transmitted infections, with emphasis on HIV and AIDS.



Caring for the infected and affected

UNESCO advocates for social and legal measures to address **stigmatisation, discrimination** and isolation of people living with HIV and AIDS and for the respect of their human rights. Stigma and discrimination are often the main obstacles to effective prevention and care.

In the framework of the World AIDS Campaign 2002, a round table on 'HIV/AIDS, Stigma and Discrimination: An Anthropological Approach' was organised by UNESCO. The proceedings of the round table, published in French and English, have become a reference document on HIV and AIDS-related stigma and discrimination (the Spanish version is in preparation). In 2003, UNESCO and OHCHR "Office of the High Commissioner for Human Rights" organised a workshop on combating racism and all forms of discrimination. It focused on HIV and AIDS related stigma and discrimination, in particular on its linkages with racism and xenophobia. The workshop's papers and discussions will be collected in a publication. In addition, various HIV and AIDS awareness-raising materials have been produced around the theme "Let's act against discrimination."



Protecting the rights of street children Combating HIV/AIDS and discrimination

This forum was organized by UNESCO in Mali to bring together stakeholders from eight African and Asian countries to exchange best practices and information on the needs of this vulnerable population. It was followed by a training seminar for trainers in June 2005 to work on the development of educator listening skills and behaviour in the learning environment.

In the context of HIV, AIDS and **human rights**, the UNESCO UNAIDS Youth Initiative on HIV/AIDS and Human Rights, launched in 1999, aims most of all to raise awareness and understanding of HIV and AIDS related discrimination and other relevant human rights issues, and to promote youth participation and involvement in HIV/AIDS prevention education, communication, advocacy and care.

The Initiative works through consultations, needs assessments with youth organisations, trainers and experts on HIV and AIDS and human rights, and develops youth friendly information, education and communication materials for **raising awareness** about HIV

and AIDS related discrimination. It also provides training and capacity building on human rights and HIV/AIDS, and adopts a participatory approach, working in close partnership with youth NGOs. The International Federation of Medical Students' Association (IFMSA) is one of the main implementing partners.



Within the framework of the Initiative, a joint UNESCO/UNAIDS tool kit *HIV/AIDS and Human Rights, Young People in Action* was published in 2001. The Kit is a resource handbook for young people and it presents ideas for youth action on human rights and HIV and AIDS. It has been prepared in close consultation with young people from various youth organisations. In 2002-2003, based on the Kit, sub-regional training workshops for youth NGOs were conducted in South Africa and Cameroon, Indonesia, and Lebanon .



Moreover, in order to support national level implementation, UNESCO and UNAIDS provide initial funding for **youth-led community initiatives** developed during the sub-regional training workshops organised under the Initiative. To date, small grants have been approved for projects in Bangladesh, Malawi, Mozambique, Sri Lanka and Zambia. In 2004-2005, the Initiative extended activities to the Latin American and Caribbean and the Moscow cluster regions.

HIV and AIDS in UNESCO's workplace

In 2003, the 10 UNAIDS organizations adopted the UN Learning Strategy on HIV/AIDS, establishing that UN staff must be competent in:

- The basics related to HIV and AIDS
- UN specific policies and entitlements
- The vulnerabilities and realities of HIV/AIDS

Besides systematic **training activities** on HIV and AIDS in the UN Workplace that UNESCO's staff are attending at field level (organised by UNAIDS), staff in headquarters in Paris are participating in orientation sessions under the supervision of the UNESCO's Working Committee on HIV and AIDS in the workplace.

Examples of activities include:

- Training to be a workplace HIV and AIDS facilitator for 20 UNESCO staff during a 3-day session in 2005. These facilitators will provide orientation and sensitisation on HIV and AIDS issues to all UNESCO headquarters staff later in the year.
- Training for UNESCO's Medical Service staff organised by one of the leading AIDS service organisations in France.
- An exhibition of HIV prevention posters from around the world will be on display at UNESCO headquarters as part of the World AIDS Day Campaign in 2005.
- UNESCO regional bureaux, cluster and country offices are regularly participating in HIV and AIDS workplace training offered through the UN system in the field.

Besides the training campaign that UNESCO has launched for its staff, the overall strategy on HIV and AIDS in the workplace includes **improved communication** on existing policies within the UN system. Some 3,000 copies of the booklet "Living in a World with HIV and AIDS" have been produced in several languages. They are being distributed to UNESCO staff during their orientation sessions in the field and at headquarters. The booklet is also available on UNESCO's Intranet.

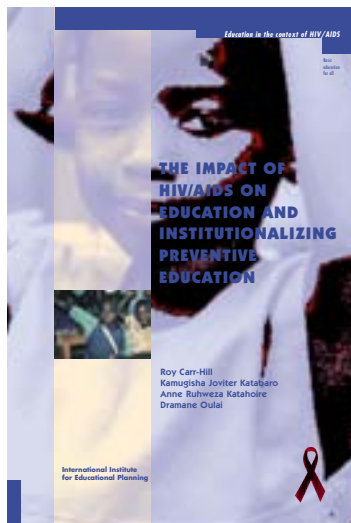


Coping with institutional impact: capacity building and research

Another important area of UNESCO's action in response to HIV and AIDS is increasing knowledge about the processes of prevention education and the impact of HIV and AIDS on education systems. For example, through **research, collection and dissemination of information** and statistics, and its clearinghouses on HIV, AIDS and education. The impact of HIV and AIDS on education systems can be dramatic in high prevalence countries. Lost teaching time due to increased absenteeism and loss of teachers to illness and death severely disrupts the educational process. New measures may be needed to allow flexible schedules and ensure that all young people, including orphans and affected children, continue their schooling.

At UNESCO's International Institute for Educational Planning (IIEP) in Paris, the HIV/AIDS unit focuses its work on capacity building, action research, and an information clearinghouse on the institutional impact of HIV/AIDS. Principally, it seeks to train educational planners, managers and trainers on ways of integrating HIV/AIDS into the educational system.

For example, with the realisation that little work has been done so far on the **capacity gaps** created by HIV/AIDS in the education sector, IIEP launched a training needs assessment study in 2003. The results of the four-country study (Rwanda, Kenya, Ghana, and Ethiopia) identify critical HIV/AIDS training needs and provide information for the development of training and/or teaching materials for educational planners and managers in the area of HIV prevention.



The research work addresses the impact of HIV and AIDS on education, and is producing a series of policy-oriented studies (on Malawi, Uganda and Tanzania), focusing on the relationship between HIV/AIDS and the leadership, advocacy, policy and governance of the education sector of the three target countries.

The HIV/AIDS Impact on Education Clearinghouse is an interactive website that collects, analyses, synthesises and disseminates targeted information on the impact of HIV and AIDS on education. It also identifies and disseminates promising practices to manage and mitigate the impact of the epidemic on education systems.



Overall, little is known about how ministries of education and civil society organisations in different countries are acting to respond to the impacts of HIV and AIDS on education systems. That is why the **UNAIDS Inter Agency Task Team on HIV/AIDS and Education** (IATT) took the initiative to launch a major survey to learn more about their responses. The IATT, which is convened by UNESCO and includes the UNAIDS co-sponsoring agencies, bi-lateral donors, and civil society organizations, recently released a two-part review (Global HIV/AIDS Readiness Survey) of the readiness of the education sector to respond to, manage and mitigate the impact of HIV/AIDS. The reports provide the first international benchmark for examining the official response to what is an acknowledged threat to education systems in many countries, and a challenge to teaching and learning everywhere.

In 2004, the UNESCO Mobile Task Team and the Health, Economics and HIV/AIDS Research Division (HEARD) at the University of Natal carried out **a survey of ministries of education** in 71 countries, and reviewed with ministry personnel their self-assessment of how readily they have responded to the HIV/AIDS crisis in terms of structures, resources, partnerships and teaching and workplace policies. A complementary rapid action research survey, carried out by the Global Campaign for Education, used the same research tools to gather civil society perspectives on educational responses in 18 of these countries.

Unsurprisingly, ministries of education are generally more optimistic about the situation than civil society groups. Ministries, whose national authorities participated in the survey, reported much better responses at the national level than at the district level, an indication that intentions and structures may be in place in most countries but the tools for implementation are lagging behind. Similarly, while curricula and materials are reported to be available in nearly 80% of reporting countries, less than half of them have had any form of teacher training on HIV/AIDS.

Further findings include an important need for:

- Policy development, including education sector HIV/AIDS policies, and for sector-wide strategic plans;
- Better access to, and use of, high quality data to inform education policies and plans, as well as wider dissemination of research results;
- More holistic and comprehensive responses to management and mitigation;
- Secure and sustained funding arrangements;
- Improved collaboration and partnerships between ministries of education, civil society and development partners;

- Capacity building (e.g. planning and budgeting, management, data use for planning) at all levels of ministries of education;
- Improved support to educational systems through the provision of prevention programmes and teacher training and orientation programmes in life skills and HIV/AIDS education, as well as guidelines for teachers to deal with HIV/AIDS in school settings;
- Greater integration of HIV/AIDS into school curricula; and
- Holistic responses addressing the educational, psychological and material needs of learners infected and affected by HIV/AIDS, in particular for orphans and vulnerable children, and out-of-school youth.



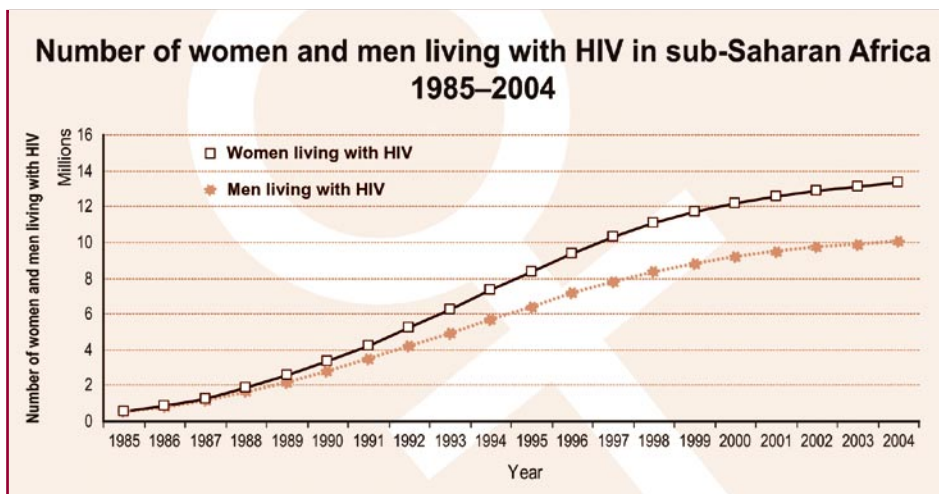
Regional and country level action

Sub-Saharan Africa

Sub-Saharan Africa has just over 10% of the world's population, but is home to more than **60% of all people living with HIV** – some 25.4 million. In 2004, an estimated 3.1 million people in the region became newly infected, while 3.3 million died of AIDS. Adult HIV prevalence in the region has been roughly stable in recent years, but this does not necessarily mean that the epidemic is slowing. On the contrary, it can disguise the worst phases of an epidemic, when roughly equally large numbers of people are being newly infected with HIV and are dying of AIDS. (UNAIDS/WHO, 2004).

While the AIDS epidemics coursing through this region are highly varied, southern Africa remains the worst affected subregion in the world, and South Africa continues to have the highest number of people living with HIV in the world, an estimated 5.3 million, of which 2.9 million are women. (UNAIDS/WHO, 2004).

The current situation is alarming, but there are **grounds for hope**. Some African countries have demonstrated that it is possible to bring about a decline in infections through appropriate prevention interventions. The challenge is to sustain the prevention successes and expand them across the continent.





Country reports

UNESCO has been instrumental in the development of a partnership in the **Economic Community of West African States** (ECOWAS) to create a framework for consultation, exchange and sharing of experiences among actors in the field of HIV and AIDS education in ECOWAS member states. So far, activities include:

- A website, which is being set up in collaboration with Partnership for Child Development at the London Imperial College School of Medicine;
- Promotion of teaching centred on life skills at all levels of educational systems. Through collaboration with the UNICEF regional life skills programme and UNESCO's programme on curriculum development and teacher training, the partnership is providing specific inputs to country teams; and
- Promotion of care for HIV and AIDS affected or infected personnel in the educational systems through promoting linkages between the education sector and national HIV/AIDS authorities.

A series of workshops are being held in the region during 2004-2005 on donor coordination, leadership in the education sector, capacity building and sharing information on good practices in sectoral responses to HIV and AIDS.

Also, to better support programme implementation and to strengthen communication between countries on HIV and AIDS education, a network of Ministry of Education focal persons has been started. This network is coordinated by the UNESCO-BREDA (Bureau régional pour l'éducation en Afrique) in Dakar.



The UNESCO Nairobi office reports that out of the five countries (Burundi, Eritrea, Kenya, Uganda and Rwanda) that fall within its cluster, four have developed **education sector policies** on HIV and AIDS. Uganda has also developed a workplace policy on HIV and AIDS for education professionals.

UNESCO has been working on a project to better understand how the media cover HIV/AIDS in five East and Southern African countries. This work has involved both media **researchers** and practising **journalists** and has resulted in the publication of *Media and HIV/AIDS in East and Southern Africa: A Resource Book*. Other projects in this area include:



- Creation of a regional resource centre for media professionals on HIV and AIDS in Nairobi, Kenya;
- The production of specialised articles and programmes on HIV and AIDS in East and Southern Africa;
- Annual HIV/AIDS Red Ribbon Media Award for Excellence in media reporting and programmes on the subject in East and Southern Africa;
- Training of media personnel and dissemination of news and information on HIV and AIDS for young people in Cameroon;
- Information and training schemes for young people through ICTs in several African countries; and
- Production and dissemination of a training package on HIV and AIDS for media practitioners in Mozambique.

In the Democratic Republic of Congo (DRC), there is also a UNESCO project that explores the potential for using culture and creativity in HIV and AIDS prevention. A play has been developed by the theatre group *Ecurie Maloba* to raise awareness of the various forms of stigma and discrimination that people living with HIV and AIDS experience. The play was shown in poor neighbourhoods of Kinshasa, in military camps and in rural areas of DRC in 2004.

A UNESCO project in South Africa closely links **basic education**, farming activities, HIV and AIDS care and development skills by using the seasonal time frame of farmers. It is currently developing vocational training opportunities by improving partnerships between different NGOs working in the field of HIV and AIDS, and by placing people affected by HIV and AIDS into programmes that train farm workers and rural dwellers in organic farming and business skills – to make it possible for them to access land to farm at the end of the programme, and to integrate HIV and AIDS life skills into the daily operation of their lives.



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A collaborative effort called Families First Africa, was initiated jointly in 2002 by UNESCO, the Italian Government and three research institutes (World Foundation for AIDS Research and Prevention, the Institute of Human Virology, and the University of Rome). This project seeks to slow HIV progression in women of childbearing age and to **prevent mother to child transmission** of HIV. It is being implemented by the three institutes together with Ouagadougou University in Burkina Faso and Alepe Hospital in Ivory Coast. Several small regional projects working on the



dissemination of information and results on low-cost therapy and prevention of HIV and AIDS are run from the UNESCO Regional Bureau for Science in Nairobi.

A post-conflict course on peace, human rights and HIV/AIDS, **Planning for Quality Education** in Liberia, was held in Monrovia in February 2005. As part of UNESCO's contribution to the reconstruction of the education sector in Liberia, the course focuses on quality education, with a component on teaching about HIV/AIDS. The course brought together over 30 participants from the Ministry of Education and other education professionals.

UNESCO's cluster office in Harare has been working with teachers and the Ministry of Education to develop skills and techniques for dealing with HIV and AIDS in the learning environment. They recently held a teacher's colloquium entitled Teaching in a World with HIV/AIDS.

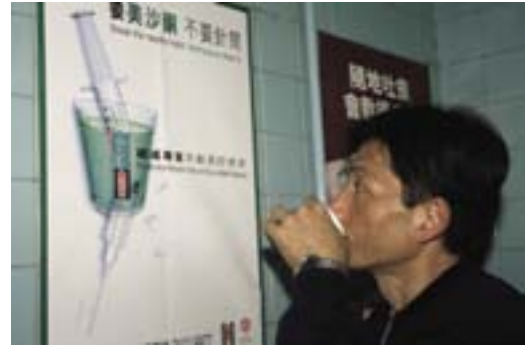
The UNESCO office in Abuja in Nigeria has helped to create a Preventive Education Unit at the National Teachers Institute and to produce a guide on curriculum development for training teachers in distance learning courses on HIV and AIDS. Also, it has helped to establish Youth Friendly Centres at two of the 52 Federal Universities in Nigeria in collaboration with National Universities Commission.

UNESCO's International Institute of Educational Planning (IIEP) has been working in partnership with the UNESCO Mobile Task Team based in Durban, South Africa, to develop HIV/AIDS **training and teaching materials** for senior education managers and planners. The purpose of the materials is to enable these cadres of personnel to provide effective leadership in dealing with HIV/AIDS within the education sector. The modules will be tested in a variety of settings, and the final versions will be published and made available in a CD-ROM.



Asia and the Pacific

The Asia-Pacific region is the world's largest and most diverse region in terms of geography, population, political and economic systems, societies and cultures. Although HIV and AIDS rates are lower here than in Africa, data show that prevalence rates are rising, partly due to **behavioural and socio-cultural vulnerabilities** to HIV that are present in many societies. With its large populations, the potential scale of the HIV and AIDS epidemic in Asia is cause for serious concern.



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The region has 60% of the world's population, but so far less than 20% of the estimated global total of HIV infections. UNAIDS estimates the total number of adults and children living with HIV in the region in 2004 to be 8.2 million, of which 2.3 million are women. Geographic pockets and vulnerable subpopulations reveal the potential for extensive spread throughout the region. (UNAIDS/WHO, 2004).

Country reports

The UNESCO Islamabad office has been a pioneer in introducing the concept and contents of HIV and AIDS education in Pakistan. Before 2001, there had been no discussion or initiative at the Ministry of Education level concerning HIV and AIDS education.



The Islamabad office provides **reference and training materials** and support for the translation, adaptation, production and dissemination of such publications as the *Manual of Training of Teachers Trainers in HIV/AIDS Preventive Education* (originally produced by UNESCO Bangkok) and *Need and Significance of HIV/AIDS Preventive Education in Pakistan* (produced and disseminated with the Ministry of Education).

The project "Culture-based Health Education for Adolescents in Pakistan" has been implemented by UNESCO Islamabad in close cooperation with the Culture Sector at headquarters. In cooperation with the Ministry of Education, a *Teacher Guidebook on Moral and Health Education of Adolescents* was published in Urdu. It contains information on adolescence, sexually transmitted diseases, negative



effects of drug use, modes of transmission of HIV and AIDS and preventive measures. This is the first time in Pakistan that a teacher guidebook on these sensitive issues has been published with the Ministry of Education.

With governmental organisations and NGOs, the Islamabad office has also produced a series of materials for neo-literate adult learners and teachers of non-formal basic education and literacy. The series includes:

- A teacher guidebook containing basic information on HIV and AIDS education and methodologies for communicating this information to learners;
- Four story books written by local writers in Urdu, highlighting information on the means of transmission of HIV, symptoms and implications, and preventive measures; the books are distributed in adult learning and literary centres and in public libraries; and
- Two advocacy posters on HIV and AIDS education.

Partnerships have been forged between the HIV/AIDS Coordination and School Health Unit with other UN and non-UN organisations to broaden the scope of their work. They have produced an *Advocacy Toolkit on HIV/AIDS and Education*, targeting Ministry of Education officials, which is now being adapted for use by school directors. Also, a *Teacher Training Manual on HIV/AIDS* is being adapted for use by other countries in the region. They also have an ongoing project devoted to prevention education in the Greater Mekong sub-region, targeting populations with high-risk behaviour.

During 2003-2005, UNESCO developed a series of educational radio programmes, audio tapes and CDs aimed at the prevention of HIV and AIDS among **ethnic minority people** in the greater Mekong region. The programmes link behaviours that may put people at risk to HIV, trafficking of girls and women, and drug use among highland minorities (the Lahu in Thailand, the Jingpo in China, the Hmon in the Lao People's Democratic Republic). In each of these countries, UNESCO worked with local research institutions, media and ethnic minority authors and communities to develop **soap operas** in minority languages

UNESCO Bangkok recently launched a new generic **teacher** training manual, entitled *Reducing HIV/AIDS vulnerability among students in the school setting*. The manual, for use by teacher training institutions and teacher trainers, aims to provide teacher trainers with knowledge and methods for training teachers about HIV/AIDS and related topics in their classrooms. The manual will be adapted for use in 13 countries in the Asia-Pacific region. Links will be ensured to existing teaching-learning materials developed by the Ministry of Education or by other organisations. So far, in-country adaptation workshops of the ma-



terial have been conducted in China, Indonesia and Viet Nam. UNESCO has been working with **media professionals** on how to use print and electronic media to sensitise both political leaders and the general public to the problems of HIV and AIDS. For example, it has published and distributed the resource book, *Drugs, Death & Disease: Reporting on AIDS in Southeast Asia*.

Also, in collaboration with the Asian Institute for Broadcast Development (AIBD), UNESCO is building a prototype network of **young television producers** that aims to strengthen their capacity and to encourage the exchange of broadcast programmes on a regional basis. The network has produced a DVD with educational spots, short documentary, news items and interviews on HIV and AIDS issues. The DVD was the work of 10 young producers from Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan and Sri Lanka, and has been broadcast by television stations in the region and also used by HIV and AIDS advocacy groups.



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Latin America and the Caribbean

According to UNAIDS, an estimated 2.1 million adults and children are living with HIV in Latin America and the Caribbean. In Latin America, only Guatemala and Honduras have national HIV prevalence of over 1%, but lower prevalence rates in other countries in the region disguise serious, **localised epidemics**. The Caribbean includes some prevalence rates that are surpassed only by countries in sub-Saharan Africa, and AIDS has now become the leading cause of death among adults aged 15-44. The worst affected countries are Haiti (over 6% HIV prevalence) followed by the Bahamas (3.5% prevalence). (UNAIDS/WHO, 2004).



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The region has demonstrated some **impressive responses** to HIV and AIDS. Brazil, for example, has implemented prevention measures involving a wide range of social sectors and successful efforts to provide access to antiretroviral treatment. Argentina, Costa Rica, Cuba and Uruguay also provide free and universal access to these medications, but unequal access to treatment remains an issue in the region.

Country reports

The UNESCO Regional Education Bureau in Santiago has been working with **education faculties** and **teacher training institutions** in different Latin American and Caribbean countries to develop HIV and AIDS prevention education in the region. This work includes:

- Workshops on HIV prevention in partnership with universities in Mexico, Dominican Republic, Honduras, and Peru;
- Collaboration with regional UNESCO representatives to promote the inclusion of HIV prevention issues in the curriculum of teacher training institutions (Peru); and
- Production of teaching materials and methodologies for teacher training (e.g. a Spanish language electronic version, updated and locally adapted, of the *UNESCO/WHO Manuals on HIV and STD Prevention*, and a training simulation game for faculty professors and schoolteachers on including HIV and AIDS in the regular curricula).



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The UNESCO regional office has also been engaged in a pilot project to develop a **peer-to-peer** training model on HIV prevention for **street adolescents**. This has involved creating curricula and learning materials on HIV prevention for street adolescents and training them and adult educators in peer-to-peer methodologies. Workshops for adolescents were held to produce comic strips with preventive messages. The project has also worked on networking with NGOs and government institutions responsible for the care and education of street adolescents .

A set of **didactic games** for HIV/AIDS prevention was jointly developed by NGOs in Cuba and Uruguay under the supervision of UNESCO's Culture Sector. In order to test the games, several "train the trainer" sessions were organised in cooperation with the Ministries of Education in both countries and about 630 teachers were trained in the use of the games. Subsequently, 700 college students were sensitised to HIV and AIDS with the games in Uruguay and 800 in Cuba.

The UNESCO Mexico office has adapted the handbook *Teatro y SIDA* for the sub-region, as well as the kit "HIV/AIDS and Human Rights: Young people in Action." With UNICEF, it is adapting the kit "Living and Learning in a World with HIV/AIDS."



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The Kingston office for the Caribbean is working with partners in the area to create a regional strategy on education and HIV/AIDS. In 2004, a UNESCO-Commonwealth Regional Chair in Education and HIV/AIDS was established at the University of the West Indies in Jamaica.

UNESCO and ILO are collaborating to develop Caribbean-appropriate **workplace training materials** on HIV and AIDS for educational institutions. Five countries (Barbados, Belize, Guyana, Jamaica and Trinidad and Tobago) will be involved in the review process. Representatives of the Ministry of Education, Ministry of Labour, Teachers' Associations, Employers, and National AIDS authorities were invited from each country to take part in a workshop that was held recently in Kingston, Jamaica.

Under the project *Strengthening the Institutional Response to HIV/AIDS in the Caribbean* the UNAIDS Caribbean Regional Support Team will document best practices in three countries: Jamaica, Barbados and the Bahamas. Writers are working in these three countries to do research, and the UNESCO office in each country is providing guidance and support for their research, interviews, and



documentation. This work will benefit organisations and people in the region by informing them of activities and experiences that have been successful in response to HIV/AIDS, foster regional exchanges and permit others to replicate these experiences.

The UNESCO project **AIDS, culture and poverty** in Haiti: Perceptions and behaviours regarding AIDS, uses an anthropological approach to understanding how individual and collective perceptions of HIV are formed in Haiti so that more effective public health policy for HIV prevention can be formulated. The research and training, which is being carried out by UNESCO, is based on interviews with patients, traditional healers, voodoo priests, leaf doctors and informal churches.

Theatre is recognised as a strong medium for education also in Haiti. In the framework of the project "A cultural approach to HIV/AIDS prevention and care," *ACTSIDA / Action par le Theatre contre le Sida* aimed to contribute to the prevention of HIV/AIDS transmission among young people by use of theatre and traditional Haitian songs and dances. The project was carried out by the *Volontariat pour le Developpement d'Haiti*, a well-known Haitian NGO that works with young people, with support from UNESCO. On 1 December 2004, 18 performances attracted 15,000 young people and adolescents.

Working on many fronts: Brazil

UNESCO has been a major partner of the Brazilian National AIDS Programme since 1998. The Programme works to:

- Alleviate the discrimination and stigma with regard to people who are HIV positive;
- Stimulate a positive change in behaviour;
- Promote a preventive message among key opinion-makers;
- Build networks for the exchange of expertise among countries so the Brazilian experience can be adapted to different realities; and
- Take advantage of the potential of education and the school setting as a privileged locus for change.

Brazil's Unified Health System (SUS) ensures a policy of **wide access** to preventive measures and health assistance. Over the years, Brazil has built a large network for diagnosis, counseling and laboratory monitoring. Free distribution of medicine and anti-retroviral medication through SUS since 1992 has lowered mortality by 50% and reduced hospital admissions by 80%. One way to ensure sustainability is the local production of drugs and negotiating prices directly with laboratories.

Aiming to promote a **change of behaviour** and foster the practice of safe sex, the Ministries of Education and Health, in partnership with UNESCO, launched a project in 2003 to make condoms available in public schools for youngsters ranging from 15-19 years old. The target of the project is that by July 2004, 105,000 students of the public schools network will have access to condoms, and by 2006, 2.5 million. By 2006, the aim is for 235 million condoms to have been distributed per year.

In cooperation with the National AIDS Programme of the Ministry of Health, UNESCO has also been doing a national study to evaluate the responses of civil society to the challenges of HIV and AIDS. Data collected for the study reinforce the understanding that the social environment has much influence in creating public policies for HIV and AIDS in Brazil. This means that civil society has helped the government to ensure that citizens living in a world with HIV and AIDS have access to the necessary means for prevention, treatment and assistance.



Middle East and North Africa

Despite relatively low HIV prevalence, a steady yearly increase in the number of reported HIV cases has been apparent in this region. UNAIDS estimates that there were 540,000 HIV cases in the Middle East and North Africa region in 2004, compared to around 430,000 in 2002. Young adults are the most affected age group, and women represent around 25% of all reported HIV cases in the region. While these figures are relatively low compared to Africa or Southeast Asia, **low prevalence does not equate to low risk or low priority.**



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There is evidence that the epidemic can emerge quickly and unexpectedly. No society is immune, especially since many countries in the region have significant risk factors (war, high population mobility and displacement). Also, in the absence of reliable surveillance systems in most countries of the region, it is possible that hidden epidemics could be spreading. The real issue for concern at this point may not be the absolute number of cases detected, but rather the steady increase that can be observed.

The epidemic in the Arab region shows diverse and complex trends and patterns. One pattern of a generalized epidemic (more than 1% of the population is infected) is observed in the countries of the Horn of Africa, which share poverty, displacement and refugees, high political instability and weak health infrastructures. A second pattern of a concentrated epidemic is observed in North African countries, where factors such as external and internal migration, sexually transmitted diseases, and the local socio-economic situation encourage the spread of the epidemic. A third pattern of outbreaks among certain populations with high risk behaviour (drug users, prisoners) is observed in countries such as Iran and Libya and some areas of the Gulf region (UNAIDS/WHO, 2004).

Country reports

UNESCO has developed a set of **publications and guides** in Arabic, which are currently being used in schools and by NGOs in the region: *HIV/AIDS and Human Rights: Young People in Action*, *Learning for Life: A Guide for Family Health and Learning Skills for Teachers and Students*, and a theatre manual for HIV and AIDS education.



The UNESCO office in Rabat has held a sensitisation workshop for young people from the Maghreb region on gender and HIV and AIDS, and is working on the development of a medium term strategy on **gender and HIV and AIDS** for Morocco.

UNESCO's regional office in Beirut is a partner for the national AIDS plan and the UN Theme Group in the implementation of an HIV and AIDS strategy in Lebanon. Coordination between health, education and social services, and NGOs is seen as a very effective mechanism for achieving strategy goals in Lebanon. Moreover, expanding the knowledge and learning process on HIV prevention is taking place in formal and non-formal education, with emphasis on youth and out-of-school groups.

Within the framework of the EFA flagship on education and HIV/AIDS, a workshop was held in Alexandria on communication with youth entitled: **"Youth and Community Development: Egyptian Youth fight AIDS"** (2004). The objective was to build the capacity of the NGOs of the Egyptian NGO Network Against AIDS (ENNAA) in an effort to design and implement programmes for young people on issues related to HIV/AIDS.





Europe and Central Asia

In Western Europe HIV prevalence remains low, but there is no room for complacency. In Eastern Europe the epidemic continues to spread rapidly. UNAIDS reports that in countries in Eastern Europe and Central Asia the number of people living with HIV has risen dramatically in just a few years – reaching an estimated 1.4 million in 2004. This is a **nine-fold increase in less than a decade**. The worst affected countries are the Russian Federation, Ukraine and the Baltic states of Estonia, Latvia and Lithuania. The rate of HIV infection continues to rise in Moldova, Belarus, and the Caucasus region. Uzbekistan, which hosts one of the youngest epidemics in the world, is witnessing a particularly sharp increase in HIV cases.



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Young people predominate in the reported cases of HIV in the region. For example, UNAIDS reports that in Belarus, 60% of those HIV-positive are aged 15-24. In the Russian Federation, 80% of HIV cases among drug users are young people under 30. A new pattern is becoming evident – young women are accounting for an increasing share of HIV infections, with a sharp rise in mother to child transmission of the virus.

Country reports

During the past few years Uzbekistan has been experiencing a startling increase in the number of HIV/AIDS cases, especially among its young people – 56% of people with HIV are under 30 years old. The starting point for UNESCO's assistance for developing the country's HIV and AIDS education was the introduction of a **new health curriculum** into the secondary school programme. A new subject called "Healthy Life Style and Family" was introduced for grades 5 to 11 as a compulsory subject, and a new manual for teachers (grades 10 and 11) for this subject was developed, using as a model the *Generic Training of Teachers Manual on Preventive Education Against HIV/AIDS in the School Setting*, published by UNESCO Bangkok. After successful piloting of the teacher manual in a number of schools, the Ministry of Public Education has adopted it as a main teaching aid for teachers of secondary schools.

For instance, in Uzbekistan, UNESCO has developed 24 episodes of a **TV drama series** entitled "Womankind," a series on HIV and AIDS prevention and tolerance. In support of the TV drama series, several "Vox Pops" and talk shows were broadcast. Also, since 2000, 244 episodes of the Silk Road radio drama have been



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produced for regular broadcast in Uzbekistan. Drug abuse and HIV prevention are two of the core storylines of the drama.

Other HIV and AIDS prevention activities carried out by UNESCO in Uzbekistan include peer-to-peer training for school students, the creation of a resource centre in collaboration with a local NGO, and the development of a web site (www.unesco.org.uz/hiv) that serves as a comprehensive source for up-dated information on prevention of STIs (sexually transmitted infections), HIV/AIDS and drug abuse.

Most recently, in close collaboration with the National AIDS Centers from Armenia, Azerbaijan and Georgia, UNESCO's Culture Sector has elaborated a series of national studies in the Caucasus region, addressing HIV and AIDS in a

socio-cultural approach. The studies provide unique in-depth analyses, taking into consideration not only the socio-cultural dynamics of the epidemic, but also analysing the media responses and cataloguing the legislative and institutional responses in all three countries. The reports have been published in English, Russian and the respective local languages: Armenian, Azeri and Georgian. The second phase of the project focusing on implementation of the research results is currently being launched.

UNESCO has been working to train **women journalists** in Ukraine and countries of the sub-region, focussing on the use of investigative journalism techniques to study the relationship between cultural traditions, abuses by the military in conflict countries and social desperation in situations of extreme poverty and the spread of HIV.

The UNESCO office in Moscow is currently working on a project "**Reproductive rights** of women living with HIV/AIDS," which aims to raise awareness of HIV-positive women in Russia of their reproductive rights and the possibility to have children. The project will cover various regions of the Russian Federation and consists of extensive sociological research, analysis and the dissemination of results, with recommendations and information documentation.



Selected resources

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- UNESCO Bangkok. 2005. *Reducing HIV/AIDS vulnerability among students in the school setting: a teacher training manual*.
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- UNESCO Brazil. 2003. *AIDS : What young people think about it*.
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- UNESCO Windhoek. 2004. *HIV and AIDS preventive education: a training programme for teacher educators in sub-Saharan Africa*.

List of acronyms

ASPnet	Associated Schools Project Network
BREDA	UNESCO Bureau régional pour l'éducation en Afrique
ECOWAS	Economic Community of West African States
EDUCAIDS	Global Initiative on Education and HIV/AIDS
EFA	Education For All
FRESH	Focusing Resources on Effective School Health
GBC	Global Business Coalition on HIV/AIDS
IATT	Inter-Agency Task Team on HIV/AIDS and Education
IBE	Unesco's International Bureau of Education (Geneva)
IIEP	International Institute for Educational Planning
ILO	International Labour Organization
MDGs	Millennium Development Goals
UIE	UNESCO Institute for Education (Hamburg)
UN	United Nations
UNAIDS	United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNFPA	United Nations Population Fund
UNGASS	United Nations General Assembly
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNODC	United Nations Office on Drugs and Crime
WFP	World Food Programme
WHO	World Health Organization

Useful websites

- UNESCO site
<http://www.unesco.org>
- IBE International Clearinghouse on Curriculum for HIV/AIDS Education
<http://www.ibe.unesco.org/hiv aids>
- IIEP HIV/AIDS Impact on Education Clearinghouse
<http://hiv aids clearinghouse/unesco.org>
- UNESCO Bangkok HIV/AIDS Clearinghouse
<http://www.unescobkk.org>
- UNESCO Dakar HIV/AIDS Clearinghouse
http://www.dakar.unesco.org.clearing_house
- UNESCO Harare HIV/AIDS and Education Database
<http://harare.unesco.org/hiv aids>
- UNESCO Nairobi HIV/AIDS Clearinghouse Focus on Preventive Education
<http://www.hiv aids.nairobi-unesco.org>
- Digi-Arts Portal (Youth Creating and Communicating on HIV/AIDS)
<http://www.digiarts-hiv-unesco.org>
- FRESH (Focusing Resources on Effective School Health) Programme
<http://www.freshschools.org>
<http://unicef.org/lifeskills>
- Global Business Coalition on HIV/AIDS
<http://www.businessfightsaids.org>
- Global HIV/AIDS Readiness Survey 2004. Policy Implications for Education and Development. An Integration of Perspectives from Ministries of Education and Civil Society Organizations
<http://portal.unesco.org/en>
<http://portal.unesco.org>
Network of Ministry of Education HIV/AIDS Focal Points in ECOWAS
<http://www.schoolsandhealth.org/Wafrica>
- UN 2005 World Summit
<http://www.un.org/summit2005>

