A promotional video is now available about UNESCO’s project on sexual education for adolescents and the new exhibition at Thailand’s National Science Museum, titled “Healthy Sexuality: The Story of Love”. This is a multi-faceted, interactive and entertaining exhibition presenting the ‘naked truth’ about love, relationships, communication, pregnancy and childbirth, contraception and safe sex, HIV and other STIs and sexual violence.

UNESCO is currently seeking partners to adapt the exhibit to use as a tool to educate youth in different cultures and countries worldwide.

For more information visit the UNESCO Bangkok website: www.unescobkk.org/information-resources/press-room/multimedia-features/healthy-sexuality-the-story-of-love/
A cash transfer program reduces HIV infections among adolescent girls

World Bank, 2010

A large randomized trial in Malawi shows that schoolgirls whose families received monthly cash transfers had a significantly lower HIV infection rate than the control group. The two-year experiment in Zomba, a district in southern Malawi, offered cash to households with schoolgirls aged 13-22 who had never been married. Some of the offers were conditional on regular school attendance, while others were unconditional. Eighteen months after the program began, the HIV prevalence among program beneficiaries was 60% lower than the control group (1.2% vs. 3.0%). Similarly, the prevalence of HSV-2 (herpes simplex virus - type 2, which is the common cause of genital herpes) was more than 75% lower in the combined treatment group (0.7% vs. 3.0%). No significant differences were detected between those offered conditional and unconditional payments. In addition, conditional cash payments offered to the girls who had already dropped out of school at the beginning of the trial made no difference on their risk of HIV or HSV-2 infection.

Read more

Children to the fore! An easy-to-use training handbook that promotes child rights and cultural issues in the face of HIV in southern Africa

Southern Africa HIV and AIDS Information Dissemination Service, SAfAIDS, 2009

The aim of this handbook is to ensure that children's rights are known, recognised and respected in communities, especially in situations where they may be compromised by cultural and traditional practices - or when their realisation is threatened by the circumstances of the HIV epidemic. It offers trainers, community-based volunteers, and others working with, or on behalf of, children the knowledge and skills to integrate child rights into their programme work, so that they become effective trainers or advocates for child rights.

Read more

The education sector policy and strategy on HIV and AIDS: responding to the challenges of HIV and AIDS in Ethiopia


This policy has been developed in recognition of the devastating impact of HIV and AIDS on the education sector and the comparative advantage that the sector has in combating the epidemic through teachers, students and their families. The objectives of the policy are to: prevent the spread of HIV in public/private and formal/informal education sectors by targeting learners/trainees, teachers, facilitators, families, children, and other education sector staff in the country; mitigate the impact of HIV and AIDS on the sector by creating a supportive learning and teaching environment that is free from stigma and discrimination; mainstream HIV and AIDS interventions into the education sector's structures and processes; integrate HIV and AIDS issues as pertinent research topics of the tertiary level institutions.

Read more
Executive summary: sexual risk and protective factors. Factors affecting teen sexual behavior, pregnancy, childbearing and sexually transmitted disease. What are important? Which can you change?
ETR Associates, 2005

This document is part of the project of the United States National Campaign to Prevent Teen Pregnancy. It addresses two main primary questions: 1) what factors influence adolescents’ decisions about sex? And 2) Which of these factors can be altered? By identifying and targeting those factors it tries to provide information to reduce sexual risk-taking.

Read more

Final symposium report. Social norms and collective behaviour: how education needs to transform to better contribute to HIV prevention, treatment, care and support
UNAIDS Inter-Agency Task Team (IATT) on Education, 2010

The Symposium was convened to facilitate the exchange of experiences and review evidence on how to support the education sector in better addressing the complex challenges of HIV and AIDS, and to carry out critical prevention, care and support activities. Objectives included: Exchange experience on social norms and collective behaviour and their impact on both driving infection and influencing prevention efforts; Identify best practices for how to coordinate the education response at the levels of government, schools, families and community services considering both specific and broader issues with regard to HIV and AIDS prevention and protection; Review evidence concerning pupils’ and teachers’ levels of knowledge, attitudes, skills and behavioural intent with regard to specific and broader issues of HIV and AIDS; Develop recommendations for education strategies for HIV prevention and mitigation that consider social norms and rights as part of educational programme planning.

Read more

Foundation for a healthy adulthood: lessons from school-based family life and HIV education curriculum implementation in Lagos State
Action Health Incorporated; Lagos State Ministry of Education, 2010

This report documents the experience of the Lagos State Ministry of Education and AHI in effectively instituting and implementing the Family Life and HIV Education curriculum across junior secondary schools in Lagos State between 2003 and 2009.

Read more

How successful are HIV-AIDS prevention education programmes?
SACMEQ Policy Issues Series, No. 3
Southern and Eastern Africa Consortium for Monitoring Educational Quality, SACMEQ, 2010

The 15 Ministers of Education associated with the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) have been concerned for a number of years about the lack of well-designed objective indicators that can be used to guide an informed debate about the effectiveness of HIV and AIDS prevention education programmes. SACMEQ research teams responded to this concern in 2007 by developing
an HIV-AIDS Knowledge Test (known as the HAKT) that was suitable for administration to Grade 6 pupils (aged around 13.5 years on average in SACMEQ countries) and their teachers. This policy issues brief provides an overview of the performance of pupils and teachers in the test for the 15 SACMEQ countries.

Read more

Kenya national AIDS strategic plan 2009/10-2012/13: supporting documents for the strategic plan

The Kenya National AIDS Strategic Plan III (KNASP III) supporting documents were developed to support the planning and implementation of the strategy. This document has been compiled to enable stakeholders have easy access to all the documents and be able to cross reference to KNASP III easily. This document presents the major the supporting reports and plans for KNASP III. The supporting documents compiled include: KNASP III Gap Analysis and costing; KNASP III Commodity Quantification Report; KNASP III Technical Support Plan; National Plan of Operations.

Read more

Men-streaming in sexual and reproductive health and HIV: a toolkit for policy development and advocacy
International Planned Parenthood Federation, IPPF; MenEngage, 2010

Sexual and reproductive health and rights and HIV programmes are likely to have greater impact on communities if they address constructively the actual and potential role of men in society. At present, however, many such programmes often fail to target men, to address their specific needs and understand the wider influence of male and female gender norms. This Men-streaming toolkit helps organizations create, and advocate for, affirmative policies which promote the positive roles that men can play in improving their own sexual and reproductive health - and those of women and children. It explains why this is important and how to achieve it. It is intending for use primarily for those responsible for developing organizational policy at national, regional and international levels.

Read more

Ministry of education guidelines for strengthening HIV and AIDS coordination at the district level

The Government of Kenya through the Ministry of Education (MoE) is committed to improving the delivery of education services through decentralization of educational management and financing at district and school level. The purposes of these guidelines are: 1.) To define and strengthen the role of District Education Offices in the implementation of HIV and AIDS interventions at the district level; 2) To provide mechanisms for establishing District Education Stakeholders forum on HIV and AIDS as a platform for information sharing as well as joint planning; 3) Define roles and responsibilities of different HIV and AIDS educational stakeholders within the district coordination mechanism in order to reduce duplication of efforts and conflict of interests; 4) To ensure that there is harmonization and alignment of interventions to key National AIDS Control Council and MoE HIV and AIDS policy documents and guidelines.

Read more
National AIDS strategic framework 2011-2015. Delivering on universal access to high impact services in order to achieve millennium development goals
Zambia. Ministry of Health, 2010

This paper is a draft of the National AIDS Strategic Framework for 2010-2015. The objectives are to: provide an overall strategy for the multi-sectoral national response; serve as a guide to the national response based on emerging trends in the management of the disease, epidemiological synthesis and lessons learnt in the response for the last five years; form the basis for agreed multi-sectoral programme implementation involving civil society, private sector, public sector, cooperating partners and academic institutions; provide the basis for reaching agreement with development partners on their technical and financial contributions as well as the mechanisms for management.

Read more

National plan of action for orphans and vulnerable children. Ghana
June 2010-2012

The National Plan of Action for Orphans and Vulnerable Children (OVC) is a three-year plan subject to review and focuses on children who are the most vulnerable and at risk in Ghanaian society. It is based on the key strategic areas and programatic interventions of the National Policy Guidelines on Orphans and other children made vulnerable by HIV and AIDS 2005 but takes into account other recent international and national developments. Key areas include: i) Advocacy, behavioural change communication (BCC), and community mobilisation; ii) Capacity development of caregivers and stakeholders; iii) Care and psychosocial support; iv) Food and nutrition security; v) Increasing access to education aimed at using the school system to provide opportunities for emotional support, interaction with other children, and the development of social capital among others. vi) Child protection and socioeconomic security which include initiatives that prevent violation of the rights of the children in relation to serious risks and hazards. vii) Monitoring, evaluation and research.

Read more

Protecting hope: situation analysis of vulnerable children in Uganda
Population Council, 2010

The Government of Uganda (GOU) has focused attention on the problem of orphaned and other vulnerable children (OVC) through a number of policies, regulations, and initiatives. In 2004, the Ministry of Gender Labor and Social Development developed the National OVC Policy (NOP), aimed at improving the quality of life for poor and vulnerable children. However, despite the many efforts to improve the circumstances of vulnerable children in Uganda, policymakers, donors, and program managers still lack comprehensive and up-to-date information about their numbers, geographic distribution, characteristics, and needs. Furthermore, documentation of existing programs addressing the circumstances of vulnerable children is limited. This situation analysis aims to increase the understanding of the scope of the problem of vulnerable children and the response to it, including the full spectrum of core services, in order to facilitate country-wide planning and to inform current and future programming efforts.

Read more
Standard service delivery guidelines for orphans and vulnerable children’s care and support programs


The OVC Standard Service Delivery Guidelines document has three parts. The first part deals with the background, guiding principles, and implementation at different levels. The second part of Service Standard Service Delivery Guidelines addresses the service components and standards with their respective dimensions of quality as well as identifying the critical minimum and additional activities which should be implemented. Part three of the Standard Service Delivery Guidelines covers monitoring and evaluation. The document provides the latest approaches for implementing Standard Service Delivery Guidelines for OVC. The recommendations in the document are based on a pilot exercise conducted in selected sites in Ethiopia, which was designed to test the feasibility of the standards. It also provides further information on the dimensions of quality for each service area.

Read more

Understanding adolescent girls’ protection strategies against HIV: an exploratory study in urban Lusaka

Population Council, 2010

The current study provides a descriptive analysis of how adolescent girls and young women construct notions of risk and safety, their perceptions of HIV risk in particular, and what strategies they develop to protect themselves. The study is based on data collected through interviews with 821 young women aged 15-24 from four communities of urban Lusaka, and supplemented by qualitative data from focus group discussions and in-depth interviews. It is envisioned that information derived from this study can inform the development of innovative programming for vulnerable girls and young women in Lusaka.

Read more

What does the National Strategic Plan on HIV and AIDS mean for children? A guide for individuals and organizations working with and for children

Children’s Rights Centre, 2009

This guide provides easy to use information on the National HIV and AIDS and STI Strategic Plan for South Africa 2007-2011 (NSP). The guide focuses specifically on what the NSP means for children and families, and for the individuals and organisations that work with them - a constituency that has come to be known as the “Children’s Sector”. The Children’s Sector was actively involved in the drafting of the NSP and has an important role to play in implementing the plan and in monitoring service delivery. This guide may also be useful to other sectors of civil society. This guide places children and their caregivers at the centre: it identifies the needs of children affected by HIV and AIDS and looks at what provisions the NSP makes to address these needs; it highlights some important gaps in the NSP; and it provides information on additional resources which may be helpful.

Read more
En français

Cartographie des ressources humaines de la lutte contre le SIDA en Côte d'Ivoire
Côte d'Ivoire. Ministère de lutte contre le SIDA, 2007

Les ressources humaines sont reconnues non seulement comme un capital stratégique, mais également comme la plus importante ressource pour une réponse efficace contre le SIDA. Au niveau du secteur de la santé des évaluations ont été menées mais on note un déficit d’information sur les autres secteurs. La présente étude sur les ressources humaines dans tous les secteurs, hormis celui de la santé, permettra de combler ce déficit d’information et de mettre en cohérence les besoins au niveau national afin d’aboutir à un plan national de renforcement des capacités des ressources humaines impliquées dans la lutte contre cette pandémie. Les objectifs étaient de : recenser de façon représentative les ressources humaines nationales en matière de lutte contre le SIDA ; identifier, par catégorie professionnelle, le niveau de qualification des ressources humaines ; identifier les écarts entre les ressources humaines disponibles et les besoins de renforcement pour une lutte nationale efficace.

En savoir plus

Politiques rationnelles et bonnes pratiques sur l’éducation et le VIH et SIDA : Brochure 2. VIH et SIDA – environnement favorable à l’apprentissage
UNESCO, 2010

La présente brochure est la deuxième d’une série de publications consacrées aux principaux axes de travail de l’UNESCO sur le VIH, le SIDA et le secteur éducatif. Elle aborde les questions qui concernent les apprenants dans le contexte du VIH et du SIDA, notamment les droits et l’accès à l’éducation, à la protection, à la connaissance et aux compétences, aux soins et au soutien.

En savoir plus

Programme VIH/SIDA. Faits marquants 2008-09
OMS, 2010

Le présent rapport met en évidence les apports de l’OMS à l’accès universel en 2008 et 2009. Il décrit la façon dont l’OMS travaille et identifie des réalisations spécifiques dans chacun des cinq domaines stratégiques suivants : 1) permettre aux patients de connaître leur statut sérologique ; 2) maximiser la contribution du secteur de la santé à la prévention du VIH ; 3) accélérer l’extension du traitement et des soins en matière de VIH ; 4) renforcer et étendre les systèmes de santé ; et 5) investir dans l’information stratégique pour tenter de mieux étayer la riposte au VIH.

En savoir plus
Rapport mission RDRs. Prévention et réduction des risques dans les groupes à haut risque vis-à-vis du VIH et les IST
France. Direction Générale de la Santé, 2010


En savoir plus

Journal watch

A selection of peer reviewed articles from scientific journals. A subscription may be required to access these articles.


Maticka-Tyndale, Eleanor; Tenkorang, Eric Y. A multi-level use of condom use among male and female upper primary school students in Nyanza, Kenya. Social Science and Medicine, 71, 616-625.

Nobelius, Ann-Maree; Kalina, Bessie; Pool, Robert; Whitworth, Jimmy; Chesters, Janice; Power, Robert. Delaying sexual debut amongst out-of-school youth in rural southwest Uganda. Culture, Health & Sexuality, 12, (6), 663-676.

Events

From Theory to Practice: Informing Practitioners about Economics and the HIV/AIDS Epidemic, 11-15 October 2010, Durban, South Africa
More information

HIV E-Learning Distance Course Review and 2010 Launch, 18 October 2010, Jakarta, Indonesia
More information
2010 Australasian Sexual Health Conference, 18-20 October 2010, Sydney, Australia
More information

More information

OVC in Africa Conference, 31 October - 3 November 2010, Johannesburg, South Africa
More information

Integrating HIV, Public Health and Development in Southern Africa, 1-5 November 2010, Durban, South Africa
More information

HIV/AIDS in the workplace and beyond: research in action symposium, 9-11 November 2010, Johannesburg, South Africa
More information

5th International Barcelona Conference on Higher Education, 23-26 November 2010, Barcelona, Spain
More information

Dance 4 Life, 27 November 2010, Hanoi, Danag and Ho Chi Minh City, Viet Nam
More information

6th SAHARA Conference, 28 November - 2 December, Port Elizabeth, South Africa
More information

Hope 2010 International Conference, 15-17 December 2010, Mumbai, India
More information

African same-sex sexualities and gender diversity: practices, identities and communities, 13-16 February 2011, Pretoria, South Africa
More information

19th International Society for Sexually Transmitted Diseases Research, ISSTDR 2011, 10-13 July 2011, Quebec City, Canada
More information

VII Encuentro de Personas con VIH. Estrategias Comunitarias sobre Derecho al Trabajo y VIH, 3-5 November 2011, Buenos, Argentina
More information

International Conference on AIDS and STIs in Africa (ICASA) 2011, 4-8 December 2011, Addis Ababa, Ethiopia
More information

Fifth International Workshop on HIV Persistence: the reference workshop on HIV reservoirs, 6-9 December 2011, Saint Martin, Netherlands Antilles
More information
Contact

The UNESCO HIV and AIDS Education Clearinghouse is maintained by the International Bureau of Education, the International Institute for Educational Planning, and the UNESCO Offices in Bangkok, Dakar, Harare, Nairobi and Santiago.

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