

## LAUNCH OF SOCIAL MONITOR 2002

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### **UNICEF activities on HIV/AIDS and the Quality of Learning in CEE/CIS and Baltics**

The *Social Monitor, 2002*, produced by the UNICEF Innocenti Research Centre, takes a look at overall social and economic trends affecting children in the countries of Central and Eastern Europe, the Commonwealth of Independent States and the Baltics. It also highlights two major issues: HIV/AIDS and the Quality of Learning. Across the region, UNICEF is working with its partners to address these issues, trying to safeguard children and young people from the HIV epidemic and maintain and enhance standards in education. This document gives an outline of that work.

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### **HIV/AIDS**

**Albania:** The HIV/AIDS project focuses on interlinked youth-friendly health services, public awareness raising, life skills and peer-to-peer education. Youth Friendly health services will be created in two main urban centres with other centres to follow. A Committee of NGOs, Health educators, and peer-to-peer educators oversees development of relevant materials. Youth Parliament and Young Reporters projects are key partners and receive special training. Plans are underway to work with police and border agents to reach vulnerable youth migrant populations.

**Armenia:** UNICEF works to close the knowledge gap. In Gagharkunik, (with many registered HIV/AIDS cases), UNICEF works with the Scientific Association of Medical Students of Armenia on HIV/AIDS training for biology teachers and health providers. As part of a UNAIDS-backed project, training is organized for peer education trainers from

the Republican Sanitary Epidemiological Services, the National AIDS Centre, the Ministry of Education, and NGOs. A pilot peer education project is being carried out with the NGO "AIDS Prevention, Education and Care" in one southern region to train local authorities; teachers and children from grades eight and nine in eight secondary and boarding schools. UNICEF has backed the production of eight TV spots on HIV/AIDS broadcast on national TV channels, with videotapes distributed to local TV stations. A plan of action has been developed to address mother to child transmission of HIV and has been approved by the Ministry of Health, a working group on this issue has been created, three specialists have taken part in training in Kiev, and guidelines have been developed.

**Azerbaijan:** UNICEF chairs the UN AIDS Theme Group and is part of the Intersectoral Task Force on Young People's Health and Development Issues. This has boosted efforts to address HIV/AIDS, and the Ministry of Education has ruled that the first lesson on 1 December in schools should focus on this issue. UNICEF supported surveys of the problems facing young people in 1999 and 2001, a Youth Opinion Poll and a multi-indicator cluster survey. It has backed training for school students on healthy lifestyles and HIV prevention through peer-education, as well as training for health staff and the creation of counselling services in a number of regions. Youth Resource Centres, with their own Youth Councils, have been set up in 18 districts and Youth Friendly Clinics have been created in six pilot districts, with two more planned for 2002. Awareness raising activities have included Youth Health Festivals and music festivals, and youth groups have taken part in a global on-line chat with UNICEF Executive Director Carol Bellamy. Theatre performances and young artists' exhibitions on HIV/AIDS have been held in most Youth Resource Centres and there has been a young people's competition for posters and stories on healthy lifestyles and HIV/AIDS prevention, resulting in the distribution of the winning posters and a website that has received more than 20,000 visits. Other events have included conferences on HIV/AIDS, Youth Resource Centres and Drug Abuse Prevention. The Odessa Declaration has been distributed to Government and NGOs and regular roundtables and press conferences on youth issues have been organized. Future plans include the creation of Youth Resource Centres and Youth-Friendly health services across the country and more events with young people.

**BELARUS:** UNICEF SUPPORTS A SCHEME TO PROMOTE HEALTHY LIFE STYLES AMONG YOUNG PEOPLE BASED ON YOUTH-FRIENDLY ENVIRONMENTS AND YOUTH PARTICIPATION. TWO KEY ELEMENTS ARE THE YOUTH JOURNALISM PROJECT, IN COLLABORATION WITH THE NGO “CIVIC PRESS CENTRE”, AND THE TV SUPPORT TO YOUTH INITIATIVE ON HIV/AIDS PREVENTION PROJECT WITH THE ASSOCIATION OF NON-GOVERNMENTAL TELEVISION. THESE DEVELOP YOUTH JOURNALISM INITIATIVES ON HEALTHY LIFESTYLES AND HIV PREVENTION, SUCH AS THE PARTICIPATION OF YOUNG PEOPLE IN THE PRODUCTION OF PROGRAMMES, INCLUDING “CHILDREN THE AGENTS OF CHANGE”, AND THE CREATION OF A YOUTH PRESS CENTRE. UNICEF SUPPORTS THE YOUTH INFORMATION CENTRE, “THE CHOICE”, AND A SHELTER FOR YOUNG DRUG ADDICTS IN SVETLAGORSK, BOTH IN PARTNERSHIP WITH THE NGO REAL WORLD. IT SUPPORTS PEER EDUCATION ON HIV/AIDS PREVENTION IN PARTNERSHIP WITH THE NGO YOUTH EDUCATION CENTRE “FIALTA”, INVOLVING YOUNG PEOPLE IN PREVENTION ACTIVITIES AND PEER COMMUNICATION. REHABILITATION PROGRAMMES ARE BEING DEVELOPED FOR YOUNG DRUG ADDICTS TO ALLOW THEIR PARTICIPATION IN PEER EDUCATION ACTIVITIES.

**BOSNIA AND HERZEGOVINA:** UNICEF SUPPORTS THE HIV/AIDS PREVENTION INITIATIVE FOR YOUNG PEOPLE. THIS PROMOTES AND EXPANDS ACCESS TO YOUTH-FRIENDLY HEALTH SERVICES SUCH AS CONFIDENTIAL HIV TESTING AND COUNSELING, INFORMATION AND SERVICES SUCH AS THE TREATMENT OF SEXUALLY TRANSMITTED DISEASES. THE INITIATIVE FOCUSES ON PROMOTING HEALTHY LIFESTYLES THROUGH COMMUNICATION AND SOCIAL MOBILIZATION INITIATIVES. THE UNAIDS THEME GROUP WILL CONTRIBUTE TO THE PROMOTION OF HIV/AIDS PREVENTION AT THE POLICY LEVEL.

**Bulgaria:** The UNICEF programme on young people’s health and development aims to boost national capacity to assess the situation of young people, build national responses to HIV/AIDS and promote healthy lifestyles. Following a joint 1999 mission to Bulgaria by UN agencies to assess potential collaboration on such areas, UNICEF, UNDP, UNAIDS and UNFPA established the Social Development Unit (SDU) under the UN Resident Coordinator to help partners develop programmes on a range of young people’s issues, including HIV/AIDS. UNICEF support has included a survey on risky sexual behaviour and substance abuse among young people in Varna, leading to the creation of a local youth forum. This model has been replicated in five other municipalities, providing the foundation for local action on HIV/AIDS prevention. A national peer education network was created as a result of a UNICEF/UNFPA training programme. In 2001 UNICEF, UNDP, UNAIDS and UNFPA supported the National Forum on Youth Health and Development, resulting in a National Youth Charter presented to the President. Collaboration on youth policy was strengthened by Bulgarian participation in the south-eastern Europe conference on youth development, social inclusion and participation, held in Rome and supported by UNICEF and the World Bank. Life skills-based education has been enhanced by the participation of teacher trainers in training provided by the UNICEF and WHO (Europe) European Network of Health Promoting Schools in 2000. A HIV/AIDS prevention and child protection programme is funded by CIDA through UNICEF Romania and coordinated at local level by the SDU to support the advocacy efforts of NGOs. The project supports the implementation of the National Strategy on HIV/AIDS in the field of HIV/AIDS prevention. Collaboration on the development of youth friendly services was enhanced by Bulgaria’s participation in the UNICEF/UNAIDS Sub-Regional Consultation on this issue earlier this year.

**CZECH REPUBLIC:** UNICEF PROGRAMMING FOR YOUNG PEOPLE'S HEALTH AND DEVELOPMENT AIMS TO BOOST THE CAPACITY OF THE GOVERNMENT AND NGOs TO ASSESS THE SITUATION OF YOUNG PEOPLE, BUILD NATIONAL RESPONSES TO HIV/AIDS AND PROMOTE HEALTHY LIFESTYLES. THE COUNTRY HAS TAKEN PART IN A UNICEF, UNFPA, WHO AND UNAIDS SECRETARIAT STOCK-TAKE OF PEER EDUCATION, IN A GLOBAL REVIEW OF BEST PRACTICE AND IN TWO UNICEF/UNFPA PEER-EDUCATION TRAINING WORKSHOPS FOR TRAINERS. A PEER EDUCATION NETWORK HAS BEEN ESTABLISHED AND LIFE SKILLS-BASED EDUCATION IS INCREASINGLY INCLUDED IN NATIONAL CURRICULA, BUILDING ON UNICEF COLLABORATION WITH THE WHO (EUROPE) EUROPEAN NETWORK OF HEALTH PROMOTING SCHOOLS AND THE TRAINING OF TEACHER TRAINERS. IN 2001, A YOUTH DISCUSSION GUIDE BASED ON THE UNICEF REGIONAL MONITORING REPORT *YOUNG PEOPLE IN CHANGING SOCIETIES* WAS LAUNCHED IN PRAGUE IN ASSOCIATION WITH THE WORLD ORGANIZATION OF SCOUT MOVEMENTS. THIS HAS BEEN CIRCULATED ACROSS THE REGION, WITH AWARENESS-RAISING IDEAS FOR YOUTH GROUPS AND YOUNG PEOPLE.

**Estonia:** UNICEF programming for young people's health and development began in 1999 and aims to boost the capacity of the Government and NGOs to assess the situation of young people, build national responses to HIV/AIDS and promote healthy lifestyles. In 1999 a joint UN mission visited Estonia to find ways in which agencies could work with other key players to address injecting drug use, substance abuse and sexually transmitted diseases. As a result, UNICEF, other UNAIDS co-sponsors and bilaterals, helped to develop the Baltic Sea Initiative on HIV/AIDS, and supported National Plans of Action and the creation of an integrated Youth Project spanning all three Baltic countries and the Russian cities of Kaliningrad and St Petersburg. UNICEF and other UNAIDS co-sponsors have supported sub-regional training in Rapid Assessment and Response (RAR) surveys and, in 2000, surveyed Russian speaking young people in Narva. Around 10% were found to be homeless and/or involved in drug abuse and services were found to be inadequate. The survey concluded that better services were urgently needed. Estonia participated in the joint UNICEF/UNAIDS/WHO "Youth Peer Education in CEE/CIS and Baltics" assessment, a stock-take of peer education experience, two sub-regional UNICEF and UNFPA sponsored training session for trainers in peer education, and in the UNICEF, WHO, UNFPA, UNAIDS study "Lifeskills and livelihood skills education in out of school settings". Life skills-based education is increasingly included in curricula, building on UNICEF collaboration with the WHO Europe European Network of Health Promoting Schools. Estonia took part in the UNICEF supported Sub-Regional Consultation on Social Mobilization on HIV/AIDS (2001) and the UNICEF and UNAIDS Co-sponsored Sub-Regional Consultation on Youth Friendly Health Services (2002). Support through 2002 is provided in collaboration with UN partners.

**Georgia:** National strategic planning on HIV/AIDS is carried out in cooperation with the National HIV/AIDS Centre and UNICEF has supported the development of a comprehensive situation analysis. The first complex analysis on HIV/AIDS was carried

out by the AIDS and Clinical Immunology Centre in 2001 with UNICEF assistance. It covers social, political, cultural, demographic and educational issues, as well as health and other HIV-related factors, with important data gathered in Tbilisi and the regions, particularly Telavi, Kutaisi and Batumi. It is the basis for a strategic plan of action on HIV/AIDS prevention and control, under the UNAIDS Programme Acceleration Fund Project (2001-2002) – a programme implemented with UNICEF assistance. This plan will be finalized in 2002 and will chart the course of HIV/AIDS prevention strategies for five years – the universal reference for the HIV/AIDS national programme and international donors in this field. The 2001 World's AIDS Day Campaign brought together many partners from the Government, NGOs, UN and other international agencies, all of whom contributed to the one-week campaign. An information 'caravan' to west Georgia and street events in Tbilisi culminated in the adoption of the Youth Declaration on improvement of national responses to HIV/AIDS. Inspired by UN Special Session on HIV/AIDS young people appealed to the President, Government, UN and international agencies, media and the public for action and partnership to prevent a wide-scale epidemic in Georgia. A nation-wide football championship for children and youth promotes healthy lifestyles. The championship is organized by the State Chancellery of Georgia, UNICEF, the NGO Ioseb Noneshvili International Children's Fund and the Football Federation of Georgia. Thousands of children from more than 2,000 schools throughout Georgia have taken part in the regional tournaments. The championships are being held annually for five years to promote life-skills and healthy lifestyles among children and young people.

**Hungary:** UNICEF programming in young people's health and development focuses on the promotion of healthy lifestyles among young people. In 2000 Hungary participated in a review of advocacy and social mobilization efforts covering a number of countries in the region. Hungary also participated in the joint UNICEF, UNFPA, WHO and UNAIDS Secretariat stock-take of peer education experience and global review of best practice and in UNICEF, UNFPA peer education training of trainers sub-regional workshops in 2002.

**Kazakhstan:** UNICEF assistance in planning and programming on young people's health, development and protection began in 2000 and supports the efforts of Government, NGOs, local authorities and civil society to promote youth health and education, development, protection and participation. The activities aim to raise awareness of healthy lifestyles and the dangers of HIV/AIDS, sexually transmitted infections and substance abuse among young people, as well as building up life skills and peer education approaches that will enable young people to make informed choices. All activities aim to promote active participation of young people in every stage of design, implementation and evaluation of relevant programmes. UNICEF supports the establishment a network of youth-friendly health education centres in Kyzylorda, Almaty, Akmola and Semipalatinsk oblasts where young people can meet and get information on their rights and on the risks of HIV/AIDS, sexually transmitted infections and substance abuse, particularly injecting drug use. The Government, UNICEF and various NGOs are also developing projects in ethics and gender-related education and the prevention of violence against children. UNICEF has strong links to volunteer youth groups, including Kid's Time, the Association of Young Leaders and the

Youth Information Service of Kazakhstan, and is planning to help these groups spread health-care messages more widely throughout society.

**Kyrgyzstan:** UNICEF support to young people's health, development and protection enhances the efforts of the Government, NGOs, local authorities, civil society and young people themselves to promote adolescent health and education development, protection and participation. A new collaboration involving five regional- and community-based radio stations and regional youth groups began in early 2002. The project, 'Healthy Airwaves for Youth' produces interactive 'Health Promotion Radio Programming' with and for youth with a strong focus on HIV/AIDS, drug abuse, reproductive health and youth participation. The project aims to promote adolescent health by providing not only relevant knowledge, but the life skills and attitudes young people need to make use of that knowledge and protect themselves. As a first step, a study has been carried out on reproductive health, sexually transmitted infections and drug abuse among youth in the five regions to obtain baseline data for project implementation, monitoring and evaluation. The project will run until the end of 2005 and will also provide media promotion for life skills education in the newly developed 'Health Promoting School' network, supported by WHO.

**Latvia:** Programming on young people's health and development aims to boost national capacity to assess the situation of young people, build national responses to HIV/AIDS and promote healthy lifestyles. In 1999 a joint UN mission to Latvia assessed ways in which the agencies could work with national partners on these issues and UNICEF, UNFPA, WHO and UNDP have worked in collaboration ever since, particular on HIV/AIDS prevention, substance abuse and STIs. The agencies support a UNDP staff member to follow up on UN-backed activities. UNICEF, the other UNAIDS co-sponsors and bilaterals have supported the Baltic Sea Initiative on HIV/AIDS, National Plans of Action and the development of an integrated Youth Project spanning all three Baltic countries and the Russian cities of Kaliningrad and St Petersburg. UNICEF and UN partners have supported a survey on Substance Use and Sexual Behaviour among street children in the Kurzemes Region of Riga, carried out by local and municipal partners with training from the UN agencies. A two-year plan to increase young people's awareness on HIV/AIDS has been developed by the Ministry of Education and Science with support from UNICEF, UNDP, WHO, UNFPA and the UNAIDS Secretariat. This includes development of a national peer education network, out-reach to vulnerable young people, more life-skills based education and the development of youth friendly health services. UNICEF has also supported a media awards initiative, recognizing journalists who produce creative work on HIV/AIDS and healthy lifestyles in their community.

**Lithuania:** UNICEF aims to boost national capacity to assess the situation of young people; build national responses to HIV/AIDS and promote healthy lifestyles. UNICEF, the UNAIDS Co-sponsors and bilaterals have supported the Baltic Sea Initiative on HIV/AIDS, National Plans of Action and the integrated Youth Project for all three Baltic States and the Russian cities of Kaliningrad and St Petersburg. In 2000,

UNICEF, WHO, UNDP, Save the Children, Vilnius University and the Institute of Pedagogics at the Ministry of Education and Science collaborated on a survey of substance use and sexual behaviour among former street children in institutions in Vilnius, examining the factors in their vulnerability and concluding that better services were needed. Lithuania took part in the UNICEF, UNAIDS, WHO assessment of youth peer education in CEE/CIS and Baltic States, two sub-regional UNICEF, UNFPA sponsored training sessions for trainers in peer education and in a UNICEF, WHO, UNFPA, UNAIDS study on life skills education outside schools. Life skills education is increasingly included in curricula, building on UNICEF collaboration with the WHO Europe European Network of Health Promoting Schools and training of teacher trainers. Lithuania participated in the UNICEF, UNDP supported Sub-Regional Consultation on Social Mobilization on HIV/AIDS in 2001 and the UNICEF, UNAIDS Sub-Regional Consultation on Youth Friendly Health Services in 2002, hosted by UNDP Lithuania. On-going support is provided in collaboration with UN partners.

**FORMER YUGOSLAV REPUBLIC OF MACEDONIA:** UNICEF FYR MACEDONIA IS PART OF THE GLOBAL INITIATIVE "WHAT EVERY ADOLESCENT HAS A RIGHT TO KNOW", AIMING TO EMPOWER YOUNG PEOPLE AND INVOLVE THEM IN THE DEVELOPMENT OF COMMUNICATION STRATEGIES THAT PROTECT THEM FROM HIV/AIDS THROUGH PARTICIPATORY ACTION RESEARCH (PAR). THIS PROGRAMME HELPS YOUNG PEOPLE CARRY OUT RESEARCH ON THE KNOWLEDGE AND BEHAVIOUR OF THEIR PEERS AND THE POPULATION IN GENERAL, FORMING THE BASIS FOR A COMMUNICATION CAMPAIGN DEVELOPED ENTIRELY BY YOUTH. INSTEAD OF THE TRADITIONAL METHODS OF DATA COLLECTION, YOUNG PEOPLE USE CREATIVE APPROACHES THAT GIVE THEM PRACTICAL TRAINING IN SUCH AREAS AS PHOTOGRAPHY, THEATRE, WEBSITE DEVELOPMENT, MUSIC AND ART. UNICEF HAS CHAIRED AND COORDINATED THE UN THEME GROUP ON HIV/AIDS SINCE JANUARY 2002. THE GROUP HAS LAUNCHED SEVERAL HIV/AIDS-RELATED ACTIVITIES TO STRENGTHEN THE CAPACITY OF THE GOVERNMENT AND NGOS IN DEVELOPING AND IMPLEMENTING HIV/AIDS PREVENTION AND RESPONSE. UNICEF IS ACTIVE IN THE PREPARATION OF THE NATIONAL STRATEGY ON HIV/AIDS AND HAS AN ADVISORY ROLE ON FUNDRAISING FOR PREVENTION ACTIVITIES.

**Moldova:** As chair of the UN Theme Group on HIV/AIDS, UNICEF has supported the development of the National Plan of Action on HIV/AIDS and it works to strengthen the capacity of Government and NGOs to collaborate on this issue. The young people's health, development and participation programme is based on HIV/AIDS prevention through information and service delivery. First, information, education and communication includes life-skills activities and peer education. Events organized in 2001-2002 included the training of trainers, seminars for new volunteers, informal communication activities on HIV/AIDS prevention and drug abuse and the preparation of a training manual for volunteers working on HIV/AIDS prevention. Information materials were distributed during public events, 20 relevant radio programmes were supported and a radio-marathon was organized for International AIDS day. UNICEF is now supporting an assessment on existing knowledge, attitudes and practices (KAP) among youth with an emphasis on HIV/AIDS. This will provide the baseline for monitoring of adolescent health and risk factors in the spread of HIV/AIDS. A national HIV/AIDS clearinghouse is also planned. UNICEF will advocate for an assessment of school curricula and the integration of life skills-based education. Second, support for

service delivery emphasises Youth Friendly Services. There are two youth health centres in the capital, “Juventa” and “Neovita”, providing STD and HIV/AIDS testing, counselling services and information, including hot-lines. Activities are funded by CIDA through UNICEF.

**Poland:** UNICEF has focused on young people’s health and development since 1999, aiming to boost Government and NGO capacity to assess the situation of young people; build national responses to HIV/AIDS and promote healthy lifestyles. UNICEF builds and consolidates partnerships and networks with key players on youth-centred approaches to planning and implementation of activities. In 2000, UNICEF, WHO, UNDP, the National Bureau for Drug Addiction, the Institute for Psychiatry and Neurology, the Ursynow district municipality and the NGO “Marathon” took part in a survey on substance use and sexual behaviour among young people in the Ursynow district, Warsaw. It looked at their problems, evaluated the factors in their increasing vulnerability and recommended follow-up actions. UNICEF also focuses on health education for young people in and out of schools, particularly through peer education. Poland participated in the joint UNICEF, UNAIDS, WHO, UNFPA “Peer Education Development in CEE/CIS and Baltic States” stock-take of peer education, and two sub-regional UNICEF and UNFPA sponsored training events for trainers in peer education, contributing to the development of a national peer education network. Life skills education is increasingly included in curricula, building on UNICEF collaboration with the WHO Europe European Network of Health Promoting Schools and training of teacher trainers. UNICEF support in all of these areas will be on-going throughout 2002.

**Romania:** Four main programmes are addressing HIV/AIDS. First, the HIV/AIDS Peer Drama project, managed by the Romanian Association Against AIDS with support from UNICEF, has performed “Tomorrow yesterday’s history” in more than 12 schools and at resorts on the Black Sea coast. Over 1,000 young people have seen the play and an evaluation finds that 97% of them identified its main message: avoid unprotected sex and shared needles. More than half said they would get involved in similar projects. Second, the youth outreach project: “I do what I want, but I know what I’m doing” (2001-2002) is a collaboration between Population Services International and UNICEF, using discussion seminars to reduce sexual risk. Over 100 facilitators have been trained and about 10,000 young people have taken part. An evaluation found improvements in communication between peers and between students and parents about sexual matters, and in participants’ awareness of their own risk. Third, Prevention of Mother to Child Transmission: the Romanian Association Against AIDS and health authorities, supported by UNICEF, has created a forum for discussion and the training of physicians on this issue. More than 100 family physicians and obstetricians have been trained and more than 10,000 leaflets have been distributed to pregnant women, building a case for the financial sustainability of such services at national level. Fourth, the Peer Education for Street Children project – a partnership between the Romanian Association Against AIDS and authorities for child protection – includes outreach activities in day centres or on the streets to give children important information on HIV/AIDS. Over 300 children have benefited and 12 have been trained as peer educators. The future of the

scheme depends on financial support.

**Russia:** UNICEF promotes a comprehensive approach to HIV prevention among young people, combining information provision and skills building with the creation of services and an enabling environment. It has supported Youth Information and Resource Centres, operating as clearinghouses on youth-related information in 12 regions across the country. Over 100,000 adolescents and young people have benefited from these Centres, which form the hub for local networks working in the interests of children and families. UNICEF has promoted the "youth friendly" approach to health care, supported by the Ministry of Health. To date, 14 youth-friendly clinics have been established or supported by UNICEF in Central, North-Western and Southern Russia and Siberia and about 70,000 adolescents and young people have benefited from the services provided by more than 300 health care professionals and specially trained social workers. A manual for youth-friendly service providers will be produced later in 2002. UNICEF constantly advocates for family-based solutions for HIV-positive children who have been abandoned. But, in the absence of any alternatives, UNICEF assists 30 children in the department for abandoned children of HIV-positive mothers in the All Russian Republican Hospital for Infectious Diseases in St Petersburg. UNICEF supports a social worker and an early childhood teacher and provides furniture, equipment for the playground and learning materials with funding from the UNICEF National Committee in Germany. Also in St Petersburg, UNICEF cooperates with partners to ensure that street children have access to health facilities and emergency aid, education and legal services.

**Slovakia:** UNICEF has focused on young people's health and development since 1999, aiming to boost Government and NGO capacity to assess the situation of young people; build national responses to HIV/AIDS and promote healthy lifestyles. In 1999 a joint UN mission to Slovakia to assess ways in which the agencies could work with key players on such issues found that, despite the efforts being made, many of the most vulnerable people were cut off from social support mechanisms. Valuable information was available, but few mechanisms for sharing knowledge, expertise and other resources. Throughout 1999, UNICEF supported a series of national workshops on substance abuse and, in 2000, support was provided to the National Consultation on HIV/AIDS and Substance Abuse, where participants agreed to work together to combat HIV/AIDS and a Declaration of Cooperation between Government and NGOs was drawn up. UNICEF has also focused on health education and Slovakia participated in the joint UNICEF, UNAIDS, UNFPA, UNDP and WHO "Youth Peer Education in CEE/CIS and Baltic States" assessment, a joint UN stock-take of peer education experience, and two sub-regional UNICEF, UNFPA sponsored sessions of training of trainers, supporting the development of a national peer education network. Life skills-based education is increasingly included in curricula, building on UNICEF collaboration with the WHO Europe European Network of Health Promoting Schools and the sub-regional training of teacher trainers held in Slovakia. On-going joint support in these areas is continuing through 2002.

**Ukraine:** Protection and care for those affected by HIV/AIDS is a major UNICEF priority. UNICEF supports the development of health care, information, social and

education services for all children and young people to ensure that they have the knowledge to protect themselves against HIV. Eight youth information centres, five Youth Friendly clinics and ten youth clubs are in operation, while 19 HIV counselling centres, based on local Social Services for Youth, provide services for young people in 11 cities. A system to monitor and evaluate the efficiency of harm reduction activities has been developed, with training provided for social workers and volunteers. UNICEF is supporting a preparedness assessment for the planned 60 per cent scale-up in HIV preventive interventions for injecting drug users and a report is expected by the end of the year on the estimated numbers of young IDUs and on existing resources. UNICEF is a key Government partner in prevention of mother to child transmission. Coverage of HIV-positive pregnant women with preventive measures has increased from 9% to 77% since 1999, and 72 cases of pediatric HIV were prevented in 2001. The national programme and training course for health care providers on this issue were developed with UNICEF assistance. UNICEF is now working with the Government to develop an action plan for the virtual elimination of mother to child transmission. Great efforts have been made to introduce the Second Generation of HIV epidemiological Surveillance, a two-year pilot project, including HIV and STI surveillance and a behavioural patterns survey, that will result in new national standards by the end of 2002. Work is just beginning on the development of the system of care, treatment and social support to families with children affected with HIV, and the system of protection of HIV-positive abandoned children.

**Uzbekistan:** UNICEF programmes on the well-being of young people aim to promote healthy lifestyles, boosting young peoples' awareness and skills so that they can protect themselves against HIV/AIDS. In cooperation with the biggest youth NGO in Uzbekistan, UNICEF has supported concerts where famous artists spread messages about HIV/AIDS. The NGO has also produced audio and videoclips and a website where youth can obtain information on HIV/AIDS. In collaboration with other NGOs, UNICEF has organized training sessions and round tables with the participation of young people. Training activities focused on building the capacity of young educators to spread important messages on HIV/AIDS prevention among their peers. In August 2002, UNICEF and UNESCO co-funded a summer camp for youth from Central Asian republics, where one day was totally dedicated to the subject of HIV/AIDS.

**Federal Republic of Yugoslavia (excluding Kosovo):** The number of registered HIV cases may be comparatively low but HIV is well established among injecting drug users. Young people are thought to account for around 40 per cent of registered HIV-infections, yet one-quarter say they have no real information on HIV/AIDS. Those living with HIV/AIDS face discriminatory attitudes as well as difficulties in accessing services. With support from UNAIDS and UNICEF, the Governments of the Republics of Serbia and Montenegro have established Republican AIDS Committees, bringing together Government and NGO representatives, as well as people living with HIV/AIDS, and are developing Strategic Planning and a Republican AIDS Plans. UNICEF includes HIV/AIDS and related services in its programme on young people's health, development and participation, aiming to raise awareness and understanding; support policy and programme development; empower young people to make informed choices; increase access to youth-friendly services and reduce vulnerability among those at risk. A

survey on HIV/AIDS, focusing on especially vulnerable young people, aimed to assess their HIV risk and existing responses; increase community awareness and support; and develop programmes to improve their health, reduce their vulnerability and strengthen prevention. As well as collecting data, the survey established groups of young people with access to vulnerable peers, sensitised communities to youth vulnerability, and treated the most vulnerable as equal partners in the research teams. Ministries, relevant institutions, NGOs and young people were shown the findings and consulted about future projects.

## QUALITY OF EDUCATION

**Albania:** Global education methodology (basing the curriculum on global issues) has been introduced to schools in four pilot districts to stimulate greater participation of students in their lessons. A new curriculum and teaching methodology have been adopted by the Ministry of Education and pilot schools are seeing a notable improvement in quality and learning results. Community funded and managed early childhood care centres are supported by UNICEF in especially underserved areas, urban migration centres and remote rural communities. UNICEF works with the Christian Children's Fund (Albania) to establish true community ownership and participation in these centres. The centres also function as women's centres and have become safe spaces for women to learn, cooperate and develop outside the home.

**Armenia:** Since the beginning of 2000, UNICEF has funded the training of 450 pre-school caregivers and administrators from 100 pre-schools in Vayots Dzor, Ararat and Shirak and all schools have received play materials and stationary. A national team of early childhood development trainers has been established, trained by a UNICEF consultant, and three sets of training modules have been developed and distributed. A National Concept on Parental Education had been developed jointly with the Ministries of Education and Science, Health and Social Services and NGOs and local Governments – a strategic shift by the Government to ensure adequate care and development for children aged 0-6 who are currently excluded from services. UNICEF/Government Task Forces on information, education and communication have been established. UNICEF has funded two assessments of parental needs in early childhood development and a study of primary caregivers, parents and health and education specialists. These studies will form the basis of action at community level, through Parental Resource Centres. Five Centres were established in Gegharkounik as a pilot project and their evaluation will guide the national expansion in 2003-04. In 2002, an additional 50 schools joined a Life Skills project, bringing the total to 206. Around 400 teachers have been trained in interactive methodologies and 70,000 students reached by the project. Life Skills teaching manuals were printed and distributed in 2002, as well as student handouts for grade 3-7. Lessons for grade 4 have been pre-tested in 16 pilot schools and the entire package for grades 1-7 will be complete by May 2003.

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**Azerbaijan:** UNICEF is responding to the problems that undermine quality of learning, such as over-centralization, outdated curricula, and limited links between parents and schools. UNICEF supports training, materials and equipment for Active Learning (AL), and supports five of the 25 schools currently in the AL School Network. Seminars have been conducted in these schools, involving non-pilot schools and education authorities to exchange experience. In settlements for IDPs/refugees, principals and teachers in 15 schools have been trained in AL as part of UNICEF, UNHCR assistance in these areas. A study has been carried out on life skills education in school curricula and out-of-school settings, such as youth centres, and policy recommendations have been developed. A workshop has been held for policy makers and education specialists on curriculum assessment, education policy reform and the development of life skills education, and a workshop for developers of life skills education materials. AL training materials have been developed for teachers, as well as guidelines for training of trainers and for training institutes. AL workbooks, including examples from pilot schools, have been distributed. UNICEF promotes a strong focus on girls' education, aiming to disaggregate data by gender, ensure that girl's education is included in the terms of reference of Working Groups on education and promote educational equality through the AL approach. Facilitators have been trained to work with communities, parents, teachers and children to challenge stereotypes and build girls' awareness through roundtables, discussions and joint planning. A curriculum review has been carried out to identify how well life skills are reflected in the school curriculum and find ways to include gender education in the life skills package. And a gender assessment of textbooks was carried out as part of the Girls' Education Study, finding little attention paid to gender bias. The Monitoring Learning Achievements Study examined gender distribution of teaching-learning achievements to reveal any gender bias. It also assessed literacy, numeracy and life skills, helping the Ministry of Education build capacity to monitor quality of education on a permanent basis. A Primer on the CRC has been developed for children aged 6-9 and guidelines have been developed for primary school children, trainers, teachers and parents on emergency preparedness for disasters.

**Belarus:** UNICEF is working with the Ministry of Education to create a pilot model of Health Promoting Schools. These schools aim to develop health and life skills education programmes, with children as full partners in health promotion and the creation of a safe and healthy school environments. The pilot model is developing curricula for schools and educational materials for teachers, students and their parents. The programme has included workshops on active learning and teaching methods, children's surveys and school advocacy campaigns.

**Bosnia and Herzegovina:** UNICEF supports the Child-Friendly Schools Initiative to develop rights-based child-friendly learning environments, recognising that the country needs quality education to prevent the migration of young families and enable displaced families to return home. The project aims to improve the quality of education through material support for the most vulnerable, capacity building to change teaching approaches, improving the learning and development skills of children and changing the role of families and communities within the schools. The project is being developed into a national model to provide education — based on the reality of children's lives, to

respond to diversity, to ensure inclusion and give equal opportunity to all children, including Roma. It works alongside community and civil society organizations already active in the promotion of peace and tolerance.

**Georgia:** The introduction of Active Learning (AL) methodology has been underway with UNICEF support since 1998 and the AL programme is now an integral part of general education reform. The programme is implemented through teacher training, the production of manuals and the provision of equipment. To date, there are 30 schools in the national network of AL model schools. Monitoring visits show that most of the AL-trained teachers are applying their knowledge in daily school practice, using the Georgian translation of the AL Manual as the basic tool. Essential school equipment such as television sets, video recorders, copying machines, papers and video tapes have been provided to the schools and more than 1,000 school desks and 2,000 chairs have been distributed to schools where enrolment and learning are undermined by lack of basic furniture. A total of 10,000 primary grade students are benefiting. The training module on Student-Friendly School Management has been developed by national professionals from the Central Teacher Training Institute. To date, 720 school principals and teachers from Tbilisi and four regions have received training. A tri-partite team of students, teachers and parents are now using new evaluation techniques to assess the effectiveness of schools.

**Kazakhstan:** After pre-school enrolments plummeted, the Government passed laws to re-establish pre-schooling so that children are adequately prepared for primary school. The Government is also working to adjust primary school curricula and UNICEF supports its efforts through the Learning Enrichment Project, addressing the educational needs of 6-13 year-olds in 25 rural schools in Kyzylorda and East Kazakhstan oblasts. It aims to introduce child-centred approaches to teaching to enhance the general quality of education. Schools are encouraged not only to secure good attendance rates, but work to ensure drug-free playgrounds, clean drinking water, good sanitation, and effective learning through the maintenance of teacher skills, the collection of reliable monitoring data and indicators, and efficient administration. The project, which includes teacher training, the revision of curricula and the creation of teaching materials, is the initial phase of a potentially nationwide UNICEF approach.

**KOSOVO:** AS WELL AS REBUILDING 22 SCHOOLS DESTROYED DURING THE 1999 CONFLICT, UNICEF HAS PROVIDED FUNDING AND EXPERTISE FOR THE REPAIR OF ANOTHER 154 SCHOOLS THROUGHOUT KOSOVO, RANGING FROM THE PAINTING OF CLASSROOMS TO THE INSTALLATION OF NEW WATER AND SANITATION SYSTEMS. IN TOTAL, UNICEF HAS FUNDED AND FACILITATED CONSTRUCTION WORK IN JUST UNDER ¼ OF ALL KOSOVO PRIMARY SCHOOLS, TO BENEFIT 128,000 SCHOOL CHILDREN. SOME 35 OF THESE SCHOOLS ARE UNICEF CHILD-FRIENDLY PILOT SCHOOLS, WHERE UNICEF WORKS WITH TEACHERS, DIRECTORS, MUNICIPAL EDUCATION AUTHORITIES, STUDENTS AND PARENTS TO INTRODUCE INTERACTIVE CHILD-CENTRED APPROACHES TO TEACHING. THE AIM IS TO ENSURE THAT ALL CHILDREN ATTEND SCHOOL AND THAT AS MANY AS POSSIBLE CONTINUE TO SECONDARY EDUCATION, WITH SCHOOLS ENSURING THAT ALL CHILDREN HAVE EQUAL EDUCATIONAL OPPORTUNITIES. THE AIM TO INTRODUCE NEW TEACHING METHODOLOGIES THAT ENCOURAGE LEARNING BY EXPERIENCE, NOT BY ROTE, AND CREATE SAFE AND HEALTHY ENVIRONMENTS, WITH NEARBY TRAFFIC CONTROLLED AND NO SMOKING IN SCHOOL BUILDINGS. TEACHING WILL ENCOURAGE FREEDOM OF THOUGHT, FREEDOM FROM PROPAGANDA AND REFLECTIONS ABOUT CHANGE, AND WILL BE AWARE OF THE MENTAL HEALTH NEEDS OF THEIR STUDENTS. NEW AREAS OF STUDY WILL BE INTRODUCED, SUCH AS HUMAN RIGHTS AND LIFE SKILLS AND THE SCHOOLS WILL ENCOURAGE A MINDSET THAT IS OPEN TO, AND ACCEPTING OF, DIVERSITY.

**Kyrgyzstan:** Two pilot schemes form the basis of the UNICEF Early Childhood Growth and Development Project. First, the “Mother School” project. With financial support from UNICEF, early childhood specialists from the Kyrgyz Institute of Education developed a kit of better parenting materials. The materials, in Kyrgyz and Russian, give practical advice on the up-bringing, education and development of pre-school children, helping parents prepare their children for school – particularly those without access to pre-schools. Second, the community-based pre-school pilot project “Ak-Orgo”, based in a kindergarten in part of Bishkek populated by rural migrants. There are high rates of unemployment and a large number of pre-school age children are not reached by public education. UNICEF has provided financial assistance for the renovation of two classrooms for children and one family room and the services on offer have been publicized door to door. Observations show positive results for the children. In addition, key early childhood partners have taken part in a number of area workshops and conferences organized by UNICEF.

**FORMER YUGOSLAV REPUBLIC OF MACEDONIA:** UNICEF HAS ESTABLISHED AND SUPPLIED 26 COMMUNITY YOUTH CENTRES ACROSS THE COUNTRY, GIVING MORE THAN 13,000 CHILDREN FROM ALL ETHNIC GROUPS THE CHANCE TO ACQUIRE SKILLS. THE CENTRES, MANAGED BY LOCAL NGOS AND BASED IN FACILITIES PROVIDED BY LOCAL AUTHORITIES, OFFER PROGRAMMES IN ART, CHILD RIGHTS, BALLET, LITERATURE, AND LIVELIHOOD SKILLS SUCH AS ENGLISH AND COMPUTER TRAINING. CONFLICT RESOLUTION AND PEACE EDUCATION ARE KEY ACTIVITIES, AND THE CENTRES AIM TO REFLECT THE ETHNIC MIX OF THE LOCAL AREA. INITIAL WORLD BANK FUNDING FOR THE PROGRAMME HAS BEEN EXHAUSTED AND, WITHOUT SUPPORT, THE CENTRES WILL CLOSE. UNICEF IS ALSO SUPPORTING THE REFORM OF EDUCATION IN 75 SCHOOLS WITH THE INTRODUCTION OF INTERACTIVE TEACHING AND LEARNING PRACTICES. THE FOCUS HAS SHIFTED FROM TEACHER-CENTRED LEARNING TO INVESTIGATIVE, INDIVIDUAL, HANDS-ON LEARNING, WITH AN EMPHASIS ON OBSERVATION AND THE USE OF THE ENVIRONMENT. THE LIFE-SKILLS APPROACH PROMOTED BY UNICEF REQUIRES THE REFORM OF CURRICULA AND THE DESIGN OF NEW AND APPROPRIATE CONTENT TO ADDRESS SUCH EMERGING ISSUES AS HEALTH PROMOTION, HIV/AIDS AWARENESS, HUMAN RIGHTS AND THE NEED TO RESPECT DIFFERENCES. THE CROSS-SUBJECT CURRICULA WILL BE BACKED BY EXTRA-CURRICULAR SCHOOL AND COMMUNITY ACTIVITIES TO INCREASE THE SELF-AWARENESS, SELF-PROTECTION, RESPECT AND TOLERANCE OF CHILDREN AND YOUNG PEOPLE.

**Romania:** In 2002 the Romanian Ministry of Education and Research adopted the Strategy for the Stimulation of Roma Children to Participate to Education, resulting from a research study funded by UNICEF. The strategy, the first of its kind, represents an integrated approach to Roma children. It aims to increase their enrolment rates, develop human resources for education in Roma communities, promote education that stimulates inter-cultural approaches, and improve access to education for Roma adults. It also aims to involve communities in schooling and build a national system to monitor education participation of Roma children and youth. UNICEF Romania has initiated an agreement with the Ministry on the training of Roma teachers to deliver quality education in the Romani language. UNICEF supports the training of 38 currently unqualified Roma teachers and has also funded, for the second year, a Summer School of Romani Language for teachers. There are now 260 teachers of Romani and 12,650 children studying Romani as mother tongue in schools, up from 368 children in 1992-1993. With UNICEF support, the Institute of Educational Sciences has developed a draft Strategy for the Development of Human Resources in Early Child Development 0-7 years old, the first integrated approach to early child development, going beyond medical care to address early stimulation and education. The Ministry of Education and Research has also developed a training system for pre-school teachers with UNICEF support.

**TAJIKISTAN:** THERE HAS BEEN AN INCREASE IN THE NUMBER OF OUT-OF-SCHOOL CHILDREN AT ALL LEVELS OF THE EDUCATION SYSTEM SINCE 1989. THE *SOCIAL MONITOR* ESTIMATES THAT AROUND 88% OF THOSE AGED 7-15 ARE ENROLLED IN SCHOOL. UNESCO AND UNICEF HAVE SELECTED TAJIKISTAN FOR ASSISTANCE IN BUILDING NATIONAL CAPACITY TO MONITOR ACCESS TO, AND QUALITY OF, BASIC EDUCATIONAL PROGRAMMES ON A CONTINUOUS BASIS. THIS IS BEING CARRIED OUT THROUGH THE UNESCO/UNICEF MONITORING LEARNING ACHIEVEMENT (MLA) PROJECT. IN ADDITION, UNICEF, THE MINISTRY OF EDUCATION AND THE LOCAL NGO "MANIZA" HAVE LAUNCHED A CHILD FRIENDLY SCHOOLS PROJECT TO IMPROVE THE SCHOOL ENVIRONMENT, TO GET CHILDREN – PARTICULARLY GIRLS – BACK INTO SCHOOLS AND TO INVOLVE COMMUNITIES AND PARENTS IN SCHOOL LIFE. TEN STEPS TO A "CHILD FRIENDLY SCHOOL" ARE BEING DEVELOPED AND A NETWORK OF 25 TRAINERS ON SCHOOL IMPROVEMENT IS BEING MOBILIZED TO CONDUCT IN-SERVICE TRAINING OF TEACHERS. A RESOURCE CENTRE OF SPECIALISTS AND INTERESTED PEOPLE HAS BEEN ESTABLISHED FOR NETWORKING AND INFORMATION SHARING.

**Ukraine:** UNICEF is piloting the project "Life-skills Education: integration to school curriculum" to analyse the current status of life skills education and develop an integrated programme for secondary schools, grades 1-12. UNICEF provides training and support to parents and educators working with children and adolescents in schools and in out-of-school settings. The School for Parents project, for example, promotes interaction between children, parents and teachers at school level in Kiev. A network of 14 children's educational centres in a rural area of the Crimean Republic provides learning opportunities for children and families that have problems in reaching schools. And a Centre for Early Child Development implements a support programme for parents of pre-school children.

**FEDERAL REPUBLIC OF YUGOSLAVIA (EXCLUDING KOSOVO):** UNICEF IS DEVELOPING A COMPREHENSIVE EVALUATION OF PRIMARY EDUCATION IN SERBIA AND MONTENEGRO IN COOPERATION WITH THE MINISTRIES OF EDUCATION, EXPERTS, INSTITUTIONS AND EDUCATION PRACTITIONERS AND WITH TECHNICAL SUPPORT FROM UNESCO. ITS FINDINGS AND RECOMMENDATIONS ARE CONTRIBUTING TO THE MINISTRIES' REFORM AGENDA. UNICEF HAS ALSO WORKED WITH PARTNERS TO KEEP SCHOOLS FUNCTIONING FOR TEN YEARS, PROVIDING EQUIPMENT AND EMERGENCY REPAIRS, AND TRAINING FOR OVER 14,000 TEACHERS IN INTERACTIVE TEACHING METHODS. THIS, COMBINED WITH AN ACCELERATED 'EDUCATION FOR ALL' PROCESS AND POLITICAL CHANGE, HAS CREATED MOMENTUM FOR REFORM. UNICEF FACILITATES COLLABORATION BETWEEN GOVERNMENT, CIVIL SOCIETY AND LOCAL COMMUNITIES, PARTICULARLY ON SCHOOL DROPOUT. UNICEF HAS ASSISTED WITH SCHOOL MAPPING AND THE DEVELOPMENT OF EDUCATION INFORMATION SYSTEMS, FOCUSES ON THE INTEGRATION OF PARTICULARLY DISADVANTAGED CHILDREN AND SUPPORTS PROVISION OF 'SECOND CHANCE' EDUCATION AND DISTANCE EDUCATION FOR CHILDREN WHO HAVE DROPPED OUT. PROGRAMMES OF MOTHER TONGUE INSTRUCTION, PRE-SCHOOL PREPARATION, REMEDIAL CLASSES, AND INTEGRATION OF ROMA CHILDREN WILL BE ENHANCED IN THE FUTURE. IN MONTENEGRO, THE INCLUSIVE EDUCATION PROJECT FOR CHILDREN WITH DISABILITIES INCLUDES 50 PRE-SCHOOL TEACHERS, AND PILOT-PHASE TRAINING SEMINARS FOR TEACHERS AND PROFESSIONALS ARE ONGOING. UNICEF SUPPORTS PARTNERS IN THE UPGRADING OF PERSONNEL IN LIFE SKILLS EDUCATION, EDUCATIONAL ASSESSMENT, SCHOOL GOVERNANCE AND MANAGEMENT. TRAINING IN NEW METHODS OF TEACHING/LEARNING ARE ALSO SUPPORTED. AS PART OF THE EDUCATION FOR PEACE AND TOLERANCE PROGRAMME, 60 PUPILS WERE TRAINED IN PEACEFUL CONFLICT RESOLUTION AND CHILDREN'S RIGHTS DURING THE SUMMER VACATION. UNICEF'S WORK IN EDUCATION FOR DEVELOPMENT, PROMOTION OF HUMAN RIGHTS AND LIFE SKILLS HAVE FORMED THE BASIS OF THE GOVERNMENT'S EDUCATION REFORM AND THE CREATION OF A NEW SCHOOL SUBJECT – CIVIC EDUCATION.