

Delivering Comprehensive Sexuality
Education for Out-of-school Young People

COUNTRY CASE STUDIES ON UNFPA'S GLOBAL PROGRAMME ON OUT-OF-SCHOOL CSE


Colombia

The Country Case studies series is developed by UNFPA based on outcomes of the Global Programme on Out-of-School Comprehensive Sexuality Education (CSE).

UNFPA has since 2019 led the programme “Comprehensive Sexuality Education for Out-of-school Young People: Reaching Those Most Left Behind”, with the aim of empowering adolescents and youth from specific groups left behind with the information and skills they need to make informed choices about their sexual and reproductive health and rights. The programme is funded by the governments of Norway and Spain, and started its second phase in 2022. The programme implementation takes place in a total of 12 countries – Colombia, Ethiopia, Ghana, Indonesia, Iran, Malawi, Moldova, Nicaragua, Nigeria, Palestine, Philippines and Tunisia.

Out-of-school CSE holds the promise of reaching those left behind. In each of the countries, locally adapted interventions consider the needs, life experiences and vulnerabilities of left-behind groups of young people. This includes young people who are vulnerable either because they cannot attend school, or because the sexuality education curriculum offered in school does not adequately address their identity, whether that be as a girl, a young person with a disability, a young person living with HIV, an LGBTQ+ young person, or a migrant or young person displaced by conflict or humanitarian crisis. The initiative reaches out to young people from left-behind populations using the specially developed UN *International Technical and Programmatic Guidance on Out-of-school Comprehensive Sexuality Education*. Youth engagement is an integral part of the programme, and young people are themselves meaningfully included and engaged in the design and implementation of the activities.

In this Country Case studies series we present the experiences and lessons learned from UNFPA's work at the country level implementing CSE to meet the needs of young people most left behind.

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 - El Mapa

Módulo 3

Colombia

CSE VIRTUAL COURSE: LEAVING NO ONE BEHIND



TARGET GROUP:

Facilitators and educational agents who provide CSE, in or out of school

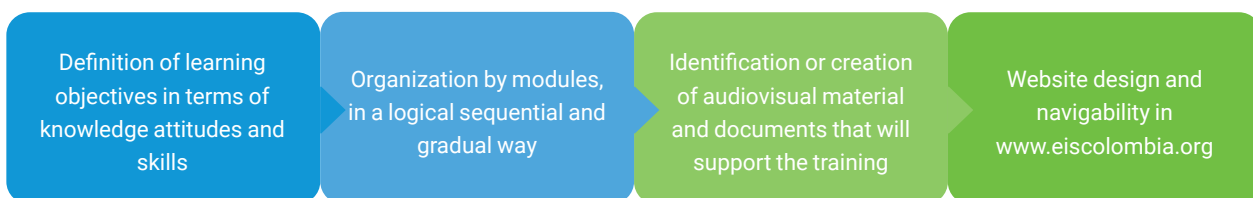
Like all educators, sexuality education facilitators are conditioned by the educational and political systems in which they operate, and by the wider culture. These elements combine with educators’ own experiences, culture and traditions to shape their personal attitudes, beliefs and values regarding sexuality and relationships. Together, these factors influence the willingness and ability of facilitators to deliver sexuality education. This makes it essential to establish and maintain a training process for them.

The *International Technical Guidance on Sexuality Education* notes that a hallmark of effective CSE programmes is that they provide sexuality educators with values clarification and high-quality training in the basic competencies to deliver CSE in or out of school. Competencies are a combination of cognitive and practical skills, knowledge,

and personal qualities such as motivation, values, ethics, attitudes and emotions.

UNFPA Colombia Country Office planned a training programme for facilitators who would work with adolescents and young migrants from Venezuela, their families, and institutional and community actors. But as it did so, a new challenge was added: the COVID-19 pandemic. This prevented the face-to-face training process that was initially planned. However, it presented a wonderful opportunity to create a virtual initiative instead – one that participants could navigate autonomously, coming together for virtual meetings to discuss, deepen competencies, and share reflections and questions.

The development process for the CSE Virtual Course: Leaving No One Behind was as follows:



The learning objectives were defined based on the curriculum that the facilitators were going to implement, and on a publication by the WHO Regional Office for Europe and the German Federal Centre for Health Education (BZgA), *The importance of training: a framework of basic competencies for sex educators*.

Three primary attributes of competencies were identified – attitudes, skills and knowledge. Examples of each are shown below.

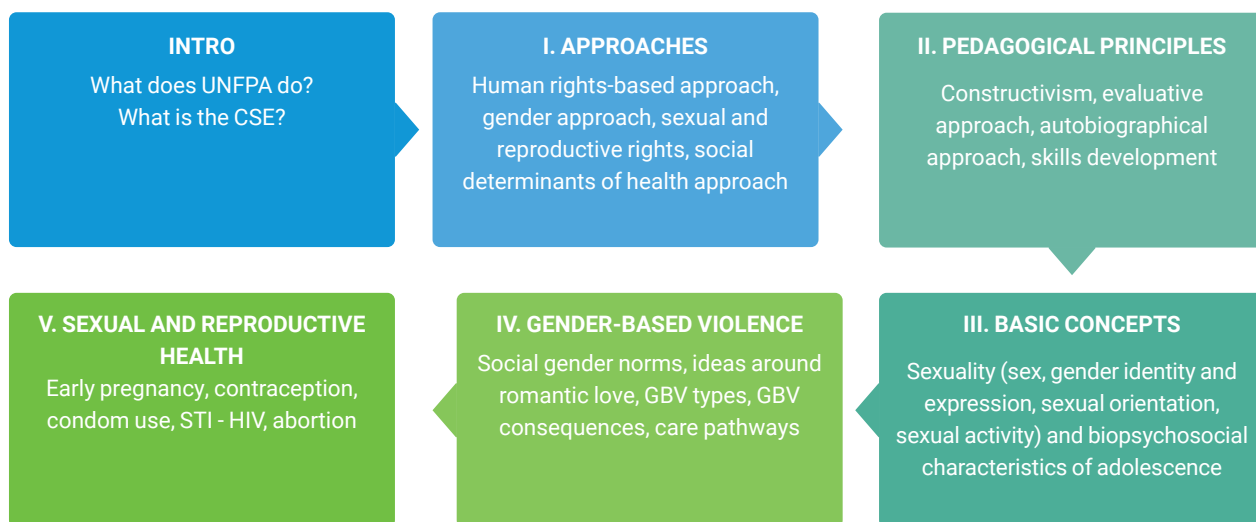
ATTITUDES	Commitment to deliver CSE, knowledge of limits, open-mindedness and respect for others
SKILLS	Maintain a safe, inclusive and constructive learning environment, interactive approaches, reflect on beliefs and values
KNOWLEDGE	Basic concepts of sexuality, relevant topics of CSE, health promotion, teaching-learning methods



These attributes were addressed over the course of five modules, which were defined and organized based on the learning objectives:

The creative framework and the visualization of the course used the metaphor of a trip, for which the facilitators discovered different types of tools. For example, “Let’s Check our Mochila” (a typical Colombian bag) invited participants to question the perceptions, experiences, feelings or attitudes

that they carried towards a topic. “The Map” was an exercise in observing what is happening in the environment. And “The Traveller’s Trunk” provided additional reference material such as regulations, educational documents or videos. The course is delivered over a period of up to three months, depending on the availability of the facilitators and the local conditions for Internet connectivity, with online meetings held every two to four weeks.



Successes

Once the course had been digitized and embedded in the website www.eiscolombia.org, a pilot was carried out with 19 colleagues from UNFPA Colombia and the national government. Thereafter, the first cohort was implemented with a team of 10 facilitators who went on to implement the out-of-school CSE project with adolescents and young migrants from Venezuela. From 2020 to 2022, seven more cohorts were developed, comprising educational agents (social workers, psychologists, sociologists etc.) who provide out-of-school CSE, community leaders, school teachers

and young people. The latter group includes Venezuelan migrants, Colombians and young leaders who want to provide CSE to young people in rural areas, young people with disabilities or young LGBTQ+ people. Adjustments were made to the virtual group meetings so that they were relevant to each type of participant. In total, 404 CSE facilitators have strengthened their capacities through the course. An online evaluation found near-unanimous satisfaction with the quality of materials and meetings, clarity instructions, and the relevance and utility of the course.

Challenges

It has been challenging to retain participants through the full length of the course. This may be due to difficulties in Internet connectivity, their motivation for learning in virtual environments, or their return to face-to-face work after the pandemic restrictions. Another challenge is guaranteeing learners’ active participation in the virtual group meetings:

some people go online but don’t participate in discussions, turn on their cameras or ask questions. This may be because they are managing several commitments simultaneously, they have connectivity problems, or because they do not feel comfortable talking about some topic. A different challenge is to update course contents and tools as the

country's regulations change; for example, since February 2022 abortion up to 24 weeks of gestation has been decriminalized in Colombia. In addition, the material developed in the last two years by other countries in the region is of excellent quality and could be included in the course. The upcoming findings of implementation research

will also be an important input to adjust and improve the course. Finally, it is difficult to know to what degree the proposed learning objectives have been achieved. It is necessary to develop a competency assessment system, with a pre- and post-tool to measure the level of each participant's improvement in competencies.



Context

Colombia has just over 15 million adolescents and young people, representing almost 30% of the total population. Of these, 6.5% are Afro-descendants and 4.3% are Indigenous. It is estimated around 25% of the 2 million Venezuelan migrants living in Colombia are young people.

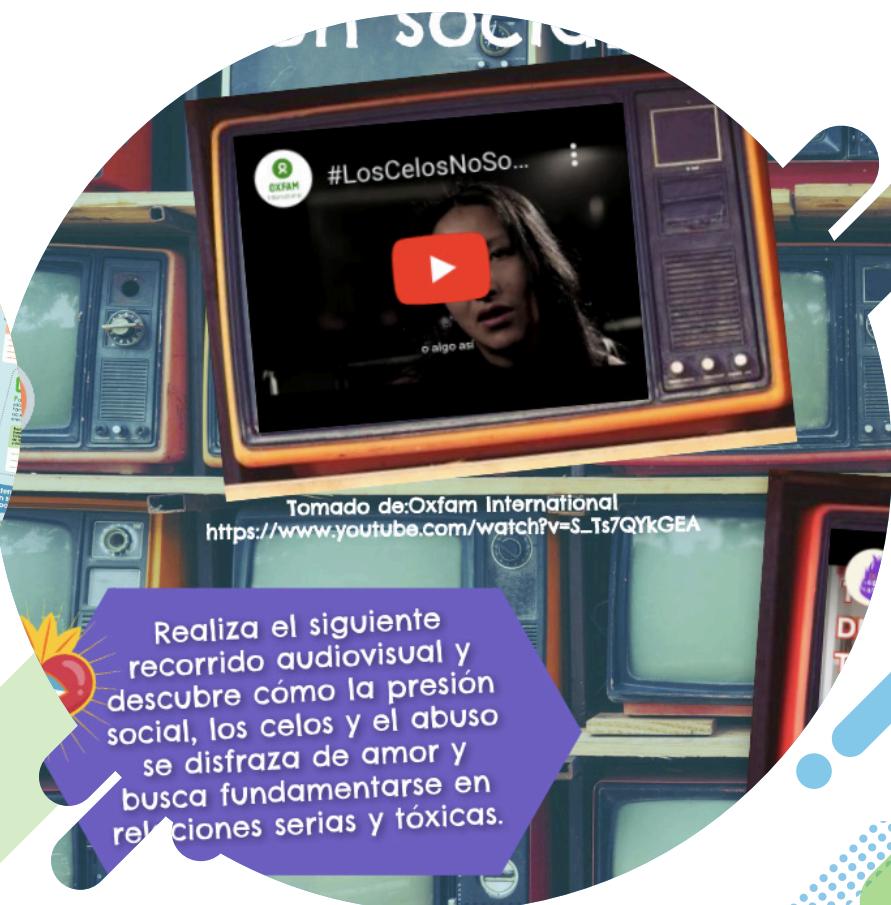
Colombia has a very broad regulatory framework regarding CSE and is a regional leader for in-school CSE. The Ministry of Education has led the implementation of a national sexuality education programme whose curriculum

specifically addresses gender, including gender identity and cultural behaviours related to gender. Although this educational policy has existed since 2008, there have been multiple attempts by conservative groups to reverse these efforts, making implementation difficult in schools and creating more barriers for families to address crucial issues regarding the sexuality of adolescents and young people in their care.

Ruta atención VBG

Nunca es tarde para reflexionar críticamente, en clave de derechos y de género, el lenguaje, las prácticas, los chistes, la música, las normas, los roles, lo que “está bien visto” que hagan hombres y mujeres, y aquello que se juzga o señala.

Si ya has experimentado una violencia, cualquier tipo de violencia, busca ayuda. ¿Dónde?



Realiza el siguiente recorrido audiovisual y descubre cómo la presión social, los celos y el abuso se disfraza de amor y busca fundamentarse en relaciones serias y tóxicas.



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