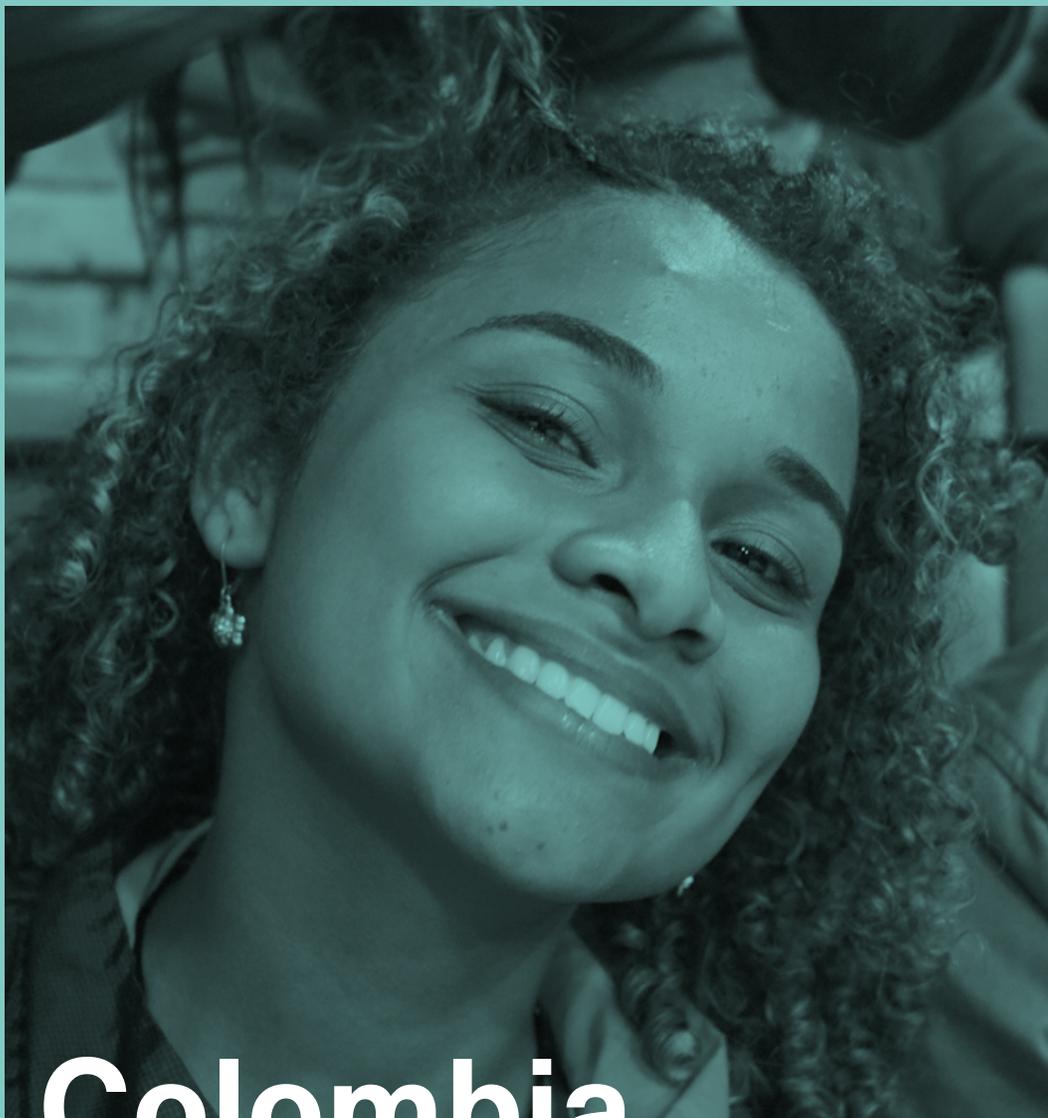


# UNFPA'S Multicountry Programme on Out-of-School Comprehensive Sexuality Education: Country Cases



# Colombia

Country Cases Series



# UNFPA'S Multicountry Programme on Out-of-School Comprehensive Sexuality Education: Country Cases

***The Country Cases Series was developed by UNFPA based on outcomes of the project “Reaching those most left behind through CSE for out-of-school young people” in Colombia, Ethiopia, Ghana, Iran and Malawi, with the financial support of Norway.***

## Project at a glance

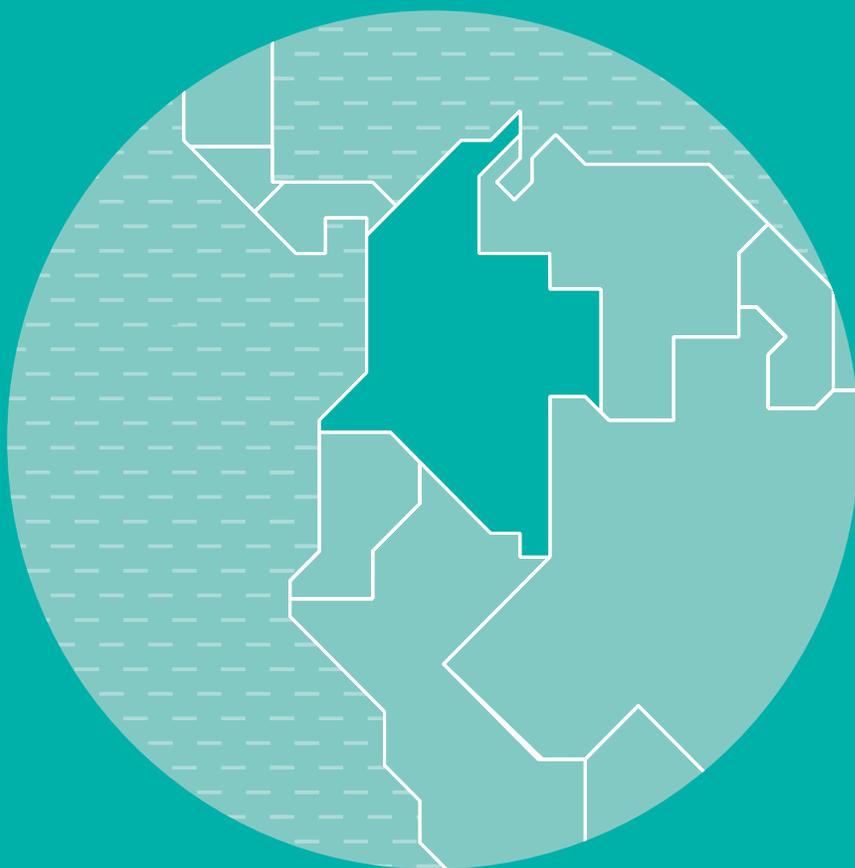
UNFPA has launched an initiative on out-of-school comprehensive sexuality education, Comprehensive Sexuality Education for Those Left Furthest Behind, across five regions (Asia and the Pacific, East and Southern Africa, Eastern Europe and Central Asia, Latin America and the Caribbean, and West and Central Africa). The initiative reaches out to young people from left-behind populations using specially developed technical guidance on CSE in out-of-school settings. In each of five selected countries, locally adapted interventions consider the needs, life experiences and vulnerabilities of left-behind groups of young people. A key objective is to build an evidence base for designing and delivering the curriculum across different countries and regions. UNFPA is collaborating with the World Health Organization on implementation research in partnership with local research institutions. Youth engagement and digital solutions are integral to the programme.

## Theory of change for the UNFPA multicountry programme on Out of School (OOS) Comprehensive Sexuality Education (CSE)

Goal	<p><b>To empower and equip adolescents and young people from specific groups left behind with the information and the skills through out of school CSE, so that they can make informed choices about their sexual and reproductive health and rights, and well-being.</b></p>		
Pillars	 <p>Dissemination and use of International Guidance on OOS CSE</p>	 <p>Programme implementation</p>	 <p>Data and evidence generation and dissemination</p>
Outcome	<p><b>Outcome 1:</b> International guidance on OOS CSE rolled out across countries and regions</p>	<p><b>Outcome 2:</b> Participatory, relevant and contextualized models of OOS CSE programming established and tested</p>	<p><b>Outcome 3:</b> Documentation and dissemination of strategic information, lessons learned and best practices</p>
Output	<p><b>1.1.</b> International Guidance on OOS published and launched</p> <p><b>1.2.</b> Materials and tools supporting the implementation of the international guidance developed</p> <p><b>1.3.</b> Enhanced capacity to utilize digital and other innovative solutions for advocacy, demand creation, and delivery of CSE</p>	<p><b>2.1</b> Young people from specific groups left behind identified and engaged meaningfully</p> <p><b>2.2</b> Facilitators have the competencies, attitudes, and tools needed to reach and engage young people from specific groups</p> <p><b>2.3</b> Relevant gatekeepers identified and engaged in support of young people's access to CSE, and their SRHR more broadly</p>	<p><b>3.1.</b> Implementation research conducted in at least 4 sites of the programme</p> <p><b>3.2.</b> Lessons from programmes sites learned and synthesized.</p> <p><b>3.3.</b> State of OOS CSE assessed in selected regions</p>

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# Colombia



**We will all have to make important decisions about our sexual and reproductive health, and CSE is necessary to achieve this. This must be based on rights and with a gender perspective, inside and outside the school environment.**

— Young transgender woman, part of out-of-school CSE outreach in Colombia



## Promoting sexual and reproductive health and rights

Colombia is a regional leader on implementation of CSE in schools, with the Ministry of Education spearheading a national sexuality education programme. The national curriculum specifically addresses gender identity and related cultural behaviours. Colombia has worked for decades in promoting and guaranteeing sexual and reproductive rights through two main programmes. Within the education sector, the “Education Programme for Sexuality and Construction of Citizenship” responds to national policy, including the General Education Law (1994), and provides guidelines for the construction of pedagogical projects in schools. Within the health sector, the “Model of Youth-Friendly Health Services” encourages health institutions to support spaces and forms of comprehensive and differential care for the population aged 10 to 29.

Colombia has intersectoral policies, plans and programmes that promote and guarantee sexual and reproductive rights, aim to prevent gender-based violence, and prohibit discrimination based on sexual orientation. In the National Development Plan, which maps the government's objectives and sets programmatic investments and goals for the 2018-2022 period, sex education is considered a strategy for the prevention of teenage pregnancy.

For several decades, UNFPA has supported out-of-school CSE interventions, implemented at community level with the participation of several sectors and civil society institutions. The aim is to complement in-school programming and ensure access to CSE for the most vulnerable groups, based on their specific needs and the socioeconomic and cultural context in which they live.

The UNFPA regional office in Latin America and the Caribbean and the respective country offices have promoted actions aimed at strengthening out-of-school CSE in terms of concept, methodology and operations.



## Populations reached out to by the project

Adolescents, aged 10-17, young migrants, and young Colombians who live in or near migrant communities.

## Country Partners

- **Instituto Colombiano de Bienestar Familiar**, the government institute responsible for upholding the rights of children, young people and families
- **Universidad del Norte**

## Highlights



**National workplan and draft curriculum on out-of-school CSE are developed**

The national workplan and draft curriculum on out-of-school CSE were developed in the first phase of implementation. This included a proposal that systematically integrates the intervention levels derived from a logical framework based on the International

Technical Guidance on Comprehensive Sexuality Education, which addresses both school and more informal settings.

**Youth representation at key global forums – the Nairobi Summit (November 2019) and the World Non-Formal Education Forum (December 2019)**



Youth inclusion is a key element of the out-of-school CSE initiative. Young persons from left-behind populations (transgender individuals and men who have sex with men) took part in the pre-workshops and plenary sessions of the World Non-Formal Education Forum held in Brazil in 2019. They were part of a theatre piece based on issues around CSE and sexual and reproductive health. The play was an outcome of two days of training in theatre-based techniques organized by UNFPA with youth facilitators. The aim was to show how peer education can dramatically communicate sexual health issues and challenges.

## Formative action research was initiated

The Universidad of Norte is the local research partner. Terms of reference for the formative research component include:

- Analyse information related to knowledge, attitudes, social norms and practices around adolescent pregnancy, gender-based violence and HIV in the adolescent population aged 10 to 17.
- Research how parental figures communicate in the area of sexual and reproductive health and rights; establish limits and social norms, including those related to gender roles; issues and challenges; and provide care and a supportive environment.
- Review information and education around sexuality offered to young people, as well as the resources, networks, and community and institutional spaces that may be helpful in terms of project implementation.

## Lessons learned

Despite the challenges met, due to the political dynamic environments around the local elections in various regions in the country, the Team managed to focus on advocacy activities and managed to introduce the initiative among decision-makers. This led to a catalytic effect - by ensuring more funding and expanding the Project to one more region.

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