

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

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

Nicaragua

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.



Nicaragua

SCHOOLS OF VALUES FOR ADOLESCENTS: A SPACE TO LEARN AND SHARE ABOUT CSE OUTSIDE SCHOOL



TARGET GROUP:

Adolescents at risk (10-19 years old)



IMPLEMENTING PARTNER:

Ministry of the Family

The Schools of Values for Adolescents (whose acronym in Spanish is EVA) is a gender-based violence prevention strategy, within the “Love Programme” promoted by the Ministry of the Family. It takes place in socio-educational spaces outside school and aims to strengthen comprehensive sexuality education for adolescents, with an emphasis on life skills and values, enabling them to make responsible decisions in their life, family and community.

EVA began in 2019 with technical assistance from UNFPA to develop a training plan for two age groups – 10-14 and 15-19 years old. Three stages were planned: first, capacity-building of public officials from the Ministry of the Family (MIFAM) at the central level and in eight prioritized departments; second, recruiting and training adolescent facilitators or trainers of trainers, who in the third stage will carry out information processes with peers. This will take place in both urban and rural neighbourhoods where there are young people at risk of early pregnancy, early union or gender-based violence. Educational materials – including manuals, guides, booklets and flip charts – were prepared for both age groups, based on the *International Technical Guidance on Sexuality Education*.



Successes

The strategy has now been disseminated nationwide, beyond the eight prioritized departments. The second stage of the process has been completed, with officials and adolescent facilitators trained, and some areas have begun the third stage, working with peers. One of the strengths of this strategy is the political will of the government for its

implementation. This is explicit in the National Plan for the Fight against Poverty and for Human Development 2022-2026, as a strategy to promote the prevention of gender-based violence, and to foster relationships based on equity, non-discrimination, respect, equality and responsible sexuality.

Challenges

At the end of 2022, a SWOT analysis (strengths, weaknesses, opportunities and threats) of the strategy was conducted with 60 MIFAM officials. This provided important inputs, including the need to promote spaces for exchange and lessons learned among adolescents and among public officials; to reach the populations most left behind, including adolescents and young people living in rural areas; to make methodologies more dynamic; to include reflection on new masculinities; and to form and strengthen a network of adolescent promoters at the territorial and national level. These inputs will support an evaluation, which will first require the strategy to be implemented for a longer period.

The National Plan for the Fight against Poverty and for Human Development 2022-2026 identifies as challenges the need to work with young people’s parents and guardians, and to motivate a greater number of adolescents to participate by integrating the EVA programme into cultural, sports and recreational activities, including with rural, Indigenous and Afro-descendant communities.



Context

The right to CSE in and out of school in Nicaragua is enshrined in several laws and regulations at national level. In the 2000s, a guide for sexuality education was formulated by the Ministry of Education based on national laws and sectoral strategies, with support from UNFPA. However, there was active opposition to CSE which resulted in the withdrawal of the guide.

In 2008 the Ministry of Education decided to mainstream CSE in the school curriculum, and with the support of UNFPA developed a basic guide for consultation on CSE, accompanied by training and specialization cycles for public-sector teachers. There have been several versions

of the guide for in-school CSE since 2010, and training and specialization of teachers and counsellors has continued. In 2018 it was decided to use the *International Technical Guidance on Sexuality Education* as a standard for CSE in the education system, and in 2020 CSE was integrated into three curriculum subjects: "Growing in Values", "Natural Sciences" and "Women's Rights and Dignity".

Social discriminatory norms are one of the main factors influencing gender-based violence, adolescents' pregnancy and early marriage and they are still culturally predominant in the country. This is one strategic challenge that CSE will contribute to change.





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