

# Taking stock of comprehensive sexuality education during the COVID-19 pandemic

Online side event during the 49th session of the UN Human Rights Council

## Un balance de la educación sexual integral en tiempos de pandemia

Evento en línea durante la sesión 49 del Consejo de DDHH de la ONU

## Le point sur l'éducation sexuelle complète pendant la pandémie de COVID-19

Événement parallèle en ligne lors de la 49e session du Conseil des droits humains de l'ONU



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## **Incorporating Emerging Issues into CSE Post COVID19:**

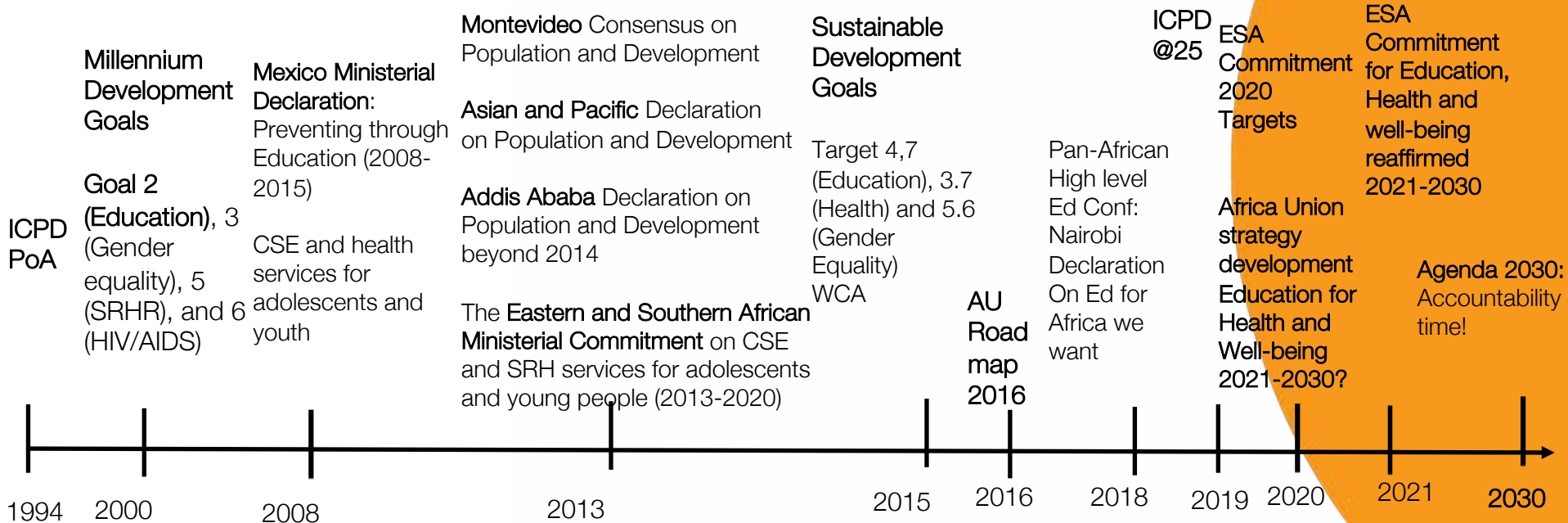
**Out of school CSE, Leaving No One Behind,  
Climate Change, and linking to SRHR services**

**29 March 2022  
49th UN Human rights Council Side Event**

**Maria Bakaroudis, CSE Specialist and  
Disability Focal Point, UNFPA ESARO  
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# Global and Regional Commitments on Comprehensive Sexuality Education



CSE has value in and of itself but also has great **demand generation potential** for the **supply of SRRH services and commodities**



## CSE is an **essential** part of the **SRH service package** within **Universal Health Coverage**

**SRHR essential services within Universal Health Coverage:**

—disproportionately affecting young people, especially those most left behind

1. **Contraceptives:** unmet need among unmarried young people
2. **HIV/STIs:** adolescent girls/young women, young key populations, young men
3. **Safe-abortion/post-abortion care:** early and unintended pregnancy
4. **GBV prevention, support and care:** FGM, child marriage, other harmful practices
5. **Maternal & Newborn Health:** obstetric fistula, maternal death
6. **Fertility care (Sub-fertility/Infertility)**
7. **Reproductive Morbidities incl. cancers:** HPV, testicular cancer (young men)
8. **Sexual Health and Wellbeing, including** Menstrual Health Management, services for LGBTI
9. **Comprehensive Sexuality Education** in and out of schools



**There is no UHC without ASRH and CSE:**  
**Transitioning from youth friendly health services to adolescent and youth responsive health care systems**

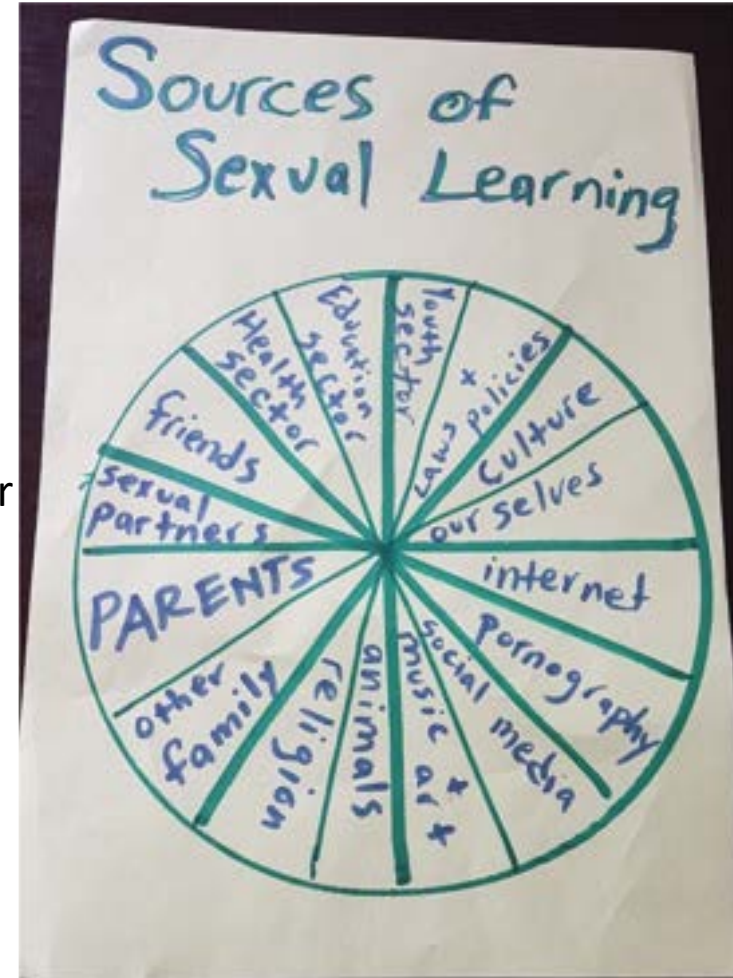
## COVID-19 Challenges in delivering CSE:

- **Providing gold standard of CSE** in terms of its breadth and depth of sessions/content, teacher effectiveness, etc. is rare in the best of times: whether in schools, out of school and becomes more challenging among hardest to reach groups, in the digital divide and promoting digital solutions, and has been more difficult with lockdowns/physical distancing/limited distance learning
- **In school CSE**- Ministries of Education are struggling with how to provide even the most basic education and will likely prioritise what they consider the most fundamental subjects: literacy, mathematics, etc. so **keeping CSE in distance learning offerings and recovery strategies is/will be a hard sell....**yet so important because **sex, sexuality, menstruation, puberty, pregnancy, all SRHR concerns, do not stop or pause for pandemics and in some cases, intensify as in the case of GBV, unintended pregnancies, child marriage.**
- **Out of school CSE** has taken on additional relevance during lockdowns/school closures



## Sources of Sexual Learning

- Young people learn about sexuality from a **variety of sources**
- **Sources of sexual learning vary:** some are factual, unrealistic, fake news, moralistic, ...many conflicting messages that leave young people confused
- If parents or the health or education sectors are **NOT** taking an active role in the sexuality education of their children, their children will still learn elsewhere
- **Parents have the right**, the privilege, to instill their family values on their children and counteract myths and misinformation and communicate clearly their hopes and dreams for their children
- **Children do value the opinions of their parents**, even when you think they are not listening, they want guidance and structure from those they trust





# Emerging Issues Comprehensive Sexuality Education

- CSE is to be delivered through the lenses of **gender transformation, human rights**, and inclusivity/ **leaving no one behind** and increasingly, in **reaching the furthest behind first**.
- **Improving the quality** of CSE is an ongoing task in terms of its content and in how that content is delivered and requires an iterative and flexible process
- For **content**, to incorporate emerging issues such as:
  - impacts of **COVID-19** on young people's sexuality, SRHR, **mental health and well-being**
  - linkages between **climate change and SRHR**
  - greater incorporation of Menstrual Health into CSE
  - **trauma informed approaches to CSE** and expanded content on Gender Based Violence
  - balancing how sexuality is presented in CSE beyond risk and danger discourses but to also include **pleasure**
- For how content is **delivered**:
  - ongoing investments in pre and in service teacher **training** that leads to high teacher effectiveness and training for out of school facilitators
  - development of state of the art teaching and learning materials
  - Innovations in CSE including digital solutions and blended forms of learning
  - Links and measurable referral mechanisms to youth friendly SRH services
  - expanded **out of school CSE that compliments and extends in school CSE** (condom demonstrations, visits to clinics, can tackle most sensitive topics)
  - **Leaving no one behind and reaching those furthest behind first**: entry points, twin track approaches, identifying priority groups such as **young people with disabilities, young people living with HIV**, young people in humanitarian contexts, etc.



# INTERNATIONAL TECHNICAL AND PROGRAMMATIC GUIDANCE ON OUT-OF-SCHOOL COMPREHENSIVE SEXUALITY EDUCATION

An evidence-informed approach for  
non-formal, out-of-school  
programmes

<https://www.unfpa.org/featured-publication/international-technical-and-programmatic-guidance-out-school-comprehensive>



## WHAT IS **OUT-OF-SCHOOL COMPREHENSIVE SEXUALITY EDUCATION?**

*The new guidance defines out-of-school CSE as not being delivered at school to students as part of the school curriculum, whether within or outside the regular school timetable.*

**About half of Africa's young people are out of school, making out of school CSE of particular relevant. Of the out of school young people, many are from particular left behind, marginalized, vulnerable groups**

- Delivering quality CSE in an out of school setting is a curriculum based process and it could be delivered at youth centres, refugee camps, health clinics, detention centres, religious institutions, with parents, etc.
- Follows same objectives as CSE provided in school as it aims to equip children and young people with the knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity but can often go beyond what is possible in classrooms

# WHAT GROUPS OF YOUNG PEOPLE ARE INCLUDED IN THE GUIDANCE?



**Girls** and young women;

**Boys** and young men;

Young people with **disabilities**;



Young people in **humanitarian settings**;

Young **indigenous** people;



Young **lesbian, gay and bisexual** people, and other young men who have sex with men



Young **transgender** people;



Young **intersex** people;



Young people living with **HIV**;



Young people who **use drugs**;



Young people who **sell sex**;



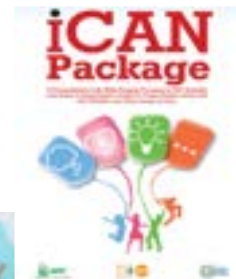
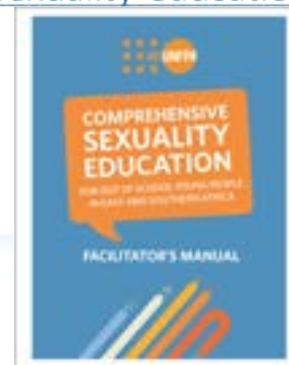
Young people **in detention**.



## Regional Resources for Out of School CSE

<https://esaro.unfpa.org/en/publications/regional-comprehensive-sexuality-education-resource-package-out-school-young-people>

- Facilitator's Manual
- Participant's Workbook
- Sexual and Reproductive Health Programme Guide
- Training of Trainers Facilitation guide
- 3 posters
- 4 pamphlets
- CSE observation and monitoring tool
- Information Note on National Adaptation



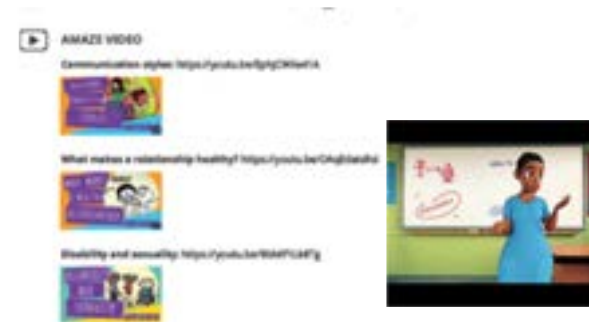
[iCAN package for Young People Living with HIV \(CSE for YPLHIV\)](#)

[TuneMe mobisite and app](#)



[AMAZE animated CSE videos for 10-14 year olds https://amaze.org/za/](https://amaze.org/za/)

[“We will” Edutainment Music video album](#)





## Breaking the Silence Approach to CSE for Young People with Disabilities

### Why Life Skills based CSE for young people with disabilities is so important:

- Between 40%-68% of young women with disabilities will experience sexual violence before age 18
- Boys and men with disabilities are 2 times as likely as boys and men without disabilities to be sexually abused in their lifetime
- Children with intellectual disabilities are almost 5 times more likely to be subjected to sexual violence than children without disabilities
- YPWD are 2-10 times more likely to be out of school than children without disabilities and this has implications for how, when, where CSE is to be delivered to them
- Educators/facilitators of YPWD:
  - may hold misconceptions about their learners sexuality & SRHR needs & approach sexuality education with a risk-protection discourse
  - lack skills, tools, and confidence to accommodate these learners in their sessions or classes
- YPWD do have sex, experiment sexually, want pleasurable sex, desire healthy relationships and families of their own but often lack knowledge and skills regarding HIV, sexuality, & their rights to SRHR and GBV information & services
- With support, YPWD can be agents of change





# What is the BtS approach to CSE?

Is an evidence-based 'curriculum-implementation approach' that draws on social learning theory utilizing group-based learning through participatory methods and a whole school/whole organization approach that utilizes educators/facilitators, therapists, social workers, community, parent and peer support. Based on the available literature and a focused needs assessment with educators, BtS aims to:

- (a) provide facilitators/educators and other staff with the skills, approaches and tools to deliver comprehensive sexuality education, and
- (b) stimulate normative changes to overcome personal and community driven social and cultural barriers relevant to the African context.
- (c) apply the principles of **universal design** and **reasonable accommodation** to the teaching approach

National curricula and the UN Technical Guidelines on CSE tell us **what** needs to be covered in CSE, Breaking the Silence tells us **how** to make this accessible to learners with disabilities.

**2021:** Piloted in South Africa and conducted trainings in Zimbabwe and Malawi; feasibility study completed



# How are activities adapted to different Learning needs and disabilities?

BtS takes the approach that all learning content can be adapted to the needs of different learners. Hence, the same lesson content is made available to all, while adapting to different disability learning needs. While learners with intellectual disabilities or those who are deaf will profit from visual cues and pictures, those learners with visual impairments or those who are blind will need either larger print, colour coding, verbal instructions or tactile resources. All young people learn by experience, therefore interactive approaches and exploratory learning are encouraged by BtS. Learners with intellectual disabilities particular profit from very concrete examples.

**Example decision-making:** can be supported by visual cues, sentence or picture stories, concrete experience with touch or taste and use of AMAZE videos embedded into lesson plans



Gogo asks Thandi to wash the dishes. Does Thandi say yes or no?

Lizzy's brother touches her private parts. Does Lizzy say yes or no?



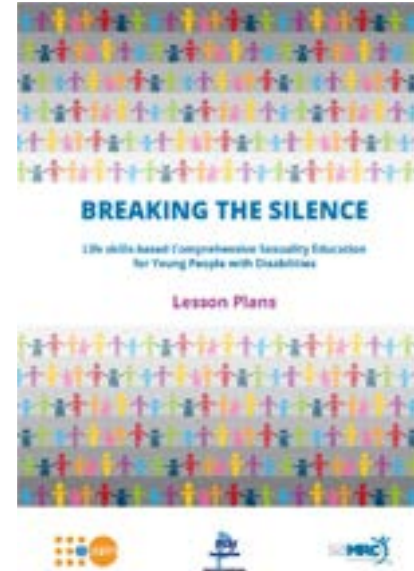
# What Resources does the BtS Approach to CSE offer?



Comprehensive  
Resource Guide  
(Theory)

15 Scripted Lesson  
Plans  
(Practise)

Educator  
Workshop  
(Training and TOT)



**2021:** Piloted in South Africa (May) and conducted trainings in Zimbabwe (Oct) and Malawi (Nov); feasibility study/implementation research completed



# Incorporating how Climate Change links to SRHR within CSE programmes

## Why Climate Change and SRHR through CSE?

East and Southern Africa is already experiencing the impacts of climate change. The rapid pace of climate change over this decade will make UNFPA's transformative results and the SDGs more difficult to achieve.

- CC impacts are expected to **worsen significantly** and **exacerbate existing inequalities**.
- **SRHR is essential** for adapting and becoming resilient to climate change.
- Young people are growing up in an **unstable and unpredictable natural environment and will inherit a number climate induced challenges**.
- Young people are our future leaders and innovators.
- **Empowering young people with information about climate change** and how it relates to SRHR better equips them to understand, engage and respond to the world around them.

## What are the links between CC links & SRHR?

- **Harms maternal and neonatal health**
- **Exacerbates gender inequalities and leads to increased GBV**
- **Disrupts SRHR services and access to commodities**





# CSE's Value Added

- CSE can reach **large numbers of young people** in and out of school over time, hence the importance of **scaling up, geographically saturating, and institutionalizing** the implementation of CSE in sustainable national systems within and outside the formal education sector.
- CSE is a true form of **prevention** in that it aims to impart knowledge, essential life skills, health-promoting attitudes and behaviors, often at strategic opportune moments before the information is needed. Thus, its focus is towards the **development and maintenance of healthy SRHR behaviors, versus the need for behavior change**. That said, it also addresses the importance of **behavior change** and **mitigation** of negative SRHR at individual, inter-personal, and socio-cultural levels.
- CSE **creates demand** for the **utilization of SRHR services and commodities**
- **Young people have the right** to access information and services through rights based and gender transformative and realistic CSE (balanced approach to sexuality that is not all danger and fear based) and there is a growing body of evidence to support the benefits of CSE.

**We need to give CSE a long term chance to follow through on its theoretical and evidence based promises over time to produce more measurable impact over the life course.**





THANK  
YOU



The United Nations sexual and reproductive health agency  
delivering a world where every pregnancy is wanted, every childbirth is safe and every young person's potential is fulfilled.





**Sexual health: “...a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.” (WHO, 2006a)**

**“Rights of individuals to have safe and pleasurable sexual experiences”**

# Pleasure-based approach:

Defined by

the  
pleasure  
project.

“one that celebrates sex, sexuality and the joy and wellbeing that can be derived from these, and creates a vision of good sex built on sexual rights. It focuses on sensory, mental, physical and sensual pleasure to enable individuals to understand, consent to, and gain control over their own bodies and multi-faceted desires. Well-being, safety, pleasure, desire and joy are the objectives of a programme with a pleasure-based approach. This approach measures empowerment, agency, and self-efficacy by whether or not an individual has been enabled to know what they want, and can ask for it, and request this of others, in relation to their sexuality, desires and pleasure.”

# Why is Important ?

**‘Global efforts cannot disaggregate the essence of human sexuality into components, addressing some and ignoring others.....**

**Instead, efforts must be made to engage with sexuality as an aspect of a whole person with attention to sexual pleasure. Sexual pleasure is a missing link between informed decision-making and sexual health’**

*World Association of Sexual Health - Sexual Pleasure Declaration & Technical document to accompany Sexual Pleasure Declaration*

*International Journal of Sexual Health, 2022*





# Pleasure Inclusive Sexual Health improves SRHR outcomes – 3 key reviews of evidence


2006 – **Meta-analysis of 21 studies of erotic safer sex promotion** against standard care [Scott-Sheldon et al]

2008 – **Literature Review in the form of 20 Questions** summarising evidence [Knerr and Philpott]

2022 – **Systematic Review and meta-analysis of evidence from 2005-2020** WHO, The Pleasure Project, University of Oxford [Philpott et al, in press 2021]

In summary limited but robust evidence for;

- ♥ Reduces risk taking
- ♥ Increases condom use
- ♥ Increase sexual self efficacy/confidence



Everything you  
wanted to know  
about pleasurable  
safer sex but were  
afraid to ask.

Twenty questions on sex,  
pleasure and health

Wendy Knerr and Anne Philpott

the  
pleasure  
project.

# Systematic review and meta-analysis 2022

Do **SRHR** interventions which incorporate **sexual pleasure** improve relevant health outcomes (as compared with 'usual' SRHR interventions)?

**SRHR** = contraception + HIV

**Sexual pleasure** = any mention of pleasure, eroticization, satisfaction

Comparison = 'usual' care or control



World Health  
Organization

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pleasure  
project.



THE CASE FOR  
HER

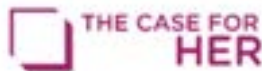
# Results:

## Future SRHR work should incorporate pleasure



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PLOS ONE

RESEARCH ARTICLE

### What is the added value of incorporating pleasure in sexual health interventions? A systematic review and meta-analysis

Mirko Zumbica<sup>1</sup>, Anne Philpott<sup>2\*</sup>, Anushi Singh<sup>3</sup>, Gösta Larsson<sup>4</sup>, Lianne Gonsalves<sup>5</sup>

<sup>1</sup> University of Oxford, Oxford, United Kingdom, <sup>2</sup> The Pleasure Project, United Kingdom and India, <sup>3</sup> The Case for Her, Stockholm, Sweden, <sup>4</sup> UNDP/UNAIDS/WHO/World Bank Special Programme of Research, Development and Research Training of Human Reproductive (HRRP), Department of Sexual and Reproductive Health and Research, World Health Organization, Geneva, Switzerland

Quantitative evidence:  
Moderate, positive, significant  
effect for condom use

Gaps remain:  
Women, heterosexual people,  
members of the general  
population underrepresented

Remaining questions:  
Dose-response effects

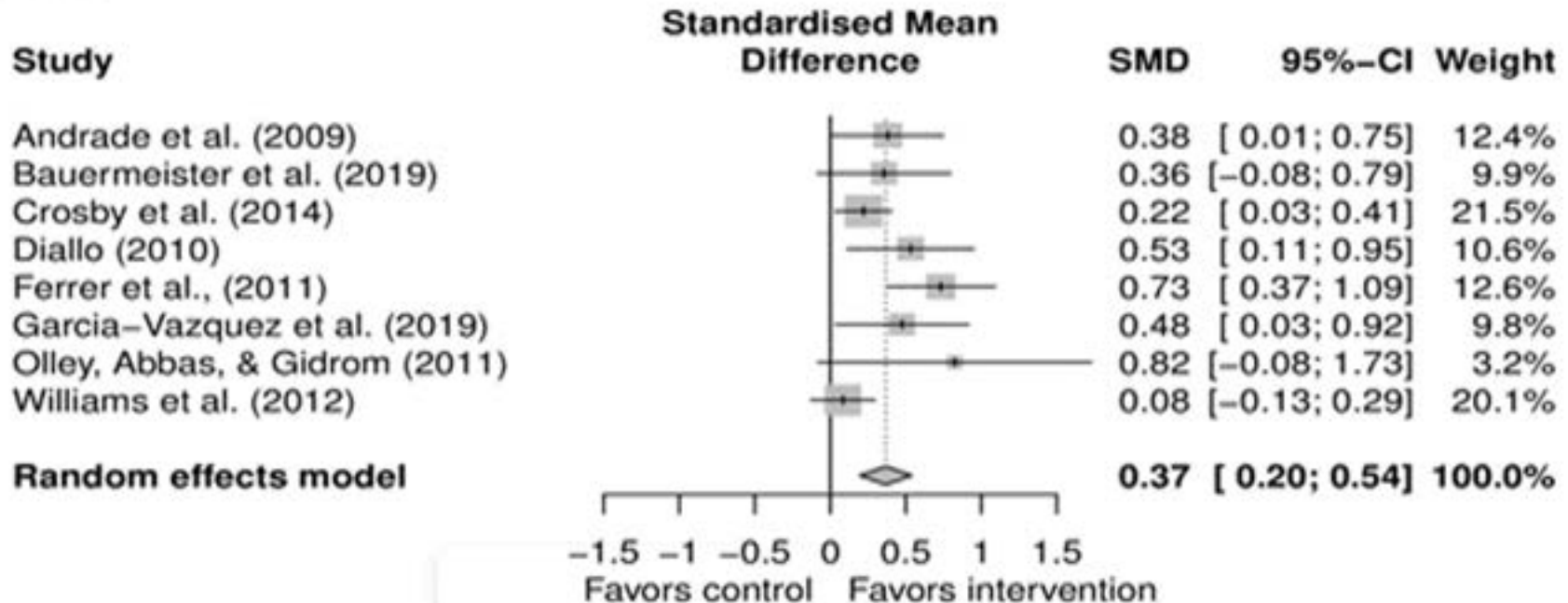
Qualitative evidence:  
Improvements for motivational,  
informational, attitude related  
outcomes

Methodological improvements:  
Wider adoption of more varied  
measures, including biological  
markers

Take home message:  
Future SRHR work should  
consider ways to incorporate  
pleasure

## Results: Meta- analysis

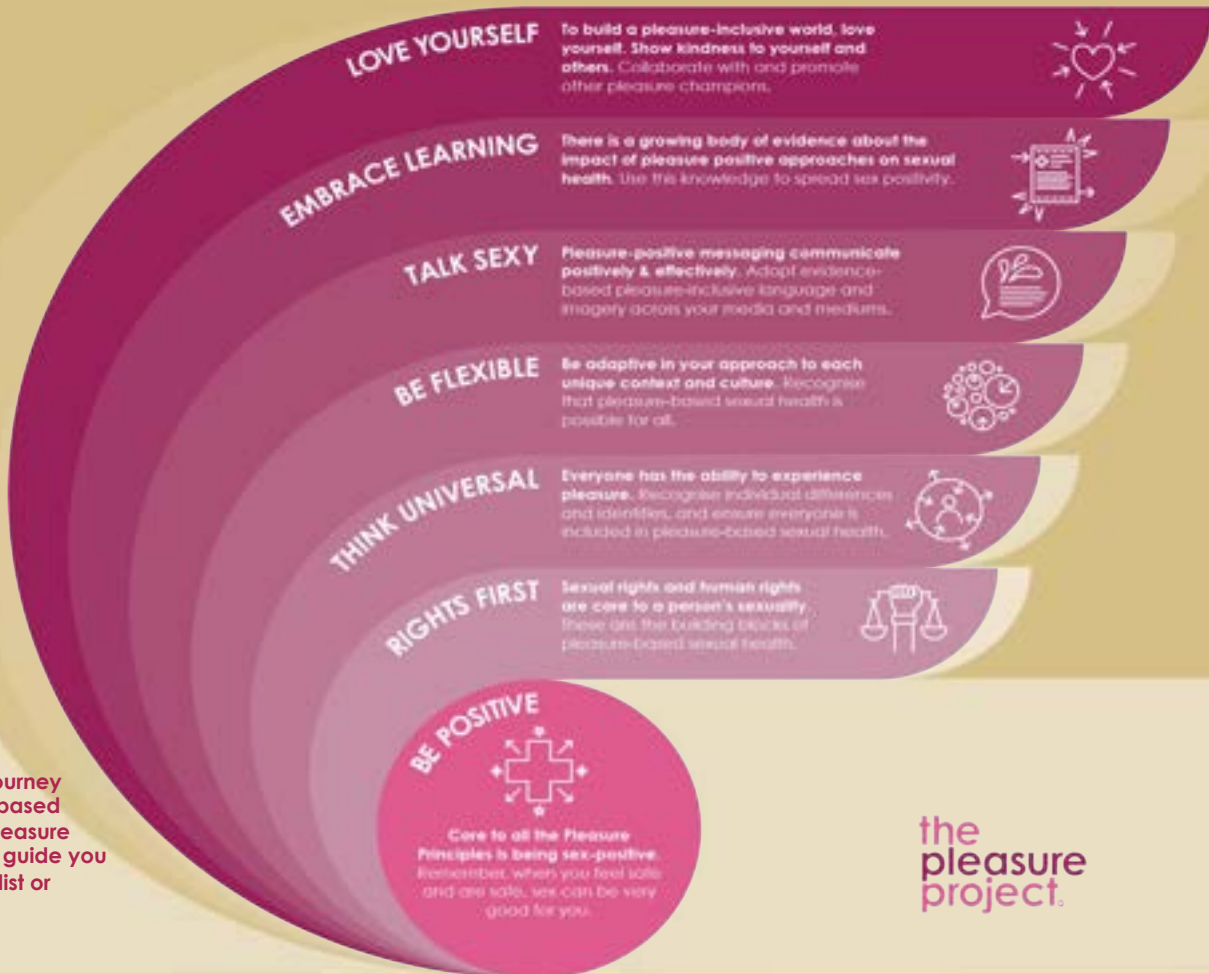
‘Significant and positive effect on condom- use’  
for pleasure inclusive sexual health’



# The Pleasure Principles

## Pleasure-based Sexual Health

These Pleasure Principles are designed to act as a guide and inspiration to support people and organisations to embark on the journey towards a sex-positive, pleasure based approach to sexual health. The Pleasure Principles aim to help inspire and guide you as a pleasure activist, propagandist or practitioner.



the  
pleasure  
project.



# Promising Practices: The Global Mapping of Pleasure

the  
pleasure  
project

[about us](#) - [resources](#) - [pleasure principles](#) - [pleasure map](#) - [blog](#)

## The Global Mapping of Pleasure

A showcase of people and resources who promote pleasure and sexy safe sex in the public health world. Come join the pleasure movement and add yourself to the map, if you promote pleasure safely.

[Add org/project](#)



15 in 2005 to 100+ in 2022

# Promising Practices:

## Belgo, Minas Gerais, Brazil



- Based on principle that sex education is a right
- Students attending school in grades 6-8 and between ages 10-19
- Emphasized importance of relationships in the context of a healthy and pleasurable sex life
- Stimulated gender equity with the aim of reducing adolescents' vulnerability
- Intention to use condoms consistently with a casual partner increased more than two-fold; 68% increase in modern contraceptive use by students at last intercourse

# Promising Practices:

Ogbere Oloba/Gbaremu Ona-Ara Ibadan, Nigeria



- HIV positive women given 2 skills training sessions - assertion, condom negotiation, challenge barriers to use and overcoming cognitive barriers
- Learning to challenge statements such as ‘ you never climax with condoms’
- Intervention increased self efficacy, sexual satisfaction and motivation to use increased
- Controls given risk focused health education

The effects of psychological inoculation on cognitive barriers against condom use in women with HIV: A controlled pilot study  
Benjamin Olley, Moyosola Abbas, Yori Gidron - Journal des Aspects Sociaux du VIH/SIDA 2011

# Promising Practices:

International Planned Parenthood Federation, Africa Region

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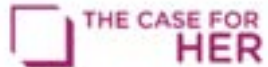


# Promising Practices: Expanding Pleasure Approaches



AMPLIFYCHANGE

the  
pleasure  
project.





# Promising Practises:

## The Pleasure Audit



**'I tell them that sex is sweet at the right time' – making sex education more effective and sex-positive.'**

**In press: Global Public Health 2019**

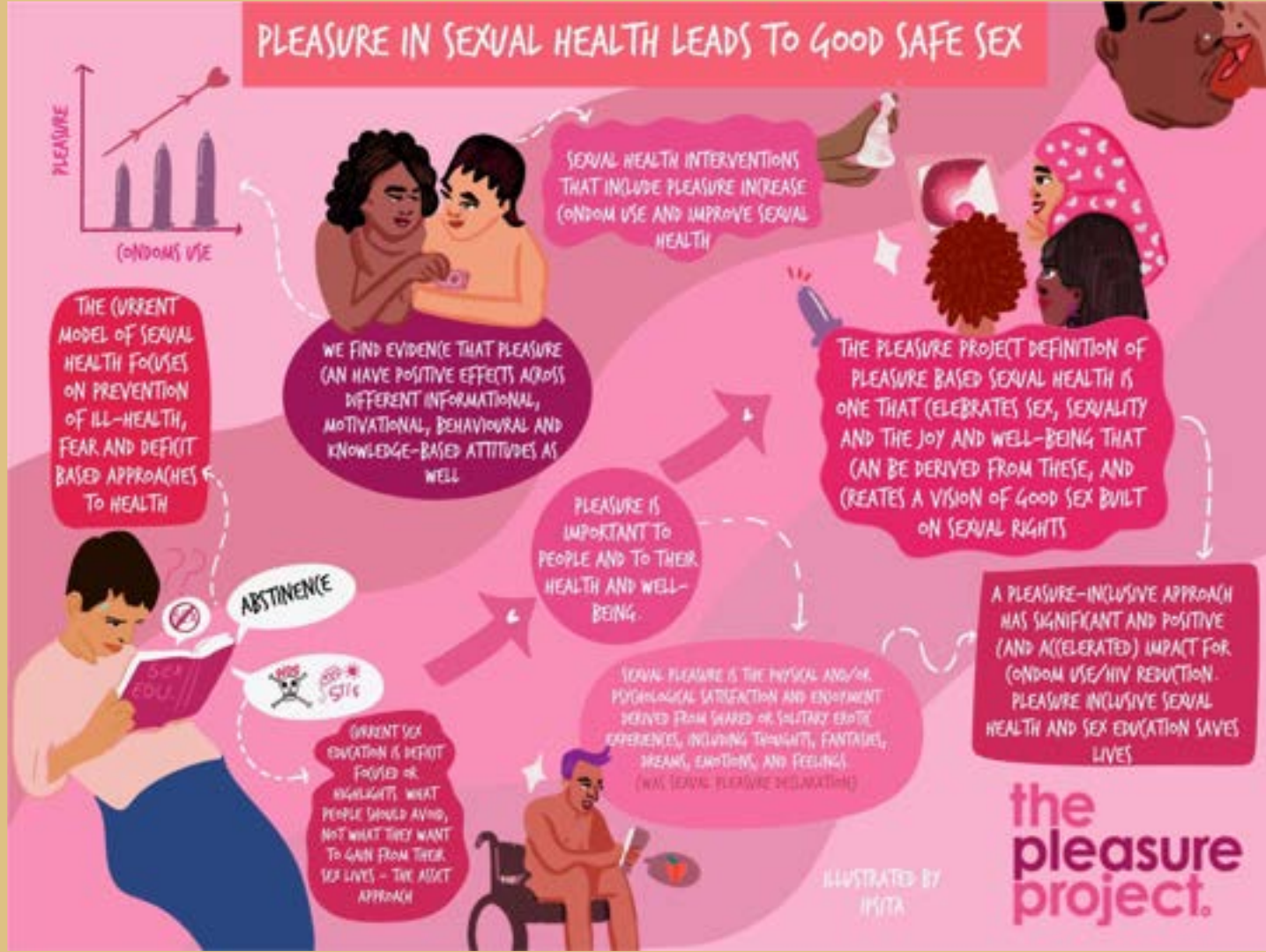
**Ghana and Kenya with Rutgers and Get Up Stand Out**

We looked at quality markers like: the inclusion of pleasure; the quality of that inclusion; the delivery and impact of this inclusion. Young people were part of the audit each step of the way.



Thank  
you

www.the  
pleasure  
project.  
org



**Additional Slides as  
needed**

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# The Pleasure Principles

Pleasure-based  
Sexual Health

the  
pleasure  
project.

# Building the evidence base



Promoting Protection and Pleasure: amplifying the effectiveness of barriers against sexually transmitted infections and pregnancy. *The Lancet*; Vol 368; Dec 2005



Pleasure and Prevention: When Good Sex Is Safer Sex. *Reproductive Health Matters*, 2006

Could watching porn increase your expectations of (safe) pleasure?



Strange bedfellows: bridging the worlds of academia, public health and the sex industry to improve sexual health outcomes.

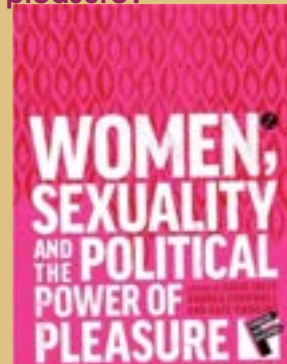
Health Research Policy and Systems, May 2011



'I tell them that sex is sweet at the right time' – making sex education more effective and sex-positive. *Global Public Health*, 2019



Blurring the Boundaries of Public Health: It's Time to Make Safer Sex Porn and Erotic Sex Education. *IDS Bulletin* ; Vol 48; 2017



Home • 58 journals • International Journal of Sexual Health • List of Issues • Latest Articles • Sexual Health and Wellbeing through the Life Course: Ensuring Sexual Health, Rights and Pleasure for All

0 Citations  
13 Abstracts

**Sexual Health and Wellbeing through the Life Course: Ensuring Sexual Health, Rights and Pleasure for All**  
 Ben Boddien, Anna Philpott, George Bracken, Andri Castellanos Lugo, Winkia Yabba, Emily Christine, Lianne Somavilas & Taling Mufubung  
 Received 10 Apr 2021; Accepted 27 Nov 2021; Published online 29 Nov 2021  
 Download citation | <https://doi.org/10.1080/19317611.2021.1991871>

**Abstract**  
 This commentary summarizes the context and positioning of sexual health, sexual rights and sexual pleasure, as three interlinked and indivisible aspects of sexual health and wellbeing (SHWR). In turn, sexual health is a major domain within broader sexual and reproductive health and rights (SRHR), both in its own right as a human right, and owing to the importance of good sexual health for ensuring good reproductive outcomes. Furthermore, SRHR is a necessary, core part of overall health, thus issues of health and wellbeing is a fundamental aspect

**Related research**  
 Sexual health, sexual rights and sexual pleasure: synergistically mapping the perfect triangle  
 Sofia Guedes et al.

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79 Citations  
0 Abstracts

**How to Navigate a Blindspot: Pleasure in Sexual and Reproductive Health and Rights Programming and Research**  
 Anna Philpott, Genda Larsson, Arushi Singh, Winkia Yabba & Lianne Somavilas  
 Received 29 Oct 2021; Accepted 17 Jan 2022; Published online 19 Jan 2022  
 Download citation | <https://doi.org/10.1080/19317611.2021.1991871>

**Abstract**  
**Objectives:** Despite billions of dollars in funding spent each year on sexual and reproductive health and rights (SRHR) and HIV programming, sexual pleasure is insufficiently addressed. This paper therefore has three key aims: (1) to introduce the concept of sexual pleasure in SRHR programming, while providing context

**Related research**  
 Sexual health, sexual rights and sexual pleasure: synergistically mapping the perfect triangle  
 Sofia Guedes et al.

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149 Citations  
0 Abstracts

**The Health Benefits of Sexual Expression**  
 Wael J. Samra, Jenna C. Riley & Lisa N. Diamond  
 Received 12 Jun 2021; Accepted 12 Aug 2021; Published online 31 Aug 2021  
 Download citation | <https://doi.org/10.1080/19317611.2021.1991871>

**Abstract**  
**Objective**  
 Sexual activity is a fundamental human function with short-term emotional, social, and physical benefits. Yet within healthcare, sex is marginalized and many HCPs are unaware of its beneficial implications for immediate and long-term health.

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82 Citations  
0 Abstracts

**Integrating Sexual Pleasure for Quality & Inclusive Comprehensive Sexuality Education**  
 Brian Mark, Rachel Carroll, Sergio, & Martina Cruz  
 Received 12 Jun 2021; Accepted 12 Aug 2021; Published online 31 Aug 2021  
 Download citation | <https://doi.org/10.1080/19317611.2021.1991871>

**Abstract**  
 Sexual pleasure is best attained through facilitating access to the highest standard of health. Today global data show a persistent high burden of sexual health issues, yet pleasure remains a sensitive, stigmatized, and unspoken topic in healthcare practices. This article examines how to incorporate a value for

**Related research**  
 Sexual health, sexual rights and sexual pleasure: synergistically mapping the perfect triangle  
 Sofia Guedes et al.

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78 Citations  
0 Abstracts

**Sexual Pleasure and Healthcare Settings: Focusing on Pleasure to Improve Healthcare Delivery and Utilization**  
 Jesse K. Ford, Aydin E. Ford, Shelby Henderson, Christopher Purdy, Stephen Feltz, Marlene Rossmann & ...  
 Received 12 Jun 2021; Accepted 12 Aug 2021; Published online 31 Aug 2021  
 Download citation | <https://doi.org/10.1080/19317611.2021.1991871>

**Abstract**  
 Sexual pleasure is best attained through facilitating access to the highest standard of health. Today global data show a persistent high burden of sexual health issues, yet pleasure remains a sensitive, stigmatized, and unspoken topic in healthcare practices. This article examines how to incorporate a value for

**Related research**  
 Sexual health, sexual rights and sexual pleasure: synergistically mapping the perfect triangle  
 Sofia Guedes et al.

Special Series Papers  
already out

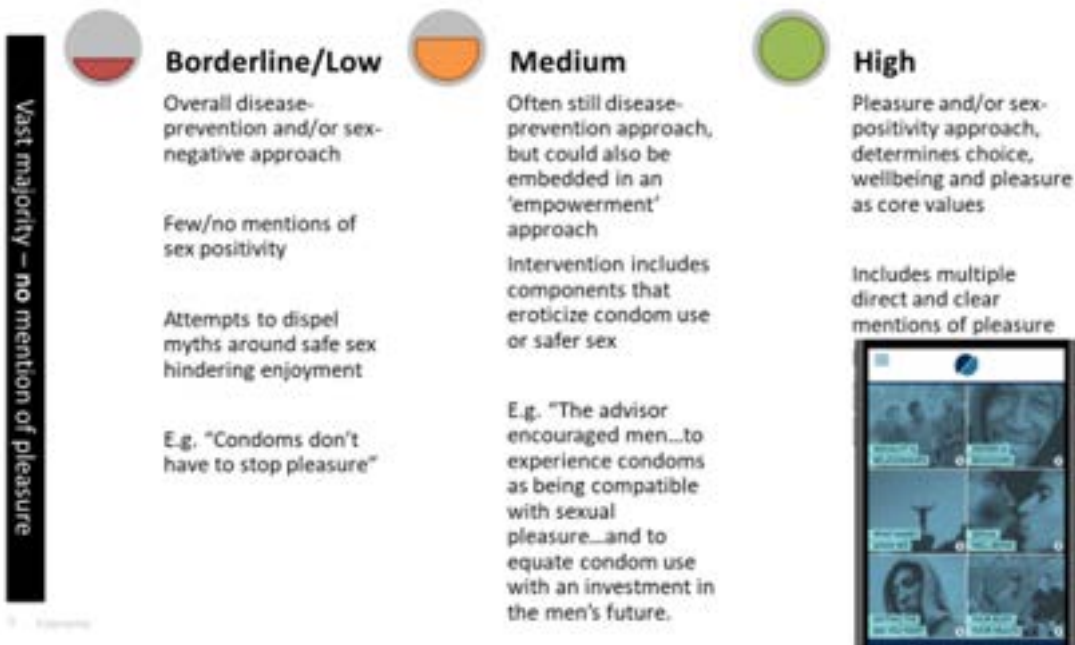


7825 articles screened – 33 studies included

Interventions have focused on 'at-risk' populations and HIV/STI reductions

Among included interventions, spectrum of 'pleasure-inclusivity'

## Prelim. Obs: a spectrum of 'pleasure-inclusivity'







# Educación Integral en Sexualidad (EIS)

*en Pandemia*



# CIES BOLIVIA: EIS en Pandemia

## Contenido



- 1 **Presentación CIES.**
- 2 **Contexto pandemia**
- 3 **Desafíos y estrategias**
- 4 **Aprendizajes**





1

# Presentación CIES



## Formación en EIS



## Red de Profesores/profesoras



## Red de Jóvenes



## Sensibilización al entorno





2

# Contexto Pandemia Sistema Educativo

**Restricciones para la  
Transitabilidad.**

**Cuarentena**



**Unidades educativas  
cerradas intempestivamente**

**Clases virtuales**

**Analfabetismo virtual**



**Miedo  
Estres  
Ansiedad  
Resistencia**

**Estudiantes sin acceso  
a recursos tecnológicos  
e internet.**



**Gobierno da 2 celulares por  
colegio.  
Limitación de tiempo de  
profesores y estudiantes.**

**Deserción escolar al 10%**



**Gobierno de Bolivia determina la clausura del  
año escolar 2020**





3

# Desafíos y Estrategias

Resistencia de profesores  
para implementar procesos  
virtuales

Analfabetismo virtual de  
profesores, jóvenes y  
equipo educativo.



# Estrategias Nacionales: foros, youtuber, radio



Red de profesores desarticulada.

- Convocatoria a profesoras/profesores antiguos.
- Convenios con empresas telefónicas para distribución de megas.
- Priorización temas en Classroom.
- APP Tú decides.

Limitaciones de tiempo para las capacitaciones.

Limitaciones de tiempo y acceso a adolescentes en UE para implementar EIS.



Red de jóvenes  
desarticulada.

Limitaciones de tiempo para  
las capacitaciones.

Limitación en el contacto  
con sus pares

Falta de acceso a  
herramientas tecnológicas.

- Convocatoria a jóvenes lideresas y líderes antiguos.
- Convenios con empresas telefónicas para distribución de megas



- Instalación de Rinconets
- Actividades virtuales



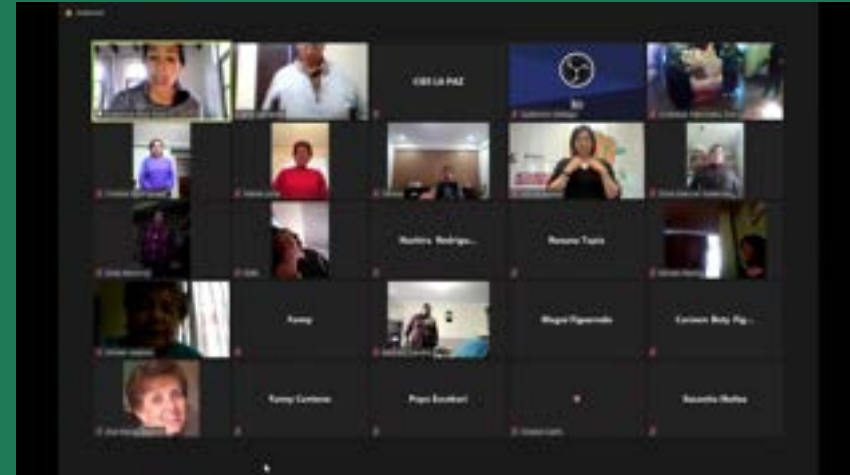


# Estrategias

# Desafíos

Resistencia del equipo educativo de trabajar emociones/afectividad de manera virtual.

Inestabilidad emocional de profesores, jóvenes y equipo educativo.







4

# Aprendizajes

- Los miedos y resistencias se superan con capacitación.
- Somos capaces de ser resilientes.
- Desarrollo de competencias para elaborar recursos tecnológicos/virtuales.
- Combinación de recursos tecnológicos para clases virtuales.
- Manejo integral de la EIS a través de medios virtuales: conocimientos, actitudes y emociones.
- No son necesarios recursos virtuales de alta calidad para llevar mensajes.



# MUCHAS GRACIAS

