

Selected 2011 GPS Key Results: COLOMBIA Ministry of Education



UN Region: Latin America & Caribbean

HIV Prevalence (2009): 0.5%

Date completed 2011 GPS: 30.01.2012

STRUCTURE OF EDUCATION SYSTEM (Note: Drawn from UIS data sources as respondents could not provide comprehensive answers to this section)

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Level																				
Grades/Forms																				

LEARNER NUMBERS BY LEVEL -2010

	Pre Primary	Primary	Secondary	Total
Pupils	1301689	5084972	5079732	11466393

TEACHER NUMBERS BY LEVEL -2010

	Pre Primary	Primary	Secondary	Total
Teachers	48981	180760	187124	416865

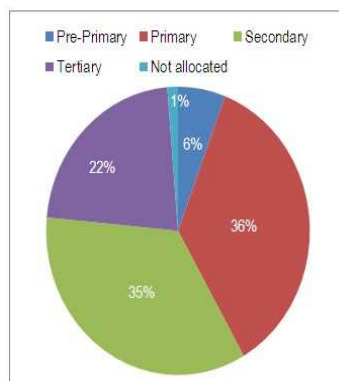
PERCENTAGE CHILDREN OUT OF SCHOOL -2010

Primary	Lower Secondary	Adult literacy rate (estimate): 93.2 -2009
8	6	

PERCENTAGE TRAINED TEACHERS BY LEVEL -2010

Percentage trained		Pre Primary	Primary	Secondary
		Male	100	100
	Female	100	100	97

PUBLIC EXPENDITURE BY LEVEL (2010)



% Public Expenditure spent on Education: 14.9 -2008

% Expenditure on Teacher & Support staff salaries: 89.7 -2010

CHILDREN ORPHANED

Children (0-17yrs) orphaned by AIDS ('000): - (UNICEF 2009)	Learners in the basic education system who have been orphaned ('000):
Children (0-17yrs) orphaned due to all causes ('000): 820 (UNICEF 2009)	

1. EDUCATION SYSTEM

<ul style="list-style-type: none"> Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable? 	Pre Primary	Male	Shrinking
		Female	Shrinking
	Primary	Male	Stable
		Female	Stable
	Secondary	Male	Growing
		Female	Growing
<ul style="list-style-type: none"> Total public expenditure (in local currency) on education 	\$26,95 billones de pesos Peso Colombiano (COP)		
<ul style="list-style-type: none"> Estimate % of teachers employed who permanently left the system in the last academic year for any reason (e.g. retirement, resignation, promotion, illness, death etc.)? 			
<ul style="list-style-type: none"> Number of learners in the basic education system who have been orphaned 	Male		
	Female		
	Total		

2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

National Level		
<ul style="list-style-type: none"> At the national level, do you have a dedicated committee or management unit that is responsible for coordinating the response to the HIV&AIDS epidemic? 	Committee	No
	Unit ¹	No
<ul style="list-style-type: none"> If there is a management unit, how many permanent staff members does it have? 	Unit	n/a
	Committee	n/a
<ul style="list-style-type: none"> If there is a committee or management unit, does it include senior staff? 	Unit	n/a
	Committee	n/a
<ul style="list-style-type: none"> If there is a committee or management unit, does it have a dedicated budget? 	Unit	n/a
	Committee	n/a
<ul style="list-style-type: none"> If there is a committee or management unit, have members received orientation training? 	Committee	NR
	Unit	n/a
<ul style="list-style-type: none"> If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues? 		No

¹ There is the Education for Sexuality and Construction of Citizenship, which aims to create pedagogical practices to develop the knowledge, skills, attitudes and skills necessary for children and adolescents to exercise their sexuality in an autonomous, responsible, healthy and pleasant manner, as part of Sexual and Reproductive Rights

<ul style="list-style-type: none"> If Yes, are they at a senior level? 		NR
<ul style="list-style-type: none"> If No, are there staff members whose responsibilities include HIV&AIDS? 		Yes
<ul style="list-style-type: none"> Is the Ministry involved in any current application for funding to any donor or development partner? 	HIV&AIDS	No
	Tuberculosis	No
	Malaria	No
<ul style="list-style-type: none"> Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)? 		n/a
<ul style="list-style-type: none"> Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources: 	Internal/ Government	
	External/ Donor	

Representation on HIV&AIDS coordinating structures			Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area				Areas of training provided to HIV&AIDS coordinating structures		
	National Committee	National management unit		Funds allocated	How funds are shared	% Funds utilised		National Committee	National management unit
Planning	n/a	n/a	Prevention (including awareness & behaviour change)	✗	n/a	n/a	HIV&AIDS Impact	n/a	n/a
Finance Management	n/a	n/a	Access/Referral to Care and Support	✗	n/a	n/a	Response Management	n/a	n/a
Curriculum Development	n/a	n/a	Curriculum Development	✗	n/a	n/a	Mainstreaming	n/a	n/a
Human Resources Management	n/a	n/a	Mainstreaming	✗	n/a	n/a	Programme Budgeting	n/a	n/a
EMIS/Statistics & Research	n/a	n/a	Planning	✗	n/a	n/a	Monitoring and Evaluation	n/a	n/a
Monitoring, Evaluation & Reporting	n/a	n/a	Monitoring & Evaluation	✗	n/a	n/a	Reporting	n/a	n/a
External partners – e.g. teacher unions, PLHIV, NGOs, etc.	n/a	n/a		✗			Gender Equality and Sensitivity	n/a	n/a

Regional and District Level		
<ul style="list-style-type: none"> Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic? 		No
<ul style="list-style-type: none"> o If Yes, do they include senior staff 		n/a
<ul style="list-style-type: none"> o If Yes, do they have sufficient dedicated resources (budgets) for the task? 		n/a
<ul style="list-style-type: none"> What % of schools have working groups or committees that address HIV&AIDS-related matters?² 	Pre Primary	NR
	Primary	NR
	Secondary	NR
<ul style="list-style-type: none"> Rank the HIV&AIDS roles and functions of decentralized structures in order of importance 	Planning	2
	Program Implementation	4
	Monitoring	3
	Evaluation	6
	Reporting	5
	Other:	1

3. ENABLING ENVIRONMENT				
<ul style="list-style-type: none"> How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector? 				Never
<ul style="list-style-type: none"> Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings? 				NR
<ul style="list-style-type: none"> Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission? 				NR
<ul style="list-style-type: none"> Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected? 				No
<ul style="list-style-type: none"> Levels of education that receive free education 	Pre Primary	Yes	Lower Primary	Yes
	Upper Primary	Yes	Lower Secondary	Yes
	Upper Secondary	Yes	Tertiary	Yes
<ul style="list-style-type: none"> Does the Ministry of Education have a specific education sector HIV&AIDS policy? 				NR
<ul style="list-style-type: none"> o If Yes, estimate how well this has been implemented? 				n/a
<ul style="list-style-type: none"> o If Yes, provide date of original adoption and publication? 				n/a
<ul style="list-style-type: none"> o If Yes, has it been revised since its adoption 				n/a
<ul style="list-style-type: none"> o If Yes, when has it been revised since its adoption 				n/a
<ul style="list-style-type: none"> o If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy? 				n/a
<ul style="list-style-type: none"> Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact? 				NR
<ul style="list-style-type: none"> o If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact? 				n/a
<ul style="list-style-type: none"> o If Yes, provide date of original adoption and publication? 				n/a
<ul style="list-style-type: none"> o If Yes, has it been revised since its adoption and if so, when? 				n/a
<ul style="list-style-type: none"> o If Yes, when has it been revised since its adoption 				n/a
<ul style="list-style-type: none"> Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction? 				NR
<ul style="list-style-type: none"> o If "Yes", indicate how often these policies are reviewed? 				n/a
<ul style="list-style-type: none"> Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS 				NR

² There are currently 2,546 educational institutions that offer workshops and design its educational project in sex education, from an analysis of its context (needs, characteristics, etc.). (and not only about HIV&AIDS).

• Is Education included in the National HIV&AIDS Strategy?	NR
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4. HIV&AIDS MAINSTREAMING AND IMPLEMENTATION	
• How seriously does the education sector regard the impact of HIV&AIDS on the sector?	NR
• Is there an Education Sector HIV&AIDS strategic plan in place?	NR
o If Yes, in what year was this plan developed?	n/a
o If Yes, in what year was this plan introduced?	n/a
o If Yes, is there an action plan for the implementation of this strategic plan?	n/a
o If Yes, to what extent is this plan funded?	n/a
o Estimate the % implementation of this strategic plan?	n/a
• Is HIV&AIDS response mainstreamed in the education management and planning process at the National level?	NR
o If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response?	n/a
• Does the education sector have an Education Information Management System (EMIS)? ³	Yes
o If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators?	No
o What was the most recent year for which EMIS captured and reported on these indicators?	n/a
o Has EMIS undertaken any HIV&AIDS trend or impact analysis?	No
• Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans?	NR
• Has the Ministry decentralized any of its data collection and processing (EMIS) systems?	NR
• Is HIV&AIDS-relevant data (e.g. teacher absenteeism/attrition, incidence of orphaning, etc.) being collected at decentralized levels of the system?	NR
• Has an assessment of the impact of HIV&AIDS on the education sector been conducted?	NR
o If Yes, in what year did this assessment take place?	n/a
o If Yes, how much of the country did this assessment cover?	n/a
o Have the key findings of this assessment been published	n/a
o When were the key findings of this assessment published	n/a
o If no assessment has taken place, is one planned	NR
o When is an assessment planned	NR
• Identify and rank 5 key barriers to implementation	1
	2
	3
	4
	5

5. HUMAN RESOURCES	
• Has an analysis of the impact of HIV&AIDS on demand and supply of human resources in the education sector has been conducted?	NR
• Is there evidence of increased teacher attrition (e.g. permanent loss) in the system?	NR
o If Yes, are there plans to increase teacher recruitment and training?	n/a
• Have human resource policies been reviewed and amended to minimize vulnerability and susceptibility to HIV&AIDS (e.g. attention to safety in the workplace, avoidance of teacher deployment away from their families, etc.)	NR
o If Yes, indicate how often these policies are reviewed?	n/a
• Are human resource issues possibly related to HIV&AIDS impact being monitored and reported on (e.g. absenteeism, sick leave, compassionate leave, attrition, increasing pension costs)?	No

6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS		
• Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees?	National ⁴	No
	District	No
	Education instituon	No
• Does the Ministry have a program aimed at preventing HIV infections among staff?		No
o If Yes, are these prevention programs gender sensitive?		n/a
• Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff?		NR
• Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities?		NR
o Estimate % teachers and staff who have such access?		n/a
o Estimate % teachers and staff who use these facilities?		n/a
• Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff?		NR
o If Yes, estimate % effectiveness of this referral system?		n/a

³ The National System of Higher Education (SNIES) is an information system that has been created to meet the information needs of higher education in Colombia. This system as a source of information concerning institutions and academic programs approved by the Ministry of Education consolidates and provides data, statistics and indicators.

⁴ We have worked on the issue with specific servers when making blood donations, have access to this service 100% of the servers. It is distressing to clarify, that among the causes of absenteeism in the servants of the Ministry did not identify causes associated with HIV&AIDS. Awareness is given, taking into account the risks that may be exposed both men and women and generate awareness of the responsibility you have in the blood donation process, noting that this is going to be used for patients who require it.

• Does the Ministry have a policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for personnel affected by HIV&AIDS? ⁵	Yes
• Does the Ministry of Education enforce confidentiality of information about Ministry employees affected by HIV&AIDS?	NR
• Are there accessible outlet points within or in the vicinity of all education sector workplaces (e.g. offices, schools or educational institutions) for the distribution of condoms?	NR

7. HIV&AIDS AND THE CURRICULUM

Topics included in the core curriculum; support materials developed; and confirmation of adaptation of tertiary curriculum by level of education

	Inclusion in core curriculum				Support materials developed				Tertiary curriculum adapted
	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	
Generic life skills	NR	NR	NR	NR	NR	NR	NR	NR	NR
Adolescent and reproductive health	NR	NR	NR	NR	NR	NR	NR	NR	NR
Sexuality education	NR	NR	NR	NR	NR	NR	NR	NR	NR
Gender equality and empowerment	NR	NR	NR	NR	NR	NR	NR	NR	NR
HIV&AIDS and other STIs	NR	NR	NR	NR	NR	NR	NR	NR	NR
Stigma and discrimination, including homophobia	NR	NR	NR	NR	NR	NR	NR	NR	NR
Family life and inter-personal relationships	NR	NR	NR	NR	NR	NR	NR	NR	NR

• Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level:	Lower Primary	n/a	Upper Primary	n/a
	Lower Secondary	n/a	Upper Secondary	n/a
• Is HIV&AIDS and related life skills issues a compulsory part of the curriculum?	NR			
• Is the HIV&AIDS subject area examinable?	NR			
• Has there been an orientation process for parents regarding life skills-related programs in schools?	NR			
o If Yes, indicate frequency of orientation sessions?	n/a			
o If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system?	NR			
• Have efforts been made to ensure that religious, community and/or traditional leaders support the HIV prevention approach adopted by the education sector, the messages it communicates and the materials it uses?	NR			
o If Yes, estimate % effectiveness of these efforts?	n/a			
o If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic?	n/a			
• Estimate the % of students in the tertiary sector who have open or regular access to HIV&AIDS information, awareness and prevention materials through their educational institutions?	NR			

Is there professional preparation of teachers through orientation and training in the following subject areas, by level?

	Primary Training		Secondary Training	
	Pre Service	In Service	Pre Service	In Service
Orientation Generic life skills	NR	NR	NR	NR
Orientation Adolescent and reproductive health	NR	NR	NR	NR
Orientation Sexuality education	NR	NR	NR	NR
Orientation Gender equality and empowerment	NR	NR	NR	NR
Orientation HIV&AIDS and other STIs	NR	NR	NR	NR
Orientation Stigma and discrimination, including homophobia	NR	NR	NR	NR
Orientation Family life and inter-personal relationships	NR	NR	NR	NR

Where orientation sessions for parents are conducted, they include the following topics

Sexuality education	NR
Life Skills	NR
Adolescent and reproductive health	NR
Gender	NR
STIs	NR
HIV&AIDS	NR
Homophobia and discrimination	NR

• Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established?	NR
o If Yes, how often are the results of this monitoring reported?	n/a
• Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts?	NR
o If Yes, estimate % the success of these efforts?	n/a

8. ORPHANS AND VULNERABLE CHILDREN

• Does the Ministry have a system for identifying and categorizing orphans and vulnerable children?	NR
• Does the Ministry have a gender-sensitive program to address the needs of orphaned and vulnerable children in the education system? ⁶	No
Does a gender-sensitive program for OVC address the following areas?	On what basis are learners included in in the feeding schemes? ⁷

⁵ Likewise, the Human Resource Branch has a verbal policy related to the topic and clear guidelines for handling such situations.

⁶ The Ministry of Education promotes the implementation of flexible education models that are structured to meet the pedagogical quality and relevance to the educational demands of a specific target population. Each of these models has pedagogical and methodological principles, processes of management and administration; own materials (guides, library, laboratories, etc.). And training processes and monitoring, among others. *See continuation of this comment at the end of this report

⁷ According to the provisions of Article 19 of Law 1176 of 2007, the focus is the responsibility of districts and municipalities, and carried out by the respective territorial authorities who, according to the recommendations of the District Council and / or Municipal Social policy, officers selected educational institutions, giving priority to those that serve displaced population, rural and indigenous communities and educational institutions with the largest proportion of the population classified at levels 1 and 2 of Sisben. In each school selected will progressively cover 100% of students enrolled by grade, subject to resource availability, starting with preschool and lower grades of primary school. Having secured the coverage of the total population of preschool and primary school, you can continue the program with sixth grade school on, giving priority to lower educational levels.

11. SELF-ASSESSMENT AND PRIORITIZATION

How would you rate your Ministry, in terms of the implementation of response in each of the following areas?	Rank order	Low					High				
		1	2	3	4	5	1	2	3	4	5
		Ministry of Education HIV&AIDS structures									
Enabling environment for an effective response to HIV&AIDS											
HIV&AIDS mainstreaming and implementation											
Human resources adaptation to the impacts of HIV&AIDS											
Workplace HIV&AIDS programmes											
HIV&AIDS and the curriculum											
Orphans and Vulnerable Children											
Partnership development in response to HIV&AIDS											
Research guiding the response to HIV&AIDS in the education sector											

Rank the following priority areas in order of importance for funding	Rank order	Most important					Least important				
		1	2	3	4	5	6	7	8	9	
		Ministry of Education HIV&AIDS structures									
Enabling environment for an effective response to HIV&AIDS											
HIV&AIDS mainstreaming and implementation											
Human resources adaptation to the impacts of HIV&AIDS											
Workplace HIV&AIDS programmes											
HIV&AIDS and the curriculum											
Orphans and Vulnerable Children											
Partnership development in response to HIV&AIDS											
Research guiding the response to HIV&AIDS in the education sector											

Rank the following priority areas in order of importance for Technical assistance	Rank order	Most important					Least important				
		1	2	3	4	5	6	7	8	9	
		Ministry of Education HIV&AIDS structures									
Enabling environment for an effective response to HIV&AIDS											
HIV&AIDS mainstreaming and implementation											
Human resources adaptation to the impacts of HIV&AIDS											
Workplace HIV&AIDS programmes											
HIV&AIDS and the curriculum											
Orphans and Vulnerable Children											
Partnership development in response to HIV&AIDS											
Research guiding the response to HIV&AIDS in the education sector											

Rank the following challenges to HIV&AIDS response implementation	Rank order	Most challenging					Least challenging				
		1	2	3	4	5	6	7	8	9	10
		Lack of leadership									
Funding/budget constraints											
Human Resource capacity and skills limitations											
Stigma and discrimination											
Lack of HIV&AIDS mainstreaming											
Lack of data and management information											
Little or no research											
Lack of training and orientation											
Ineffective monitoring, evaluation and reporting											
Lack of mandatory HIV&AIDS subject coverage in the curriculum											

Additional Comments:

*(Footnote 6 contd.) The models are intended to enable care to vulnerable populations through classroom strategies and in some cases blended using flexible methodologies, design of teaching materials, joint educational resources, development of educational projects (production, research, etc.) , teacher training and community engagement.

Some Flexible Models as Learning Circles, Creative Youth Groups, Virtual High School and High School Pacicultor have been implemented to address from a rights perspective to the affected population spread by violence.

Learning Circles are an adaptation of the Escuela Nueva model to integrate the educational system in a timely and appropriate-school children aged 6 to 15 years in displacement. They are multi-grade groups of 12 to 16 children who need to start or continue their education in elementary school.

The model contains actions aimed at integration into the educational system in terms of academic and social emotional equity of these vulnerable populations: i) locating and linking to the educational system to children and school youth. ii) support the achievement of identity documents; iii) ensure daily nutritional minute iv) providing school kit, v) have appropriate educational materials; vi) develop the component of psychosocial care for students and their families; vii) card student insurance viii) management support networks that promote the stabilization of the families of the school to ensure continuity in the educational system; ix) to train teachers and tutors; x) adequacy and allocation of spaces within educational institutions to address them properly.

Creative Youth Groups, provide an integral education - academic, citizen, and body work - for young people between 13 and 26 years-school vulnerable and requiring continue their education at the basic level of secondary and intermediate.

The model contributes to the retention of youth in the educational system, and therefore to lower dropout rates in basic education and middle school, through the following strategies:

- Academic Education.
- Education in specific job skills.
- Education for the cultivation of artistic and sporting talents.
- Transport allowance each time the young person attends class. .
- Lunch each time the young person attends class.
- Day care for children under 4 years of students in the program.
- Process flexibility: Possibility of changing or temporarily absent day and resume the educational process.
- Strategies for integration with the social environment.

The Bachelor Pacicultor, serves primarily as displaced women over 15 with high school and middle basic education, responding to their dynamics and conditions. Mainly develops citizenship skills and life skills and coexistence, pointing to the cultural transformation in community, disrupting and preventing violence risk behaviors and linking youth to war, crime and other manifestations of violence.

The model responds to the Learning Support Program Status of Women for Over 15 Years Displacement ordained in the Order 092 of 2008 and aims to guarantee the right to education in the levels of primary, secondary and higher education of women at displacement over fifteen years, ensuring access and permanence opportunities to initiate, continue or complete their education with equity and quality.

The Virtual High School, serves students in displacement of basic primary, secondary and high academic in the form of regular age adults and virtuality assisted methodology. It offers an alternative that takes advantage of technological development for teaching and learning for people who have difficulty accessing mainstream education. This model has a target population in rural and urban areas.