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| Danish organization | Mi Cuerpo/Min Krop |
| Title of the intervention | S&RHR Podcast –Mi Cuerpo ConSentido |
| Partner name(s) | Mi Cuerpo/Min Krop Colombia |
| Amount applied for | 99.995 |
| Country(ies) | Colombia |
| Period (# of months) | 12 months |

1. **Objective and relevance (the world around us)**
* What do you want to achieve through the intervention?

Throughout this intervention, we aim to allow free access to information by creating a podcast that will discuss sexual and reproductive health rights, providing taboo-free sexual and reproductive health rights (S&RHR), as well as debunking common myths related to this topic. We have made a 4-episode pilot to try out the idea, and we can see there is an interest, which is why we see this project as having great potential.

The podcast will provide students and teachers in our network, who have participated in our activities, the possibility to stay informed and allow them access to new information regarding Sexual and Reproductive Health Rights (S&RHR). The podcast will also allow for teachers to implement S&RHR themes into their classrooms, by using the podcasts to implement different activities, with or without staff from Mi Cuerpo/Min Krop, meaning many more classrooms can be reached.

Given the growing popularity of podcasts, and the fact that Colombia is within the top 5 countries in South America that listens to podcasts, there is an opportunity to reach more people and offer other alternatives to access information, especially since schools are not fully back to in-person teaching. The podcast is meant to complement and play together with activities at local partner schools as well as with our social media platforms that have grown a lot during the pandemic. Having these other social media platforms already established, allows for interaction to take place, where followers and listeners have the opportunity engage with the content discussed on the podcast. Topics such as anatomy, puberty, menstruation, birth control methods, sexually transmitted infections (STIs), sexual diversity, consent, gender stereotypes, sexual and reproductive rights, social media, and more, will be discussed within the podcast’s episodes.

Not only are we able to spread knowledge held within our organization through this podcast, but we will also be able to feature some new voices. Experts, students, teens, or people with unique experiences will be invited to the podcast and interviewed.

Thereby, the intervention will work principally with SDG 4, quality education and SDG 5, gender equality, but also cover SDG 1, no poverty and SDG 3, good health and well-being. Lastly, through the collaboration between Mi Cuerpo/Min Krop Denmark, Mi Cuerpo/Min Krop Colombia and our local partner schools in Cali and Popayán, the intervention will also work for SDG 17, partnerships for the goals.

* Why is the intervention important?

This intervention is important because misinformation regarding S&RHR is still very much prevalent within Colombia, especially amongst teens. It has been proven, time and time again, that S&RHR education is key to increasing the age at which teens and young adults initiate sexual relations, diminish unplanned teen pregnancies, as well as the spread of STIs in these populations. This is of great importance in a country like Colombia where 1 of every 5 teenage girls is or has been pregnant and, including adults, half of all births are not planned. Given that S&RHR education includes topics such as gender and consent, it also helps in preventing gender based and sexual violence. This is another area of concern for Colombia, especially when data shows that in Colombia in 2020, every 6 minutes, a woman was a victim of intrafamiliar violence. And every 24 minutes, a woman fell victim to sexual violence. Even though data shows that there are less cases each year, they are still high and are not going down fast enough, action is needed.

Within Colombian legislation, access to information about sexual and reproductive health is a right, and sexuality is a topic that must be taught in high school, but what topics and how these are taught is completely up to each school, meaning that they can teach as much or as little as they want, and there is not much regulation, nor even a list of topics schools can follow. This means that many students are not receiving all the information they need in order to make informed decisions regarding their sexual and reproductive health. That is why facilitating information and tools for S&RHR education that aim to correct misinformation created by insufficient S&RHR programs is important alongside collaborations with local schools that allow for students to receive the information they need to make informed choices. Allowing teens and young adults free access to as many forms of information as possible is vital, especially given that during the COVID-19 pandemic, thousands of students had to stop going to school because of connection issues, loss of jobs, or other reasons. This means that the little information they were receiving regarding S&RHR, also stopped.

Not only is the podcast a great tool in order to reach students that are not able to attend class during the pandemic, but when the situation returns to normal, teachers will be able to use the podcasts for their classes. We aim for teachers that are currently participating in our teacher training program to use our podcast in order to stay current and brush up on topics discussed during the workshops, and as a tool to teach their students about these topics, allowing the space for discussion regarding S&RHR. These teachers belong to school in lower income areas.

* Describe the context of the intervention:
	+ Describe the conditions that apply in the area where the intervention will take place, and which are expected to influence the intervention (e.g. social, economic or political conditions, or other projects or activities in the area that can supplement the intervention).

The intervention will take place in Colombia, specifically in the cities of Cali and Popayán. In the past few months, Colombia has been having issues with protests formed against government reforms, which could delay the activities at the schools, but the recording of the podcast episodes can be done at each employee´s chosen location, as long as it allows proper recoding conditions. Regarding the covid-19 pandemic, the activities that are part of content creation for the podcast in collaboration with local partner schools in low-income areas will either take place at the schools or virtually depending on the current pandemic situation.

The podcast will also be available to anyone with internet access via different streaming apps. This means that any of the 34,73 million people in Colombia with internet access can listen to the podcast freely and episodes can also be downloaded at an internet access point and listened to later.

* Describe how this intervention can contribute to supporting collaboration, public engagement, and civil organizing and how this in time will contribute to social justice (realization of people’s rights, reducing inequality and fighting poverty, participation in decision-making processes, equal access to resources, and just institutions).

Many of the issues surrounding proper S&RHR education are caused by lack of information and erroneous cultural beliefs about sexual health, gender, sex, and more. By allowing easy access to information about these topics, future generations can change the culture of myths, sexism, and inequality into one of facts, acceptance, and equality. Once properly learned, information can spread from mouth to mouth, friends telling friends, telling siblings and family about what they have learned and recommend listening to the podcast. Teachers can also listen, learn, and be inspired to teach S&RHR within their schools, allowing more students to learn about these topics.

The activities at local partner schools will engage and inform students and teachers in S&RHR topics, as well as create a connection to the podcast and the content within the episodes, making sure the topics are in line with the needs, questions and interests of the target groups.

By taking advantage of our social media platforms that have grown significantly in the past year during the pandemic, we can interact further with young people on topics related to S&RHR. We create interactive posts that allow followers to ask questions, respond to questions, vote on topics and thereby influence what content they would like to know more about. We experience a lot of response to our interactive stories and posts such as quizzes, questions, personal messages etc. This aspect is another reason why we believe strongly in this project given that these interactive stories and posts can be way to further engage young audiences to learn about S&RHR topics through the podcast. For example, in planning for this podcast, we asked our followers through Instagram stories what topics they would like to be discussed and received answers such as: LGBTQ+ relationships, S&RHR, sexuality and taboos.

Information regarding S&RHR allows people to make informed decisions regarding their sexual health. This means that they will be able to decide if and when they would like to become pregnant, allowing them to complete their life goals, such as graduating high school, which helps in reaching equal access to education. This, accompanied by information about consent and gender stereotypes also helps in reducing gender-based violence and inequality. We also believe it is important for everyone to know their rights regarding access to information and their S&RHR, including how they should be treated when accessing these health services, types of contraceptives, and more. When people know their rights, they can ask for them to be respected.

* What climate- and environmental conditions do the partnership and/or the intervention need to respond to? And how have the partners responded to it? This could be in relation to the conditions of the target groups, the number of flights or the activities of the intervention, and how these affect the environment or climate in the area.

This intervention is very eco-friendly, given that most of the resources that need to be used are virtual, creating as little waste as possible. Transportation is only necessary for the activities with local partner schools as part of the intervention.

1. The partnership/collaborators (our starting point)
* Describe any previous acquaintance or cooperation between the partners, and how these experiences have fed into the development of the proposed intervention.

The two organizations have been collaborating closely for the last 5 years on providing S&RHR education at local lower income schools in Colombia and are currently working together on a project providing training in S&RHR topics for teachers at local partner schools, specifically in Cali and Popayán. The training enables the teachers to create S&RHR programs for students of different age-groups within their respective schools (primary - high school). Didactic material and tools have been provided to support teachers in the development of their own S&RHR curriculum. The aim of this collaborative project has thus been to inspire with exercises for the local teachers to bring S&RHR education into their classrooms and strengthen the schools’ S&RHR programs.

This project sprung from the previous collaborations between the two organizations, and through conversations with the network of teachers and professionals with whom Mi Cuerpo / Min Krop Colombia has built during these last 5 years’ work for S&RHR education. As well as the contact with youth and students through social media, since this has been a main source of communication in the pandemic. The intention is for the podcast to become a complementary source of information and inspiration for the participating teachers and students, who already expressed enthusiasm and interest in the project.

* Describe the partners and other actors’ contributions, roles, and responsibilities. Justify substantial payroll costs, and if payroll costs are included for the Danish organisation, describe the tasks and why Danish personnel are best positioned to undertake these tasks.

Mi Cuerpo/Min Krop Colombia has 5 years’ experience in S&RHR education workshops with teenagers and teachers in schools in and around Cali and Popayán, Colombia. Within the team, there is experience in sustainable human development, psychology and teaching, which is key in the process of developing material, structuring the activities, implementing, and doing follow-up evaluations on the program.

Throughout Mi Cuerpo/Min Krop Colombia’s work, the organization has developed a strong connection with local partner schools and have been key in identifying the need for facilitating access to accurate and up to date information on different platforms. Mi Cuerpo/Min Krop Colombia has a key role in selecting the topics for the podcast, connecting with partner schools, planning and implementing the activities at the schools and communicating on the podcast episodes. Furthermore, the Colombian organization has vast experience with external communication, such as developing social media strategies, creating interactive and age relevant content, managing and monitoring the organization’s accounts on several platforms and making sure the tone is respectful and suitable for a teenage audience. In this project, Mi Cuerpo/Min Krop Colombia will be responsible for managing and monitoring social media and the podcast episode audience, as well as ensuring the technical and creative quality of the podcast episodes. Furthermore, the planning and implementation of the podcast activities at the local partner schools is also their responsibility.

Mi Cuerpo/Min Krop Denmark’s role in the project is to support the Colombian partner during the entire process, from development of the podcast topics and structure, to its implementation and monitoring; to do so, both organizations will be working together closely, as done in the collaboration projects the last 5 years and counting.

Mi Cuerpo/Min Krop Denmark will have a representative in Colombia participating in the project alongside the Colombian partner. The expatriate staff, Salka Wollesen Breum, who lives in Colombia for the better part of the year, has several years of experience in teaching S&RHR, a background from cultural and language studies and extensive knowledge on the cultural and socio-economic context from working alongside the Colombian partner. Furthermore, she has extensive experience in oral presentation from the information work in Denmark doing presentations and lectures.

The expatriate staff will be responsible for introducing a collaborative approach within the podcast activities, given that she has different, yet complimentary, capacities from the Colombian staff on this subject. She offers knowledge on dynamic methodologies that is beneficial to Mi Cuerpo/Min Krop Colombia to create interesting podcast activities at local partner schools. Given her current living situation, it is opportune and beneficial to have her participate in the development of the podcast activities and, when Mi Cuerpo/Min Krop Colombia sees it fit, possibly as a guest on the podcast.

Furthermore, Mi Cuerpo / Min Krop Denmark will plan and implement the information work in Denmark, which consists of developing material for and carrying out presentations mainly in Danish high schools.

As strategic partners, the local schools in Colombia are in charge of providing the space and time for the podcast activities where teachers and students will participate in different dynamics to create content for the podcast episodes.

1. Target groups, objectives, and expected results (our intervention)
* Who will benefit from the intervention? How many people will benefit in total? How will they participate in the intervention?

Our main target groups are students who will participate in the 30 podcast activities and teachers at local partner schools. The podcast activities will be in collaboration with 5 local partner schools in lower income areas in and around Cali and Popayán where we expect to include approximately 670 students from 6th-11th grade and 30 teachers.

Teachers who are participating in our teacher training projects, which is currently running, will receive information about the podcast and an invitation to use the podcast within their S&RHR programs. 83 teachers are currently participating in the teacher training; from which several have already shown interest.

Secondary target groups are the listener age group 14-27 on podcast platforms and our social media followers who engage in the interactive posts related to the podcast. Based on our pilot podcast, we aim to reach 100 listeners weekly and have a listener group of 40 %, age 14-27. Regarding engagement on interactive social media content related to the podcast, we aim to reach in average 250 accounts with a 30 % participation rate.

The students and teachers who participate in the podcast activities will benefit from the information, exercises and dynamics and will have the opportunity to have an impact on the topics that will be brought up on the podcast episodes and thereby create ownership. Teachers will furthermore be able to use the podcast as a tool to introduce and talk about S&RHR within their classes, allowing for more dynamic methods than ones traditionally used, such as readings. This can allow for more excitement and discussion among students.

Listeners will not only be able to participate by tuning in to our podcasts, but become active participants regarding topics we discuss due to the close connection to our social media platforms. We will give our audience the opportunity to ask questions regarding S&RHR through our social media, and these will be taken into account when deciding topics to discuss.

* Describe how the intervention will be implemented: what activities will be carried out? With whom? And when?

To initiate the project period, Mi Cuerpo/Min Krop Colombia will do capacity building within the field of podcast, to ensure technical and creative quality.

The podcast activities at local partner schools will start in February 2022 when schools are back from vacation and will be spread out through the project period according to the local partner schools’ availability. Each of the 30 podcast activities will be 2-hour long with the participation of students and teachers from 6th-11th grade. A variety of dynamic exercises and games in connection to S&RHR education will form part of the podcast activities and the goal is for students and teachers to learn about the given topics and, through their own creativity, form part of creating content for the podcast episodes.

24 podcast episodes will be recorded and released throughout the project period, approximately 2-3 episodes per month. The podcast episodes will be uploaded to different free streaming services, such as Spotify, Apple Podcast, Google Podcast and YouTube. In order to reach more potential listeners, posts and interactive dynamics on our social media will be created continuously, letting our followers know where and when new episodes are available.

The topics chosen to start out with are: anatomy, menstruation, birth control, STIs, S&RHR, consent, pleasure, social media, gender, sex, gender stereotypes, and sexual diversity, which are topics that have shown a lot of interest in previous workshops with students and teachers, but more will be included depending on the target groups’ interests, questions and needs which will be revealed continuously through the podcast activities and through social media interaction.

Social media activity is planned to promote listening to the episodes and for the audience to participate. Through interactive content on Instagram stories, reels, and posts etc. the audience and followers will be engaged in the topics discussed in the podcast episodes through quizzes and question boxes and have the possibility to ask questions to possibly be part of the podcast content as well. The graphic design for this part is crucial to create interest and a young image for the podcast, thereby connecting to the informative social media platforms.

1. Intervention-related information work in Denmark

If information funds are applied for, the following points should be reflected upon:

* The purpose of the information work.
* The target groups of the information work.
* The means of communication to be used (social media, printed matter, theatre, events, or the like).

Information work will be carried out in Denmark, in the form of presentations at Danish high schools about Colombia and the organizations’ work with S&RHR. The presentations will be carried out in-person at the high schools or virtually depending on what is possible at the given moment. The purpose of the work is to inspire young students by giving them a glimpse of real life in Colombia beyond the stereotypical portrayals that exist in movies and TV shows. Mi Cuerpo/Min Krop Denmark has done information work in Denmark the last 5 years and has a great network of teachers and schools with whom to do the presentations and is expanding the possibilities with new schools too. These presentations have previously, with success, been aimed mostly at Spanish students in 2.g or 3.g. but also some innovation classes have invited the organization to give talks about the experience of starting a small organization as a young entrepreneur in the NGO world.