7th APPC – Side Event
15th of November @UN-ESCAP premises.
Organized by ARROW and Equal Asia Foundation.

Presenter: Sijan Gelal

Name of the Organization: YUWA

Country: Nepal
What was your monitoring and research on (ICPD+30)?

ICPD+30 Country Monitoring Report 2023

Turning to Comprehensive Sexuality Education: The missed opportunity in Nepal
What are the key findings from the research?

- **School-Based CSE Dominance:** School-based Comprehensive Sexuality Education (CSE) is the primary source of CSE delivery in Nepal; due to insufficient mechanisms in non-formal education, a big gap lies here. Additionally, a significant dropout of girls occurs after lower basic levels. (1/3rd). Besides, in Nepal, 26% of women and 8% of men have no formal education.

- **Policy Environment:** While Nepal has secured the right to CSE in its constitution, specific policies for CSE implementation are lacking. Various policies touch on aspects of CSE, emphasizing health, education, and rights. The Kathmandu Declaration that came out of the National Conference on Comprehensive Sexuality Education in 2023 called upon stakeholders to “Take CSE as a basic right of all adolescents and youth, guarantee quality education and ensure access to information on sexual and reproductive health and quality health services to the youth.”
What are the key findings from the research?

- **Teacher’s Capacity:** Although there’s a training guide for teachers, which is a Five-day training module, there is limited data on how many teachers have been trained. Untrained teachers lack confidence in delivering CSE topics, and there’s a need for ongoing training and improved delivery skills. No CSE curriculum content has been incorporated into the in-service teacher training courses. However, at the policy level, the School Sector Development Plan 2016/17 – 2022/23 aims to provide pre-service training and in-service training in CSE. Additionally, most of the schools do not have designated teachers for the subjects, and teachers from any subject are conducting classes on a random basis.

- **Monitoring Mechanism:** A monitoring mechanism is in place that sends Government resource persons to each school to assess their teaching ability and attendance, but no monitoring framework exists to assess the quality of materials delivered by the teachers during CSE classes. A proposed framework, i.e. SERAT, which is localized by YUWA, awaits endorsement and incorporation from the government.
What are the key findings from the research?

- **Addressing Intersectionality:** The CSE program in Nepal has not been able to address the intersectionality and the unique needs of a diverse population. The curriculum has not addressed human rights perspectives or value clarification on gender and sexuality perspectives. Furthermore, the teacher’s training curriculum has also not addressed how to deliver CSE for diverse populations beyond the school and classroom setting. Though there has been some progress in school-based CSE, the CSE for out-of-school children is limited and fragmented in Nepal. Moreover, CSE has been so branded as an SRH issue, and people with disabilities are assumed/expected not to be sexually active. The revised curriculum of 2020 has added two pages of information regarding the Queer community, but it is limited to definitions only. Lack of inclusivity in curriculum and training is evident.
What are the key recommendations from your research?

- Develop the **capacity of teachers to deliver CSE** in a life skills-based approach. Engage with out-of-school children and youth through outreach programs. Expand digital learning opportunities for CSE targeting young people, including by sharing best practices among countries across the region.

- **Consistent VCAT and sensitization training** must be carried out to reduce prejudice and discrimination among educators, staff, and professionals who organize activities in the field of youth and youth development.

- **Prioritize budget availability** for and integrate **comprehensive sexuality education (CSE) into school curricula** and **update curricula** to make it comprehensive. CSE programs and resource material must be tailored and made accessible for marginalized youth, such as youth with disabilities and LGBTIQ+ youth.
What are the key recommendations from your research?

- Ensure the respect, safeguarding, and recognition of women and young people in all their diversities, including LGBTIQ+ persons: Sustainable development laws and policies at the country level must affirm human rights, gender equality and sexual and reproductive rights, which include the right to a safe and full sexual life as well as the right to make free, informed, voluntary, and responsible decisions about their sexuality.

- Ensure the safeguarding of adolescents seeking SRH services and eliminate barriers, such as the need for parental or guardian permission to access SRH services. Furthermore, funding and support for youth-led initiatives on SRHR must be made accessible.
What are the key recommendations from your research?

- Strengthen health systems to deliver SRHR services using an adolescent, youth-centric, and disability-friendly approach, as defined in international guidelines. Medical curricula must be inclusive of the health needs of all.

- The leadership, meaningful participation, and voice of women and young people in all their diversities (elderly persons, persons with disabilities, indigenous people, those from conflict areas/and in conflict with the law, people of diverse SOGIESC, and other marginalized groups and communities) must be promoted in decision-making including planning, implementation and monitoring processes.
Thankyou